



OROVILLE UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES MEETING AGENDA

Wednesday, October 20, 2021 at 5:30 p.m. at Prospect High School, located at 2060 Second Street, Oroville, CA 95966 and via YouTube

The open session portion of the meeting will start at approximately 6:00 p.m.

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

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, October 20, 2021, 5:30 p.m. at Prospect High School, located at 2060 Second Street, 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** [Significant exposure to litigation pursuant to Gov. Code, §54956.9, subd. (d)(2) one case.]
- **Conference with Real Property Negotiators-Gov't. Code Sec. 54956.8** [Dr. Corey Willenberg, Superintendent, agency representative]
- **Conference with Labor Negotiators—Gov't. Code Sec. 54947.6** [OSTA/CSEA: Dr. Corey Willenberg, Superintendent, designated representative]
- **Graduation Requirement Waiver – California Education Code Section 51225.3**

RESULTS OF CLOSED SESSION

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

PUBLIC HEARING (None)

RECOGNITIONS AND PRESENTATIONS

1. Student Achievement and Recognition – Oroville High 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 will read aloud any comments or questions received by 2:00 p.m. on the board meeting date. Presentations are **limited to three (3) minutes per person and fifteen (15) minutes per subject**. The Board is prohibited by State law from taking action on any item not listed on the agenda, except under special circumstances as defined in the Government Code.

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON AGENDA ITEMS

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

REGULAR BOARD AGENDA FOR OCTOBER 20, 2021

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

2. Board Comments

3. Superintendent

4. Administration

5. DOJ Update

6. Quarterly Williams Act Complaints

There were no complaints received during the last quarter.

7. Annual Review of BP/AR 5116.1 and BP/AR 6145

Education Codes 35160.5 and 48980 mandate that the board annually review BP/AR 5116.1 (Intra-District Open Enrollment) and BP/AR 6145 (Extra-Curricular and Co-Curricular Activities). Both policies and regulations are up-to-date and being implemented appropriately.

OLD BUSINESS (None)

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

8. Minutes from the September 15th Board Meeting

9. Check Registers Dated 9/7, 9/9, 9/14, 9/16, 9/21, 9/23, 9/28, 9/30, 10/5 and 10/7

10. Monthly Financial Report

11. 1st Quarter Scholarship Donations

12. 21/22 LPHS and OHS ASB Budgets

13. 21/22 Contract with Ann Peterson to Supervise Social Workers for their LCSW License Req.

14. Ongoing MOU with the California Partnership for Achieving Student Success (CALPASS)

15. 21/22 Supportive School Climate Advisory Committee Members

16. 21/22 CTE Advisory Committee Members

17. Annual Renewal of Hall of Fame Committee Members

18. Graduation Waiver Requests

19. First Reading of Board Policies and Administrative Regulations

- o BP 0470 (COVID-19 Mitigation Plan)
- o BP 3516.5 (Emergency Schedules)
- o AR 6112 (School Day)
- o BP/AR 6115 (Ceremonies and Observances)
- o BP/AR 6146.1 (High School Graduation Requirements)
- o BP/AR/E 6146.2 (Certificate of Proficiency/High School Equivalency)
- o BP/AR 6164.4 (Identification and Evaluation of Individuals for Special Education)
- o BP 6164.5 (Student Success Teams)
- o AR 6162.51 (State Academic Achievement Tests)
- o BP/AR/E 6173 (Education for Homeless Children)

NEW BUSINESS

20. 2020/2021 Unaudited Actuals (Watts)

The accounting and reports for the fiscal year ending June 30, 2021 have been completed and are being presented for approval. Included in this report are budget revisions to 2021/2022 to include actual beginning balances, carryovers and site transfers between org keys. **Recommend approval**

Enclosure

REGULAR BOARD AGENDA FOR OCTOBER 20, 2021

21. **Adoption of a 2020/2021 Actual and 2021/2022 Estimated Gann Limit Resolution (Watts)**

The Gann Limit is intended to constrain the growth in state and local government spending by linking year-to-year changes in expenditures to change in inflation (represented by per capita personal income) and caseloads (represented by average daily attendance for schools). Established in 1979 following the enactment of Proposition 13 and subsequently amended by Proposition 111, the Gann Limit has become a largely pro forma calculation that no longer constrains government expenditures. School districts must complete these calculations to identify how much state aid counts toward the local agency's Gann Limit, so the state of California knows how much state aid counts toward its own Gann Limit.

Recommend adoption of Resolution #4-21/22 as presented

Enclosure

22. **ESSER III Plan (Willenberg)**

Due to receiving Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, the district must develop a plan for how the funds will be used, at a minimum, to address students' academic, social, emotional and mental health needs as well as the opportunity gaps that existed before, and we are exacerbated by the COVID-19 pandemic. Stakeholder input was solicited from all stakeholder groups as required by law. **Recommend approval**

Enclosure

23. **Request to Increase Substitute Teacher Pay (Willenberg)**

The District is requesting an increase in substitute teacher pay from \$150 per day and \$175 for long-term to \$200 per day and \$225 for long-term to be more competitive with other districts, effective October 21, 2021. **Recommend approval**

Enclosure

24. **Contract for Services with Accountable School Staffing (Simas)**

Due to being unable to recruit Para-Educators for the ACCESS, ATC and FOCUS programs, the District is seeking approval to enter into a contract with Accountable School Staffing to fill vacant positions. The District is still actively advertising the vacancies. **Recommend approval**

Enclosure

25. **Contract with Tutor.Com (Willenberg)**

The District is seeking approval to enter into a contract with Tutor.Com through June 30, 2024 to provide online tutoring as a way to mitigate learning loss for our students, which was a common request in the ESSER III survey. The cost of the contract is \$252,000 and will be funded by Learning Loss Mitigation funds. **Recommend approval**

Enclosure

26. **Contract with Education Advanced Inc. (Willenberg)**

The District is seeking approval to enter into a contract with Education Advanced Inc. through June 30, 2024, to use their Cardonex software, which assists districts with hiring needs sooner in the process, reduces the staff hours required to develop a master schedule, and will also assist the district with improving access and equity in course access for all students. The cost of the contract is \$80,938 and will be funded by LCFF. **Recommend approval**

Enclosure

27. **Request to Waive Facility Fees (Willenberg)**

The LPHS PTSA is requesting a waiver of \$2660 in facility fees to use both LPHS gyms for a Safe Grad Night event on June 2, 2022. They are aware that the employee cost cannot be waived.

Recommend approval

Enclosure

REGULAR BOARD AGENDA FOR OCTOBER 20, 2021

28. **Contract with ARC Alternatives (Willenberg)**

As part of the rollout of the electric buses and charging infrastructure, the District entered into an agreement with PG&E to perform upgrades to PG&E-owned infrastructure serving the bus yard. At that time, the agreement assumed that the District would purchase additional electric buses. The current electric buses are being underutilized and the District has concerns about purchasing additional electric buses. This contract would allow ARC Alternatives to evaluate the PG&E agreement, facilitate a meeting with PG&E to discuss options, investigate State electric bus mandates, and evaluate what battery capacities and charging infrastructure would be required to support bus routes. Recommend approval

Enclosure

29. **Resolution in Support of Red Ribbon Week (Willenberg)**

Traditionally, the board has supported the district's efforts to participate in Red Ribbon Week. The concept behind Red Ribbon Week is to show commitment to a drug-free society by wearing red ribbons during the week of October 23rd through October 31st. **Recommend approval of Resolution #5-21/22**

Enclosure

30. **Personnel Assignment Order**

Approval is requested for the following Personnel Assignment Order:

Certificated

Shannon Sharp
Teacher-OHS
6th period option-English-1st period
Effective 5/24/2021-6/4/2021

2021/22 Tutors

OHS

Robert Anderson - Social Science
Marta Shaffer - English
Elizabeth Franks – Math

LPHS

Audrey Bruce - Math

Terris Holloway
Teacher
Correction to hire date
Effective 8/17/2021

Michelle Rose
Special Education Teacher-OHS
Correction to hire date
Effective 10/4/2021

Karsten Anderson
Teacher
Unit move to Step/Class 05/II \$59,216
w/Master's Degree
Effective 8/13/2021

Samantha Muntifering
Teacher
Request for FMLA/CFRA Medical Leave
Effective 10/4/2021-10/10/2021

Classified

Lena Miller
Para Educator II
Request for FMLA/CFRA Medical Leave
Effective 9/21/2021 – 10/15/2021

Debra Burtenshaw
Administrative Secretary
Retirement w/o District benefits due to age of 65 yrs.
Effective 12/31/2021

Caitlyn Richter
Para Educator I-PHS
Resignation
Effective 10/7/2021

Jessica Bowers
Administrative Secretary
8.0hrs p/day; 260 days p/yr.
Step/Column 18/E \$22.21p/hr.
Effective 10/21/2021

Lea Wenger
Para Educator II
Change in effective date of transfer from OHS to ATC
Effective 10/4/2021

Ameer Mubarak
Courier
6.0hrs p/day; SDO (195 days);
Step/Column 15/B \$17.83
Effective 10/25/2021

REGULAR BOARD AGENDA FOR OCTOBER 20, 2021

Certificated (Cont.)

Classified (Cont.)

Ameer Mubarak
Custodian
2.0hrs p/day; 260 days p/yr.
Step/Column 15/B \$17.83p/hr.
Effective 10/25/2021

Sally Van Tassel
Para Educator II – OHS
Correction to hire date
Effective 10/11/2021

2021/22 Substitute Universal Support Staff

Jordan LaGrone
Aderia Napier
Christopher Jacobsen
Dennis Enser

2021/22 Substitute Campus Supervisor

Dennis Enser

2021/22 Substitute Couriers

Trevor Davis

31. Items for Next Agenda

ADJOURNMENT

The meeting will be adjourned to a regular board meeting scheduled for Wednesday, November 17, 2021, at 5:30 p.m. in the Transportation Conference Room.

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186(d)]

District: Oroville Union High School District

Person completing this form: Paula Blaney

Title: Executive Assistant

Quarterly Report Submission Date:

(check one)

☐ April 2021

☐ July 2021

☒ October 2021

☐ January 2022

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

Please check the box that applies:

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

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

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

Print Name of District Superintendent: Dr. Corey Willenberg

Signature of District Superintendent:



Date: 10/11/21

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



Students

Intra-District Open Enrollment

The Governing Board desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while also maximizing the efficient use of district facilities and resources. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy, and administrative regulation.

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of their residence within the district. (Education Code 35160.5)

The Board shall annually review this policy. (Education Code 35160.5, 48980)

Enrollment Priorities

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

The Superintendent or designee shall grant priority for the enrollment of a student in a district school outside of the student's attendance area, if the student:

Is enrolled in a district school designated by the California Department of Education (CDE) as "persistently dangerous" (20 USC 7912; 5 CCR 11992)

1. Is a victim of a violent crime while on school grounds (20 USC 7912)
2. Is a victim of an act of bullying committed by another district student, as determined through an investigation following the parent/guardian's submission of a written complaint with the school, district, or local law enforcement agency pursuant to Education Code 234.1 (Education Code 46600)
3. If the district school requested by the student is at maximum capacity, the Superintendent or designee shall accept an intra-district transfer request for another district school. (Education Code 46600)
4. Is currently enrolled in a district school identified by CDE for comprehensive support and improvement, with priority given to the lowest academically achieving students from low-income families as determined pursuant to 20 USC 6313(a)(3) (20 USC 6311)
5. Is experiencing special circumstances that might be harmful or dangerous to the student in the current attendance area, including, but not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers. To grant priority under these circumstances, the Superintendent or designee must have received either: (Education Code 35160.5)

Intra-District Open Enrollment (Cont.)

- a. A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a law enforcement official or a social worker, or a properly licensed or registered professional, including, but not necessarily limited to, a psychiatrist, psychologist, marriage and family therapist, clinical social worker, or professional clinical counselor
 - b. A court order, including a temporary restraining order and injunction
6. Is a sibling of another student already attending that school
7. Has a parent/guardian whose primary place of employment is that school

Application and Selection Process

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law and Board policy, applications for intra-district open enrollment shall be submitted between November 30th and January 10th of the school year preceding the school year for which the transfer is requested.

The Superintendent or designee shall calculate each school's capacity in a non-arbitrary manner using student enrollment and available space. (Education Code 35160.5)

Except for the enrollment priorities listed above, the Superintendent or designee shall use a random, unbiased selection process to determine which students shall be admitted whenever a district school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance. However, existing entrance criteria may be used for enrolling students in specialized schools or programs, provided that the criteria are uniformly applied to all applicants. In addition, academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

Transportation

In general, the district shall not be obligated to provide transportation for students who attend school outside their attendance area.

However, upon parent/guardian request, the district shall provide transportation assistance to any student who is eligible for free or reduced-price meals and whose enrollment in a district school outside the student's attendance area is a result of being a victim of bullying. (Education Code 46600)

State Reference	Description
5 CCR 11992-11994	Definition of persistently dangerous schools
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 35160.5	District policies; rules and regulations
Ed. Code 35291	Rules
Ed. Code 35351	Assignment of students to particular schools
Ed. Code 46600-46611	Inter-district attendance agreements
Ed. Code 48200	Compulsory attendance

OROVILLE UNION HIGH SCHOOL DISTRICT

AR 5116.1 (c)

Intra-District Open Enrollment (Cont.)

Ed. Code 48204	Residency requirements for school attendance
Ed. Code 48300-48316	Student attendance alternatives, school district of choice program
Ed. Code 48980	Notice at beginning of term
Federal Reference	Description
20 USC 6311	State plan
20 USC 6313	Eligibility of schools and school attendance areas; funding allocation
20 USC 7912	Transfers from persistently dangerous schools

Approved: 4/6/94
Amended: 3/1/95, 9/5/01, 2/5/03, 8/6/03, 12/5/07, 11/17/10, 9/21/16, 3/18/20

Students

Intra-District Open Enrollment

Transfers for Victims of a Violent Criminal Offense

Within a reasonable amount of time, not to exceed 14 calendar days, after it has been determined that a student has been the victim of a violent criminal offense while on school grounds, the student's parents/guardians shall be offered an option to transfer their child to an eligible school identified by the Superintendent or designee. In making the determination that a student has been a victim of a violent criminal offense, the Superintendent or designee shall consider the specific circumstances of the incident and consult with local law enforcement as appropriate. Examples of violent criminal offenses include, but are not limited to, attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, or hate crimes.

The Superintendent or designee shall consider the needs and preferences of the affected student and parent/guardian in making the offer. If the parent/guardian elects to transfer the student, the transfer shall be completed as soon as practicable.

Transfers from a "Persistently Dangerous" School

Upon receipt of notification from the California Department of Education (CDE) that a district school has been designated as "persistently dangerous," intra-district transfers shall be granted as follows:

1. Within 10 days of receipt of the notification from CDE, the Superintendent or designee shall provide parents/guardians of students attending the school with notice of the school's designation. Along with this notification, or at least 14 calendar days before the start of the school year, the Superintendent or designee shall provide a list of other district schools to which any student of the school that is designated as persistently dangerous may transfer.
2. Parents/guardians who desire to transfer their child out of the school shall provide a written response to the Superintendent or designee and shall rank-order their preferences from among all schools identified by the Superintendent or designee as eligible to receive transfer students.
3. The Superintendent or designee shall consider the needs and preferences of students and parents/guardians before making an assignment, but is not obligated to accept the parent/guardian's preference if the assignment is not feasible due to space constraints or other considerations. The Superintendent or designee shall notify the parents/guardians of the assigned school.
4. For students whose parents/guardians accept the offer, the transfer shall be made as quickly as possible. If the parents/guardians decline the assigned school, the student may remain in the current school.

The transfer shall remain in effect as long as the student's school of origin is identified as "persistently dangerous." The Superintendent or designee may choose to make the transfer permanent based on the educational needs of the student, parent/guardian preferences, and other factors affecting the student's ability to succeed if returned to the school of origin.

Intra-District Open Enrollment (Cont.)

The Superintendent or designee shall cooperate with neighboring districts to develop an inter-district transfer program in the event that space is not available in a district school.

Other Intra-district Open Enrollment

Except for transfers for victims of a violent crime and from a "persistently dangerous school," the following procedures shall apply to intra-district open enrollment:

1. The Superintendent or designee shall identify those schools which may have space available for additional students. A list of those schools and open enrollment applications shall be available at each school site, the district office, and on the district's web site.
2. After the enrollment priorities have been applied in accordance with Board policy, if there are more requests for a particular school than there are spaces available, a random drawing shall be held from the applicant pool. A waiting list shall be established to indicate the order in which applicants may be accepted if openings occur during the year. Late applicants shall not be added to the waiting list for the current year but shall instead wait for a subsequent lottery.
3. The Superintendent or designee shall provide written notification to applicants as to whether their applications have been approved, denied, or placed on a waiting list. If the application is denied, the reasons for denial shall be stated.
4. Approved applicants must confirm their enrollment within 10 school days.

Any student who is granted a transfer out of a school that had been identified by CDE for comprehensive support and improvement shall be allowed to remain in the school of enrollment until completing the highest grade offered at that school. (20 USC 6311)

A student granted intra-district enrollment under other circumstances shall not be required to reapply for readmission but may be subject to displacement due to excessive enrollment.

Any complaints regarding the open enrollment process shall be submitted in accordance with the applicable complaint procedure.

Notifications

Notifications shall be sent to parents/guardians at the beginning of each school year describing all current statutory attendance options and local attendance options available in the district. Such notification shall include: (Education Code 35160.5, 48980)

All options for meeting residency requirements for school attendance

1. Program options offered within local attendance areas
2. A description of any special program options available on both an inter-district and intra-district basis

Intra-District Open Enrollment (Cont.)

3. A description of the procedure for application for alternative attendance areas or programs and the appeals process available, if any, when a change of attendance is denied
4. A district application form for requesting a change of attendance
5. The explanation of attendance options under California law as provided by CDE

Approved: 4/6/94

Amended: 3/1/95, 9/5/01, 2/5/03, 8/6/03, 12/5/07, 11/17/10, 9/21/16, 3/18/20

Instruction

Extracurricular and Co-curricular Activities

The Governing Board recognizes that extracurricular and co-curricular activities enrich the educational and social development of students and enhance students' feelings of connectedness with the schools. The district shall encourage and support student participation in extracurricular and co-curricular activities without compromising the integrity and purpose of the educational program.

(cf. 1330 - Use of School Facilities)
(cf. 5137 - Positive School Climate)
(cf. 6145.2 - Athletic Competition)
(cf. 5148.2 - Before/After School Programs)

Prerequisites for student participation in extracurricular and co-curricular activities shall be limited to those that have been demonstrated to be essential to the success of the activity.

Non-Discrimination

District programs, activities and student clubs are available to all persons without regard to race, color, ancestry, nationality, immigration status, age, ethnicity, religion, parental or pregnancy status, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 6145.5 - Student Organizations and Equal Access)

Any complaint alleging unlawful discrimination in the district's extracurricular or co-curricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Fees

Unless specifically authorized by law, no student shall be charged a fee for his/her participation in educational activities, including extracurricular and co-curricular activities and materials or equipment related to such activities. (Education Code 49010, 49011)

(cf. 3260 - Fees and Charges)
(cf. 3452 - Student Activity Funds)

Eligibility Requirements

To be eligible to participate in extracurricular and co-curricular activities, students in grades 9-12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)

Extracurricular and Co-curricular Activities (Cont.)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale in all enrolled classes
2. Maintenance of minimum progress toward meeting high school graduation requirements

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6146.1 - High School Graduation Requirements)

Academic Probation Period

1. The academic probationary period may be used once in the four-year time frame (less for a transfer student) that a student is enrolled in the Oroville Union High School District.
2. The academic probationary period is defined as a quarter. The GPA that determines whether a Probationary Period is needed is the previous grading period.
3. During the academic probationary period, a student may participate in athletics without a 2.0 GPA. However, the student is still subject to the guidelines set forth in the district's Extracurricular Code.
4. The school may set up a system by which an athlete using a Probationary Period can be monitored and checked for grade improvement.
5. The academic probation period is used to be eligible during all or part of a season of sport. Trying out for a team and not making the team does not use the Probationary Period. However, making a team and then quitting does use the Probation Period.

The Superintendent or designee may grant ineligible students a probationary period not to exceed one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation. (Education Code 35160.5)

Any decision regarding the eligibility of a homeless student, foster youth, or child of an active duty military family for extracurricular or co-curricular activities shall be made by the Superintendent or designee in accordance with Education Code 48850 and 49701.

(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and co-curricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

Student Conduct at Extracurricular/Co-curricular Events

When attending or participating in extracurricular and co-curricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

Extracurricular and Co-curricular Activities (Cont.)

- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)
- (cf. 5144 - Discipline)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Annual Policy Review

The Board shall annually review this policy and implementing regulations. (Education Code 35160.5)

Legal Reference:

EDUCATION CODE

35145 Public meetings

35160.5 District policy rules and regulations; requirements; matters subject to regulation

35179 Interscholastic athletics; associations or consortia

35181 Students' responsibilities

48850 Participation of homeless students and foster youth in extracurricular activities and interscholastic sports

48930-48938 Student organizations

49010-49013 Student fees

49024 Activity Supervisor Clearance Certificate

49700-49704 Education of children of military families

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

5531 Supervision of extracurricular activities of pupils

UNITED STATES CODE, TITLE 42

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

COURT DECISIONS

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC), Coded Correspondence 10-11, July 20, 2010

WEB SITES

CSBA: <http://www.csba.org>

California Association of Directors of Activities: <http://www.cada1.org>

California Department of Education: <http://www.cde.ca.gov>

California Interscholastic Federation: <http://www.cifstate.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Adopted: 4/78

Amended: 2/83, 9/17/03, 11/1/06, 2/17/10, 6/20/12, 11/7, 12, 11/6/13, 7/19/17, 11/20/19

Instruction

Extracurricular and Co-curricular Activities

For purposes of applying eligibility criteria for student participation, extracurricular and cocurricular activities shall be defined as follows: (Education Code 35160.5)

1. Extracurricular activities are not part of the regular school curriculum, are not graded, do not offer credit, do not take place during classroom time, and have all of the following characteristics:
 - a. The program is supervised or financed by the school district.
 - b. Students participating in the program represent the school district.
 - c. Students exercise some degree of freedom in the selection, planning, or control of the program.
 - d. The program includes both preparation for performance and performance before an audience or spectators.
2. Cocurricular activities are programs that may be associated with the curriculum in a regular classroom.

An activity is not an extracurricular or cocurricular activity if either of the following conditions applies: (Education Code 35160.5)

1. It is a teacher-graded or required program or activity for a course which satisfies the entrance requirements for admission to the California State University or the University of California.

(cf. 6143 - Courses of Study)

2. It is a program that has as its primary goal the improvement of academic or educational achievement of students.

Eligibility Requirements

The grade point average (GPA) used to determine eligibility for extracurricular and cocurricular activities shall be based on grades of the last previous grading period during which the student attended class at least a majority of the time. If a student was not in attendance for all, or a majority of, the grading period due to absences excused by the school for reasons such as serious illness or injury, approved travel, or work, the GPA used to determine eligibility shall be the grading period immediately prior to the excluded grading period(s). (Education Code 35160.5)

(cf. 5113 - Absences and Excuses)

When a student becomes ineligible to participate in extracurricular or cocurricular activities in the upcoming grading period, or when he/she is subject to probation, the principal or designee shall provide written notice to the student and his/her parent/guardian.

Extracurricular and Co-curricular Activities (Cont.)

Students may apply for an academic probation period by filing out an Academic Probation Contract. See the Academic Probation Period section in the board policy for more information.

Supervision

All extracurricular activities conducted under the name or auspices of a district school or any class or organization of the school, regardless of where the activities are held, shall be under the direct supervision of certificated employees. (5 CCR 5531)

Any non-certificated person working with students in a district-sponsored extracurricular student activity program shall possess an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing or shall have cleared a Department of Justice and Federal Bureau of Investigation criminal background check prior to beginning his/her duties, in accordance with BP 4127/4227/4327 - Temporary Athletic Team Coaches. (Education Code 49024)

(cf. 1240 - Volunteer Assistance)

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

(cf. 4212.5 - Criminal Record Check)

Approved: 4/78

Revised: 2/83, 9/17/03, 11/1/06, 2/17/10, 11/7/12, 11/6/13

**OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING
September 15, 2021**

MINUTES

CALL TO ORDER

Board President, Mr. Damon, called the meeting to order at 5:30 p.m. on Wednesday, September 15, 2021, at the Transportation Conference Room and via YouTube.

ROLL CALL

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

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

CLOSED SESSION

- **Personnel-Gov't. Code 54957** [Public employee employment/discipline/dismissal/release]
- **Conference with Legal Counsel-Anticipated or Existing Litigation—Gov't. Code Section 54956.9**
[Case number unspecified because disclosure would jeopardize negotiations]
- **Conference with Labor Negotiators—Gov't. Code Sec. 54947.6** [OSTA/CSEA: Dr. Corey Willenberg, Superintendent, designated representative]
- **Graduation Requirement Waiver – California Education Code Section 51225.3**

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

RESULTS OF CLOSED SESSION

At 6:01 p.m., the board reconvened to open session. No action was taken.

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

#28-21/22: On a motion by Mr. Sehorn, seconded by Mrs. Englund, the board accepted an amended Personnel Assignment Order by the following vote:

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

PUBLIC HEARING

1. 21/22 Sufficient Instructional Materials

Mr. Simas stated that each Principal has verified that they either have sufficient materials or that additional materials have been ordered. There were no comments from the audience or Board.

RECOGNITIONS AND PRESENTATIONS

2. Student Achievement and Recognition – Las Plumas High School

Dr. Collins recognized five outstanding students:

MINUTES OF REGULAR MEETING – SEPTEMBER 15, 2021

Alanah Hancock - Senior with a 4.0 GPA, enrolled in 5 AP classes, plays three sports, is the LP/O Drum Major, and is also a youth leader at her church. Mr. A. Bruce stated that not only is she a great student, she's also a natural leader who has an amazing attitude. Mr. C. Bruce stated that she does an amazing job helping her peers and is an absolute model student.

Daniel Drake – Junior who is known as the "Spirit Man" of LPHS. He plays his tambourine in the quad every Friday at lunch. He is also sings his church choir. Mr. Younger stated that Daniel is probably the most upbeat and positive student he has ever had. His spirit is infectious. Mr. Lewis stated that Daniel is a radiant example of the power within each of us to uplift classmates and staff members. He has become a campus symbol of school spirit, pride and respect.

Maddie Robertson – Sophomore with a 4.0 GPA, plays three sports and is active in her youth church group. She and her mom often help in the snack bar at home games. Mrs. Busby stated that Maddie is one of the hardest working students in class. She has a positive attitude and is helpful to others. Ms. Hull states that Maddie is the kind of athlete everyone wants on their team.

Kalyn Peterson – Sophomore with a 3.9 GPA, loves her Drama class and is an advocate for equality and social justice. She epitomizes the word "overcomer". She has faced much adversity in her 15 years of life. She helps the Shriner's with their fundraising. Her speaking skills are outstanding. Mr. Feters stated that Kalyn is an exceptional students who always does her best no matter the obstacle. She is a great example to other students. Ms. Hull stated that Kalyn is an upbeat, intelligent and funny student, who is very mature for her age.

David Pina – Dr. Collins stated that David reminds him of himself growing up. He is a sophomore. Life hasn't always been easy for him and sometimes things don't always start well. Last year wasn't great for him but he's done a 180 degree turnaround this year. Mrs. Bruce stated that David has become a leader in her class. He helps other students in his group and they feel comfortable asking for his help. David sets the bar on what is expected in the classroom.

Dr. Collins stated that some of the student are recognized for great GPA's. LPHS also recognizes school spirit, hard work and determination for turning their lives around. He thanked the students for making his job the best one in the state of California.

HEARING OF INDIVIDUALS ON NON-AGENDA ITEMS

Mike (no last name given), LPHS parent, asked what parents can do about getting cameras installed in the classrooms to they can hear what their kids are being taught. He asked why extra credit is being offered for students who are vaccinated. Dr. Willenberg responded that he verified that no extra credit was given to any students who were vaccinated. There are student privacy rights and contractual issues that would not allow cameras to be installed in classrooms. If he has an issue with something going on in his student's class, he should contact Dr. Collins to discuss it.

Brandon Matheson, community member, advocated to combine the high schools as the community revolves around its youth. He feels this will elevate the standards, unite the community, provide more school spirit, will keep kids in our schools and give them hope for their future. Our high school kids are only competing with half of the kids in town. He was very involved in all aspects of high school and feels he would have been better prepared for college if he was competing against students from the whole community. He knows people have spoken out in the past about colors, mascots and the cross town rivalry. That is nowhere near as important as our kids reaching for a higher standard. He thinks we should do away with both school names and mascots and become the Oroville Nuggets, with the colors of gold, black and white, where we could take down our true rival - Chico. He thinks we could limit layoffs by keeping all four grades at each campus. Our population has continued to increase over the last 30 years. Only funding one school would free up resources to provide tutors, better books, and more and better classes. We could also provide bus transportation between the sites. He knows there is a problem getting bus drivers. He feels that we could find bus drivers if the community got excited about this. He'd even quit his job to become a bus driver. Mr. Damon said he's not personally against the idea. He knows it's been brought up once without success but that doesn't mean the idea is gone forever. Dr. Willenberg responded that we've looked at combining the schools three times in the last 12 years. It has been widely unpopular with the community each time.

MINUTES OF REGULAR MEETING – SEPTEMBER 15, 2021

Alicia Walker, OHS parent, stated that we are not following the K-12 guidelines when students are exposed to COVID. It's supposed to be 10 days of quarantine if they are unvaccinated and zero days if they are vaccinated. BCPH says that although they support what the district is doing, we are being stricter than them. The district needs to be transparent and notify parents. Making kids quarantine for 14 days is taking education away from them. The State does not require six feet for social distancing. We are choosing to be stricter than the guidelines and she finds that very disappointing.

Jeff Reid, OHS teacher, has concerns about the bell schedule. It is his understanding that the district waited until July 29th to negotiate with OSTA. The bell schedule is a disaster. It doesn't allow any time for one-on-one help, no help for athletes to catch up when they miss class and for those students who are quarantined. Teachers are still staying late and are calling families at night and on the weekends. After school tutoring is only offered once per week. While the Union President was sometimes not always well liked by the district, holding up negotiations because of a single release period for her shouldn't have been a deciding factor not to approve a better bell schedule that allows for consultation and collaboration. It is very sad and discouraging. He hopes the district keeps in mind that students and staff don't feel valued. Dr. Willenberg stated that he disagrees with blaming the lack of negotiations on the district. The District negotiated with OSTA on 6/20, 7/29 and 7/30. They were well aware that the District was available to negotiate all summer. We absolutely value kids. It takes both sides negotiating to come to an agreement. He doesn't look at the personality of who is in the position. Mrs. Hase is valued just as much as any other employee. The release period has nothing to do with her personally. We are still struggling to hire staff. An employee filed a complaint with the State about special education caseloads when we've interviewed for a special education teacher six times. We have offered a lot of jobs but some haven't been accepted and others can't pass the pre-employment requirements. We have a competitive salary schedule and great benefits. We have the money but can't find the people. Mr. Reid stated that it doesn't cost money to fix the bell schedule. He appreciates the dialog and opportunity to speak.

Steve Gresham, LPHS parent, stated that he's already talked to Dr. Collins and his issue hasn't been resolved. Critical Race Theory is being taught in an English class. A survey was given during the first week of school about how people feel about black people. Dr. Collins told him that you can't believe everything on Facebook and said he would look into it. He was told the lesson related to 12 Angry Men and that the test was optional and questions could be skipped. The questions could not be skipped and the assignment was worth 50 points. Mrs. Busby said she was giving extra credit to students who were vaccinated. Ms. Albrecht has Gay Pride and Black Lives Matters posters in her classroom. This is inappropriate. These issues should be handled in the home, not in school. He wants these issues taken care of. Dr. Willenberg responded that due to confidentiality, a parent won't be told about any possible disciplinary action that may be taken.

Summer (no last name given), LPHS parent, agrees that those things are happening. The posters should be coming down. There is also an issue with a transgender student in the locker room, which makes her daughter and others not want to go to PE class. Some students are being discriminated against and things are being pushed on them by teachers.

Leighann Mello, LPHS parent, stated that she works for OCESD, who is also dealing with a Department of Justice investigation. They are not teaching the same kinds of things as OUHSD. She referred to a disturbing slide included in a presentation last year about white supremacy that pretty much said all white people were consciously or unconsciously racist. Mr. Ramos told that it would not happen again this year. Are parents going to be informed what is being taught in the classroom? She can teach her own daughter about beliefs. She knows the DOJ is requiring us to teach some of these things but there needs to be more transparency and a way to opt out of the lessons. Dr. Willenberg responded that we are required to implement CR-PBIS by next years. Our discipline policy had to be changed to reduce the number of suspensions and expulsion. We are required to teach various Social Emotional Learning (SEL) topics such as harassment, bullying, discrimination and suicide awareness. Mrs. Mello asked who is approving the lessons. Dr. Willenberg responded that Mr. Simas and a PBIS team are developing the lessons, which are 19 minutes in length and presented once per month. Mr. Simas stated that the lesson that includes the slide she referred to will not be used again. It was used for the first time last year an unintentionally took the subject too far. The lesson will be improved this year. Mrs. Mello asked if parents will be notified of what SEL topics will be taught in the future. Mr. Simas responded the parents will be notified going forward. Mr. Damon stated that parents want their kids to be taught math, not social justice. Mr. Simas responded that there is

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definitely room to improve communication. Mrs. Mello stated that teachers are not trained to teach certain topics. Mr. Sehorn stated that parents have a right to sit in the classroom but must check in with the school first. Parents in the audience responded that the teachers won't do this inappropriate stuff if a parent is sitting in class.

Renee Ealey, LPHS grandparent, stated that as a Native American, she taught her children about racism at home. It should not be taught in the schools. We are molding student's minds. The district can show action by taking posters down and not using kids to learn how to teach these topics.

Jolene Witcher, LPHS parent, stated that teachers shouldn't be teaching political issues in class.

Dr. Collins stated that he hears their complaints. He encouraged parents to call him if something is happening in their student's classroom. Mr. Gresham and others stated that they have called him. They either aren't getting return calls or nothing is being done about the problems. Dr. Collins feels that having a meaningful dialog at home about these issues is important. There were conversations between Dr. Collins and people from the audience who were speaking over each other. Dr. Willenberg responded that he has also heard the complaints tonight and will work on some things with Dr. Collins.

HEARING OF INDIVIDUALS ON AGENDA ITEMS

Alicia Walker asked to speak on item #18 (Contract with Therapy Travellers for Nurse Services). Mrs. Walker stated that spending \$130,000 on a virtual nurse who also works for another district is way too much. Mr. Simas responded that Mr. Siapno only works for our district. We have been trying to recruit an in-person Nurse for three years. Mrs. Walker felt that we need to increase the pay to attract applicants. Dr. Willenberg responded that we can't increase the pay for one position on the teacher's salary schedule. Mrs. Walker looked on Edjoin and didn't see the position listed. Dr. Willenberg responded that it's been posted on Edjoin and in the district's newsletter multiple times. Mr. Damon asked if the contract had to be approved tonight. Dr. Willenberg responded that Mr. Siapno is already doing the work. He recommends approving the contract, which the board did by a vote of 4-0.

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

3. Board Comments

Mr. Sehorn stated that he attended the LPHS football game last Friday night. The patriotic exercise was phenomenal. It was great to see Dr. Collins on the sideline during the whole game.

4. Superintendent

Dr. Willenberg reported that we have suspended 13 students for fighting this year, which will be reported to DOJ. Our current enrollment is 2424, which is up 150 students. Athletes playing indoor sports must be COVID tested weekly starting the week of September 27th. Unvaccinated staff and coaches will start weekly COVID testing by October 15th. We have had 76 positive COVID cases so far this year. This started more conversation from the audience questioning what happens if students refuse to be tested. Dr. Willenberg responded that it's a State requirement and there is no way to opt out. If students aren't tested, they can't participate. Parents were upset that things were being taken from their students because parents refuse to have poison put into their children's bodies.

5. Administration

Mr. Simas referred to a handout containing pictures and activities from the first week of school when teachers were working with students on social contracts, which establish classroom norms and rules.

Chatter from the audience continued. Mr. Damon stated that he doesn't always personally agree with things the district has to do, but they do have certain requirements that must be met.

6. DOJ Update

Dr. Willenberg reported that Dr. Rubalcaba visited the district a few weeks ago and was pleased with the progress we are making. We will be approving members of the Supportive School Climate Advisory Committee in October and the first meeting will be held on November 1st.

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7. OUHSD Local Dashboard Indicators

Dr. Willenberg reported that the District must meet the following priorities: 1) Appropriately assigned teachers, access to curriculum-aligned instruction materials and safe, clean and functional school facilities; 2) Implementation of State academic standards; 3) Parent engagement; 4 and 5 don't apply to us; 6) School climate; and 7) Access to a broad course of study. While we are still working on some items, the District has met all of the Dashboard Indicators.

8. LPHS and OHS ASB Reports

OLD BUSINESS (None)

CONSENT CALENDAR

9. Minutes from the August 18th and September 2nd Board Meetings
10. Check Registers Dated 8/10, 8/12, 8/17, 8/19, 8/24, 8/26, 8/31 and 9/2
11. Monthly Financial Report
12. Donations to the Hall of Fame
13. Donation of an Additional \$100 from the Fellows Club of Oroville to the LPHS FFA Program
14. Donation of Photography Equipment from Claudia Harcourt Valued at \$1450 to the OSH Art Department
15. 21/22 Transportation Agreement with OCESD
16. 21/22 Service Agreement with Total Education Solutions for Speech Services
17. 21/22 Contract for Services with School Steps for School Psychologist Services
18. 21/22 Contract with Therapy Travellers, LLC for School Nurse Services
19. 21/22 HVAC Preventative Maintenance Agreements with Mesa Energy Systems, Inc.
20. 21/22 Private Bus Companies
21. Two High Risk Activities for PHS: Forebay Aquatic Center Water Safety and Feather River Float
22. Updated Course Descriptions: ASB Leadership I and II, Yearbook I and II and Yearbook Publishing and Design I and II
23. Graduation Waiver Requests
24. First Reading of Board Policies and Administrative Regulations
 - o AR 0430 (Comprehensive Local Plan for Special Education)
 - o BP 1313 (Civility)
 - o BP 3110 (Transfer of Funds)
 - o BP/AR 3230 (Federal Grant Funds)
 - o AR 3311.2 (Lease-Leaseback Contracts)
 - o AR 3311.3 (Design-Build Contracts)
 - o AR 3320 (Claims and Actions Against the District)
 - o BP 3452 (Student Activity Funds)
 - o BP 3515.31 (School Resource Officers)
 - o BP 3541.2 (Transportation for Students with Disabilities)
 - o BP/AR 4112.42, 4212.42, 4312.42 (Drug & Alcohol Testing for School Bus Drivers)
 - o BP 4141, 4241 (Collective Bargaining Agreements)
 - o BP/AR 5141.4 (Child Abuse Prevention and Reporting)
 - o BP 5141.42 (Suicide Prevention)
 - o BP/AR 5142.2 (Safe Routes to School Program)
 - o BP 5145.12 (Search and Seizure)
 - o BP 5145.9 (Hate Motivated Behavior)
 - o E 6174 (Education for English Language Learners)
 - o BP 7210 (Facilities Financing)
 - o BP/AR 7211 (Developer Fees)

#29-21/22: On a motion by Mr. Sehorn, seconded by Mrs. Englund, the second reading of item #24 was waived and the consent calendar was approved as presented by the following vote:

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

NEW BUSINESS

25. Reimbursement for Private Transportation of Berry Creek Students for the 21-22 School Year

#30-21/22: On a motion by Mr. Sehorn, seconded by Mrs. Englund, the reimbursement plan was approved as presented by the following vote:

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

26. Closure of the Bank of the West Deposit Account

#31-21/22: On a motion by Mrs. Englund, seconded by Mr. Sehorn, the closure was approved as presented by the following vote:

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

27. Contract with Mesa Energy Systems, Inc. for AB 841 CalSHAPE Services

#32-21/22: On a motion by Mr. Sehorn, seconded by Mrs. King, the contract was approved as presented by the following vote:

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

28. Contract with Mid Pacific Engineering, Inc. for the OHS Gym HVAC Project

#33-21/22: On a motion by Mrs. Englund, seconded by Mr. Sehorn, the contract was approved as presented by the following vote:

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

29. Out-of-State Travel Request

#34-21/22: On a motion by Mr. Sehorn, seconded by Mrs. King, two LPHS employees and five FFA students were approved to attend the Western Fall Classic Livestock Judging Contest in Medford, OR, on October 8th and 9th as presented by the following vote:

MINUTES OF REGULAR MEETING – SEPTEMBER 15, 2021

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

30. Resolution Regarding Sufficient Instructional Materials for 21/22

#35-21/22: On a motion by Mr. Sehorn, seconded by Mrs. Englund, Resolution #2-21/22 was approved as presented by the following vote:

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

31. Resolution Regarding Certification of Independent Study Coursework

#36-21/22: On a motion by Mr. Sehorn, seconded by Mrs. King, Resolution #3-21/22 was approved as presented by the following vote:

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

32. Amended Personnel Assignment Order

#37-21/22: On a motion by Mr. Sehorn, seconded by Mrs. Englund, the amended Personnel Assignment Order was approved by the following vote:

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

(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

Michelle Rose
Special Education Teacher-OHS
Step/Class 13/IV \$77,714p/yr.
Effective 9/20/2021

Terris Holloway
Probationary Special Education Teacher
Hire is on a Provisional Internship Permit (PIP) basis
Step/Column 1/I \$49,962 p/yr.
Effective 9/16/2021

Kurt Wilkins
Teacher
Correction to initial salary placement
Step/Class: 23/IV \$89,890 p/yr.
Effective 8/13/2021

Classified

Julie Howarth
Transportation Lead
Retirement w/District benefits until 65yrs
Effective 11/15/2021

2021/22 Transportation Clerical Substitutes

Chandler McCauley
Madisson Jensen

Jordan LaGrone
ATC-Para Educator
Correction to salary placement
Step/Column 12/C \$17.39p/hr.
Effective 9/7/2021

MINUTES OF REGULAR MEETING – SEPTEMBER 15, 2021

Certificated (Cont.)

2021/22 Substitute Teachers

Marielisa Carrillo
Amanda Wellborn
Tom Bryant
Vanessa Stewart
Caitlyn Chan
Summer Vereecke

2021/22 Tutors

LPHS

Lisa Ross-English

OHS

Wong Lee - Math
Teresa Leyva Gutierrez - Science
Ryan Rogowski – Science
Alisha Weliver – Science
Jeff Reid - Science

2021/22 Coaches

LPHS

Girls Basketball

Varsity Asst. – Jeffery Johnson (NP)

Cheer

Assistant – Kellie Hill (NP)

Classified (Cont.)

Jordan LaGrone
Courier
Correction to salary placement
Step/Column 15/C \$18.70p/hr.
Effective 9/7/2021

Sally Van Tassel
Para Educator II - OHS
Correction to start date
Effective 9/16/2021

Lea Wenger
Para Educator II
Change effective date of transfer from OHS
to ATC
Effective 9/16/2021

Gus Buenrostro
Custodian
Resignation
Effective 9/13/2021

Madisson Jensen
Courier
Correction to hire date
Effective 9/16/2021

Susan Taylor
ATC Para Educator II
6.0hrs p/day; SDO+2;
Step/Column 12/A \$15.79 p/hr.
Effective 9/16/2021

Chandler McCauley
Courier
Change from 5.6hrs p/day @ Step/Column
15/A-\$16.96p/hr. to 4.2hrs @ 15/A-\$16.96
p/hr. and 1.4hrs @ 17/A-\$17.83 p/hr.
Effective 9/17/2021

Terry Rossetta
Bus Driver
Resignation from Bus Driving position only
Effective 10/14/2021

Julie Howarth
Transportation Lead
Request for FMLA/CFRA Medical Leave
Effective 9/20/21-11/15/2021

33. Items for Next Agenda (None)

MINUTES OF REGULAR MEETING, SEPTEMBER 15, 2021

ADJOURNMENT

On a motion by Mr. Sehorn, seconded by Mrs. Englund, the meeting adjourned at 7:33 p.m.

(Signature of Board Official)

ATTEST:

Secretary to the Board of Trustees

Checks Dated 09/07/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-209483	09/07/2021	BETTER DEAL EXCHANGE	01-4300	ANT BAIT	14.03	
				BUSHING	3.88	
				COOLER PAD	69.19	
				SPRAY AND STRIPPIN PAINT	12.55	99.65
3005-209484	09/07/2021	BUSWEST	01-4363	RADIO/ADAPTER/MIC		275.56
3005-209485	09/07/2021	CDW GOVERNMENT INC	01-4300	ACER MONITORS	1,173.59	
				LED MONITOR	177.96-	
				VISIONTEK WEBCAM	62.84	1,058.47
3005-209486	09/07/2021	Dannis Woliver Kelley	01-5801	07/01/21-07/31/21- CLASS NEG.	118.00	
				07/01/21-07/31/21- HSD & OSTA	1,745.00	
				07/01/21-07/31/21- N.W COMPLAINT	5,456.00	7,319.00
3005-209487	09/07/2021	MESA ENERGY SYSTEM INC.	01-5640	SERVICE COMPRESSOR IN BAND ROOM		727.00
3005-209488	09/07/2021	FOOD MAXX SAVE MART SUPERMARKETS	01-4300	ATC SUPPLIES- TRD-4243		20.84
3005-209489	09/07/2021	GOLD STAR FOODS	13-4700	FOOD SUPPLIES	7,070.38	
				SUPPERS	541.31	
3005-209490	09/07/2021	GRAINGER INC	01-4300	CONDERSER FAN MOTOR	181.29	7,611.69
				FOLDING GATE	782.46	
				V BELT	59.05	1,022.80
3005-209491	09/07/2021	HOME DEPOT	01-4300	MAINT. SUPPLIES		65.75
3005-209492	09/07/2021	IXL LEARNING, INC.	01-5850	21/22 MEMBERSHIP		359.00
3005-209493	09/07/2021	MT SHASTA SPRING WATER CO INC	01-4300	SEPT21 2-5 GAL- DO	20.50	
			01-4363	SEPT21 4-5 GAL- TRANS	36.50	57.00
3005-209494	09/07/2021	NORTHAM DISTRIBUTORS INC	13-4700	FOOD SUPPLIES	624.44	
				SUPPERS	53.88	
			13-9500	FOOD SUPPLIES	50.70	729.02
3005-209495	09/07/2021	PROPACIFIC FRESH	13-4700	SUPPERS		324.97
3005-209496	09/07/2021	Scholastic Magazines	01-4100	MAGAZINES- S.BURKET	164.68	
			01-4200	MAGAZINES- A.BACIOR	824.18	
			01-4300	MAGAZINES- A.BRUCE	395.60	
				MAGAZINES- C.KLUTH	233.48	
				MAGAZINES- J.CUNY	391.30	
				MAGAZINES- S.GRECO	213.75	2,222.99
3005-209497	09/07/2021	TEHAMA TIRE SERVICE	01-4364	TIRE SERVICE		218.44
3005-209498	09/07/2021	THERAPY TRAVELERS, LLC	01-5800	8/23/21-8/29/21 SERVICE		5,335.00
3005-209499	09/07/2021	BRANDON ASHER TWIN CITY TROPHIES	01-4300	HALL OF FAME TAG ENGRAVED		179.00
Total Number of Checks					17	27,626.18

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

Checks Dated 09/07/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
Fund Summary						
Fund	Description		Check Count		Expensed Amount	
01	GeneralFund		14		18,960.50	
13	CafeteriaSpecialRevenueFund		3		8,665.68	
	Total Number of Checks		17		27,626.18	
	Less Unpaid Sales Tax Liability				.00	
	Net (Check Amount)				27,626.18	

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), Sep 13 2021
2:04PM

Checks Dated 09/09/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-209746	09/09/2021	Avalos, Carol	01-9500	RETIREE DENTAL OP		38.94
3005-209747	09/09/2021	McConnell, Vicki L	01-4300	CLASS RM SUPPLY		11.89
3005-209748	09/09/2021	BENNY BROWNS ORO DAM AUTO CNTR	01-4363	SENSOR RETAINER/ BUS84		44.36
3005-209749	09/09/2021	CALIF WATER SERVICE COMPANY	01-5505	7/30/21-8/27/21- 9931655860	56.64	
3005-209750	09/09/2021	COMERS PRINT SHOP	11-5505	7/30/21-8/27/21- 8767360151	316.85	373.49
3005-209751	09/09/2021	Condensed Curriculum International, Inc.	01-4300	STAMP		54.02
3005-209752	09/09/2021	HEATHER MCGOWAN DBA SOUNDING BOARD MKT & COMM	11-5800	PHARMACY TECH & CODING BILLING		3,987.20
3005-209753	09/09/2021	FOLLETT SCHOOL SOLUTIONS	01-5800	AUG2021 SERVICE		13,162.50
3005-209754	09/09/2021	HOUGHTON MIFFLIN CO	01-4100	US GOVERNMENT/ECONOMICS BOOKS		7,608.08
3005-209755	09/09/2021	JW WOOD COMPANY INC	01-5850	LE STUDENT ED/CHEMISTRY		45,755.27
3005-209756	09/09/2021	LAKESHORE LEARNING MATERIALS	01-4300	FALCON FC ROTOR		528.15
3005-209757	09/09/2021	RECOLOGY BUTTE COLUSA COUNTIES	01-5850	21/22 SANDI SUBSCRIPTION		2,880.00
			01-5506	AUG WASTE SERVICE- DO/TRANS	214.11	
				AUG WASTE SERVICE- HS	214.11	
				AUG WASTE SERVICE- LP	2,209.23	
				AUG WASTE SERVICE- OHS	1,113.56	
			11-5506	AUG WASTE SERVICE- PHS	305.51	
			01-4100	AUG WASTE SERVICE- OAE	198.26	4,254.78
				2021 MATHXL		594.00
3005-209758	09/09/2021	GATEWAY EDUCATION HOLDINGS LLC SAVVAS	01-5850	21/22 SUBCRIPSTION ADOBE CREATED CLOUD		3,875.00
3005-209759	09/09/2021	SHI				
3005-209760	09/09/2021	THERMALITO WATER & SEWER DIST	01-5505	AUG2021 BILLING- 617301	501.42	
3005-209761	09/09/2021	US BANK	01-5800	AUG2021 BILLING- 620601	381.49	882.91
3005-209762	09/09/2021	US BANK CORPORATE PAYMENT SYSTEM	01-4300	SERIES A 08/01/21-07/31/22		990.00
				0966- COOKING SUPPLIES	31.05	
				0966- COOKING SUUPLIES	501.66	
				2813- VARIOUS SUPPLIES	51.92	
				3569- MOUSE TRAP	16.23	
				5187- RACK PINION	38.40	
				5187- VARIOUS SUPPLIES	436.99	
				8163- LP CULINARY	203.92	
				8163- LP CULINARY/ SHRIMP	7.98	
				8163- LP CULINARY/GRILLED CHS LAB	17.22	
				8163- LP CULINARY/SAUCE LAB	59.51	
				9378- VARIOUS SUPPLIES	29.20	
				9402- COOKING HOUSEWARE	19.42	
				9402- COOKING SUPPLIES	85.28	

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 09/09/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-209762	09/09/2021	US BANK CORPORATE PAYMENT SYSTEM	01-4300	9402- MEASURING CUP	12.99	
			01-4400	2015 YAMAHA CART	3,242.09	
				2813- HUSKY WORKBENCH	3,997.67	
			01-5200	9689- SCHOOL COUNSELOR CONF.	225.00	
			01-5850	9689- GLOBAL SCORING SUBS	720.00	
			11-4200	8796- ECONOMICS BOOK	63.76	
			13-4700	7723- CUTLERY	51.64	
				7723- SPINACH FOOD SUPPLIES	11.34	9,823.27
				Total Number of Checks	17	94,863.86

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	16	90,234.81
11	AdultEducationFund	4	4,566.07
13	CafeteriaSpecialRevenueFund	1	62.98
	Total Number of Checks	17	94,863.86
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		94,863.86

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), Sep 13 2021
2:06PM

Checks Dated 09/14/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-209992	09/14/2021	Bacior, Annie R	01-4300	CLASSRM SUPPLIES		175.09
3005-209993	09/14/2021	Walter, Shane L	01-4300	CALCULATORS AND BATTERIES		30.01
3005-209994	09/14/2021	Logasa, Donna	01-5200	BANK DEPOSIT		17.36
3005-209995	09/14/2021	Caratenuto, Michael D	01-4300	DOWEL		8.64
3005-209996	09/14/2021	Ott, Abigail A	01-4300	TONER/MASK/MARKERS	170.82	
				VARIOUS CLASSRM SUPPLIES	196.96	367.78
3005-209997	09/14/2021	Deadmore, Jacqueline	13-5300	CSNA MEMBERSHIP		55.00
3005-209998	09/14/2021	Metcalf, Consuelo A	01-5900	OVERNIGHT POSTAGE/CREDENTIALING		26.35
3005-209999	09/14/2021	Shaffer, Marta	01-4200	CLASSRM SUPPLIES	7.45	
			01-4300	CLASSRM SUPPLIES	35.28	42.73
3005-210000	09/14/2021	Post, Thomas R	01-5200	MILLEAGE REIMB. LP TO DO		28.00
3005-210001	09/14/2021	Amazon.com Llc	01-4300	DEWALT ANGLE GRINDER	299.00	
				DEWALT RECIPROCATING SAW	162.32	
				MOUSE PAD AND CERT FOLDERS	166.09	
				REPLACEMENT MOTOROLA BATTERIES	432.88	
				VARIOUS SUPPLIES	308.80	1,369.09
3005-210002	09/14/2021	AMERICAN TIME	01-4300	ROUND FLUSH 24VAC- OHS		794.54
3005-210003	09/14/2021	BAKER DISTRIBUTING CO. LLC	01-4300	MALE/FEMALE FLARE/LIQUIFIED GAS REFRIGERANT	358.46	
					868.73	1,227.19
3005-210004	09/14/2021	BETTER DEAL EXCHANGE	01-4300	AA BATTERY/BARREL BOLT	32.43	
				BLOWOFF DUSTER	65.12	
				BULB LED/ PLUG GROUND	47.37	
				CLOVE LTX/MISC BOLTS	11.13	
				COOLER PADS/BARREL BOLT	133.61	
				COUPLE	1.94	
				HOOK/ OXIDE BIT SET	74.23	
				HVY DUTY TOOL	49.77	
				MASKING TAPE/MISC BOLTS	17.22	
				ROPE/BUCKET	32.45	
				TUBE BRAID	10.35	
				VARIOUS MATERIALS	68.34	543.96
3005-210005	09/14/2021	BSN SPORTS	01-4300	FACE GUARD MASK		691.50
3005-210006	09/14/2021	COMERS PRINT SHOP	01-4300	INDEX CARDS	74.15	
				TIGER PRIDE TICKETS	408.59	482.74
3005-210007	09/14/2021	CA OCCUPATIONAL MEDICAL PROF	01-5804	AUG2021 PRE SCREENING	312.50	
			13-5804	AUG2021 PRE SCREENING	102.50	415.00
3005-210008	09/14/2021	MIDWEST MOTOR SUPPLY CO. INC.	01-4363	SHRK TUBES/CLAMP/NUT		111.77

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ESCAPE

ONLINE

Checks Dated 09/14/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-210009	09/14/2021	TOWNE COMMUNICATIONS, INC DBA QUEST UCBS	01-5800	SERVICE CALL		2,316.50
3005-210010	09/14/2021	ENLOE MEDICAL CENTER	01-5804	JULY2021 PRE SCREENING		330.00
3005-210011	09/14/2021	FLINN SCIENTIFIC INC	01-4300	VARIOUS SUPPLIES ORDER		362.85
3005-210012	09/14/2021	FLORASOURCE LTD	01-4300	SHIPPING COST		65.80
3005-210013	09/14/2021	GRAINGER INC	01-4300	CONDENSER FAN MOTOR	184.17	
				DUAL RUN CAPACITOR	85.04	
				MOTOR RUN CAPACITOR	42.73	
				MOTOR/WATER HOSE	232.69	
				V-BELT	102.19	646.82
3005-210014	09/14/2021	HILLYARD INC.	01-4300	VARIOUS SUPPLIES		412.19
3005-210015	09/14/2021	HUNT AND SONS INC	01-4361	DIESEL FUEL		11,767.81
3005-210016	09/14/2021	INSIDE OUT DESIGNS	01-4363	VINYL DECAL		16.24
3005-210017	09/14/2021	OFFICE DEPOT	01-4300	VARIOUS CLASSRM SUPPLIES	254.64	
3005-210018	09/14/2021	RAMIRO RUBALCABA	11-4300	VARIOUS CLASSRM SUPPLIES	57.26	311.90
3005-210019	09/14/2021	RAY MORGAN COMPANY	01-5800	08/01/21-08/31/21 SERVICE		5,125.00
3005-210020	09/14/2021	RECOLOGY BUTTE COLUSA COUNTIES	01-4300	STAPLES		127.74
3005-210021	09/14/2021	SCHOOL SPECIALTY	01-5506	GREEN WASTE		158.70
3005-210022	09/14/2021	T-MOBILE USA INC.	01-4300	VARIOUS SUPPLIES		96.42
3005-210023	09/14/2021	THERAPY TRAVELERS, LLC	01-5900	SEPT. HOTSPOT SERVICE		8,200.00
3005-210024	09/14/2021	TRANE US INC	01-5800	08/30/21-09/05/21 SERVICE		5,577.50
3005-210025	09/14/2021	ALAN VON DER MEHDEN	01-4300	MOTOR V 48 FRAME		304.76
			01-4300	REIMB. CULINARY		68.29
Total Number of Checks					34	42,275.27

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	33	42,060.51
11	AdultEducationFund	1	57.26
13	CafeteriaSpecialRevenueFund	2	157.50
Total Number of Checks		34	42,275.27
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			42,275.27

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 09/16/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-210365	09/16/2021	Jenkins, Leighton R	01-5200	MEAL REIMB. FOOTBALL		22.00
3005-210366	09/16/2021	Aichele, Sarah L	01-5200	MEAL REIMB. FOOTBALL		22.00
3005-210367	09/16/2021	Amazon.com Llc	01-4300	ART PAPER AND STORAGE BAGS	78.73	
				THERMAL PAPER	40.04	
			11-4300	WALL MOUTED MAILBOX	69.23	
				FACE MASK	238.00	
				VARIOUS SUPPLIES	38.15	464.15
3005-210368	09/16/2021	PEARLSON INC BAND SHOPPER, SUPERIOR CHEER	01-4300	MUSIC BAND SUPPLIES		255.65
3005-210369	09/16/2021	BOYS & GIRLS CLUBS OF THE NORTH VALLEY	01-5800	SEPT SERVICE CONTRACT		17,400.00
3005-210370	09/16/2021	BSN SPORTS	01-4300	MENS FOOTBALL JERSEY	260.47	
				MENS FOOTBALL PANTS	223.59	
				SHOLDER PADS VRIIOUS SIZES	2,717.87	
				ULTIMATE VB NET	680.02	3,881.95
3005-210371	09/16/2021	CARNEGIE LEARNING INC	01-4100	MSMS COURSE VOL2 STUDENT ED.		473.00
3005-210372	09/16/2021	CENTURY LINK	01-5900	SEPT2021 BILLING #87101630		2.16
3005-210373	09/16/2021	COMCAST	11-5900	SEPT2021- 933675892	1,816.64	
			11-8699	SEPT2021 E-RATE #933675892	177.00-	1,639.64
3005-210374	09/16/2021	CALIFORNIA QUALITY PLASTICS	01-9500	CUSTOM DIFFUSER/PRINT		257.06
3005-210375	09/16/2021	DANIELSEN CO	13-4300	FOOD SERVICE	1,075.09	
			13-4700	FOOD SERVICE	4,992.61	
				SUPPERS	408.38	
				Unpaid Sales Tax	81.94-	6,394.14
3005-210376	09/16/2021	DELL MARKETING LP	01-4400	OPTIPLEX 7080		5,710.05
3005-210377	09/16/2021	GOLD STAR FOODS	13-4700	CREDIT	35.51-	
				FOOD SUPPLIES	7,488.64	
				SUPPERS	956.47	8,409.60
3005-210378	09/16/2021	NORTHAM DISTRIBUTORS INC	13-4700	FOOD SUPPLIES	1,586.84	
				SUPPERS	359.22	1,946.06
3005-210379	09/16/2021	PTC INC. ONSHAPE	01-5850	YEARLY SUBSCRIPTION		1,500.00
3005-210380	09/16/2021	PG&E	01-5501	7241342564-5 / 7/20/21-8/18/21	11,359.22	
				8353087371-6/ 8/02/21-8/31/21	1,131.13	
			11-5501	7241342564-5 / 7/20/21-8/18/21	4,794.65	17,285.00
3005-210381	09/16/2021	PROPACIFIC FRESH	13-4700	FOOD SUPPLIES	218.82	
				OHS CATERING	103.67	
				SUPPERS	160.86	
				SUPPERS/FOOD SERVICE	304.76	788.11
3005-210382	09/16/2021	SATOR SPORTS, INC SATOR SOCCER	26-4300	SOCCER GOAL KIT	882.67	

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Checks Dated 09/16/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-210382	09/16/2021	SATOR SPORTS, INC SATOR SOCCER	26-4400	SOCCER GOAL KIT	3,890.04	4,772.71
3005-210383	09/16/2021	STAPLES-BUSINESS ADVANTAGE	01-4300	FOLDERS		89.20
3005-210384	09/16/2021	STATE OF CALIF DEPT OF JUSTICE	01-5804	AUG2021 PRE EMPLOYMENT FINGERPRINT	288.00	
			13-5804	AUG2021 PRE EMPLOYMENT FINGERPRINT	32.00	320.00
3005-210385	09/16/2021	TRANE US INC	01-4300	MOTOR V 1740 RPM 145T FRAME		786.38
3005-210386	09/16/2021	ALAN VON DER MEHDEN	01-4300	REIMB. CULINARY/ BURGER	89.51	
				REIMB. CULINARY/ PASTA	33.94	
				REIMB. CULINARY/ SAUCES	56.51	179.96
Total Number of Checks					22	72,598.82

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	16	43,545.76
11	AdultEducationFund	3	6,710.44
13	CafeteriaSpecialRevenueFund	5	17,651.85
26	RDAFeesFund	1	4,772.71
Total Number of Checks		22	72,680.76
Less Unpaid Sales Tax Liability			81.94
Net (Check Amount)			72,598.82

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHOPPER), Sep 17 2021
7:19AM

Checks Dated 09/21/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-210583	09/21/2021	ALICIA WALKER	01-5850	LEARNING ALLY LICENSE		135.00
3005-210584	09/21/2021	Jenkins, Joel A	01-5200	MEAL REIMB. LP VOLLEYBALL		22.00
3005-210585	09/21/2021	Olson, Anna M	11-4300	WATER COLOR COPIES		42.59
3005-210586	09/21/2021	Tineo, Gladys	11-5850	QUIA WEB SUBSCRIPTION		99.00
3005-210587	09/21/2021	Rossetta, Terry R	11-4200	CONFIDENCE WORKBOOK		30.00
3005-210588	09/21/2021	ACE PLUMBING	01-5640	LP DRAIN CLEANING ON N WINGS	750.00	
				REPAIR LEAK ON PIPE	265.00	1,015.00
3005-210589	09/21/2021	ACSA FOUNDATION FOR EDUC ADMIN	01-5300	21/22 DISTRICT FEE		1,000.00
3005-210590	09/21/2021	ARC ALTERNATIVES	01-5800	AUG PROF. SERVICES		1,397.50
3005-210591	09/21/2021	AZ BUS SALES INC	01-5620	TRANSMISSION		581.02
3005-210592	09/21/2021	BUSWEST	01-4363	V CLAMP EXHAUST	102.51	
				VARIOUS PARTS	159.98	262.49
3005-210593	09/21/2021	EDUCATIONAL TESTING SERVICE	11-5800	OAE TESTING/TEST FEE		301.00
3005-210594	09/21/2021	Friends of Hamilton City FFA	01-5200	CTA MEETING		715.00
3005-210595	09/21/2021	GRAINGER INC	01-4300	KEYED PADLOCK	367.08	
				V-BELT	85.51	
				VARIOUS PARTS	171.08	623.67
3005-210596	09/21/2021	HILLYARD INC.	01-4300	LATEX GLOVES	661.86	
				LINERTOWEL/SOAP	1,923.44	
				SCRUBS TRIDENT/ PADS BUFF	348.22	
				TOILET PAPER	1,707.08	
				VARIOUS SUPPLIES	787.19	
3005-210597	09/21/2021	HOBBS PEST SOLUTIONS INC	01-4400	SCRUBS TRIDENT/ PADS BUFF	3,664.61	9,092.40
			01-5502	MONTHLY SERVICE- 100035 OHS	135.00	
				MONTHLY SERVICE- 100036 LP	135.00	
				MONTHLY SERVICE- 100037 PHS	80.00	
				MONTHLY SERVICE- 100050 TRANS	75.00	
				MONTHLY SERVICE- 100407 DO	53.00	
			11-5502	MONTHLY SERVICE- 100614 OAE	55.00	533.00
3005-210598	09/21/2021	HOME DEPOT	01-4300	MAINT. SUPPLIES		181.97
3005-210599	09/21/2021	JACKSONS GLASS CO	01-5620	WINDSHIELD REPAIRS	40.00	
			01-5640	LAMINATED SAFETY GLASS	265.08	305.08
3005-210600	09/21/2021	Jostens	01-9500	CAP AND GOWN/TASSELS		710.56
3005-210601	09/21/2021	NorCal Kenworth	01-4363	CLEARBLUE		118.60
3005-210602	09/21/2021	OFFICE DEPOT	01-4300	CORDLESS PHONE	97.36	
				FAN	27.05	
				SURGICAL MASK	10.00	

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E S C A P E

ONLINE

Checks Dated 09/21/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-210602	09/21/2021	OFFICE DEPOT	01-4300	TONER/PENS/STAPLER	101.52	
				VARIOUS CLASSRM SUPPLIES	67.83	
				VARIOUS COUNSELING SUPPLIES	170.82	
				SHREDDER	2,207.21	2,681.79
3005-210603	09/21/2021	O'REILLY AUTOMOTIVE INC	01-4363	5QRT MOTOR OIL	44.34	
				AIR BRK	63.89	
				CREDIT REFUND	33.07-	75.16
3005-210604	09/21/2021	OROVILLE ADULT ED REVOLVING	11-8671	REIMB CK# 1354-1358		262.25
3005-210605	09/21/2021	OROVILLE FORD	01-4363	BLADE ASY		154.32
3005-210606	09/21/2021	OROVILLE POWER EQUIPMENT	01-4300	BAR TIP GREASE GUN		45.77
3005-210607	09/21/2021	OUHSD CLEARING ACCOUNT	01-5800	SERVICE CHARGE	25.00	
			01-8699	SERVICE CHARGE CREDIT	10.00-	15.00
3005-210608	09/21/2021	OUHSD REVOLVING FUND	01-5800	AUG BANK FEES		35.00
3005-210609	09/21/2021	OUHSD SCHOLARSHIP FUND	01-5800	AUG SERVICE CHARGE		25.00
3005-210610	09/21/2021	ROSETTA STONE LTD	11-5850	21/22 SUBSCRIPTIONS WORLD LANG.		14,400.00
3005-210611	09/21/2021	GATEWAY EDUCATION HOLDINGS LLC SAVVAS	01-4200	CONST. LABORER LEVEL 1		1,227.38
3005-210612	09/21/2021	SPURR	01-5501	BILLING 07/24/21-08/24/21	1,708.37	
			11-5501	BILLING 07/24/21-08/24/21	11.48	1,719.85
3005-210613	09/21/2021	SUTTER BUTTES COMMUNICATIONS	01-4300	MOTOROLA RADIOS/ PRG UNIT		2,467.25
3005-210614	09/21/2021	THERAPY TRAVELERS, LLC	01-5800	09/06/21-09/12/21 SERVICE		5,529.00
3005-210615	09/21/2021	US BANK CORPORATE PAYMENT SYSTEM	01-4300	2510- MASK	2,468.10	
				2813- CTE WOOD SUPPLIES	156.04	
				2813- DEWALT 20V ORBITAL SANDER	1,169.10	
				2813- VARIOUS SUPPLIES	53.10	
				5187- BOLTS	2.17	
				5187- BRAKE CLEANER	62.22	
				5187- BUSHING/COTTER/STRA	19.78	
				5187- INK TONER	135.28	
				5187- PUR PWR	26.50	
				5187- SUPPLIES	61.67	
				8163- LP CULINARY BURGER	20.49	
				8163- LP CULINARY BURGER BEANS	65.68	
				8163- LP CULINARY RED SAUCE DAY	47.17	
				9689- ASSESSMENT WORKSHEET	274.35	
				9689- CLASSRM SUPPLIES	84.43	
				9689- ENT WORKSHEET	1,153.26	
				9689- MICROPHONES	24.77	

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

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Checks Dated 09/21/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-210615	09/21/2021	US BANK CORPORATE PAYMENT SYSTEM	01-4300	9689- WEB CAM	29.14	
			01-5200	9689- CONSELOR CONF.	45.00	
				9689- CSC CONFERENCE	450.00	
			01-5850	9689- SPANISH LANGUAGE CULTURE SUBSCT.	798.00	
			13-4300	7723- BACK ORDER WAS NOT DELIVERED	139.42-	
				7723- CAFETERIA SUPPLIES	703.45	
				7723- UNIFORM	45.31	
				7723- VARIOUS CAFETERIA SUPPLIES	103.70	7,859.29
				Total Number of Checks	33	53,662.94

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	27	35,541.37
11	AdultEducationFund	9	17,408.53
13	CafeteriaSpecialRevenueFund	1	713.04
	Total Number of Checks	33	53,662.94
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		53,662.94

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), Sep 28 2021
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Checks Dated 09/23/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-210898	09/23/2021	Cuny, John J	01-4300	LAB SUPPLIES		18.57
3005-210899	09/23/2021	Lund, Brad G	01-5200	MILEAGE/PARKING BPIS CONF.		174.56
3005-210900	09/23/2021	Deadmore, Jacqueline	13-4300	CHEF UNIFORM		165.81
3005-210901	09/23/2021	Drury, Timothy	01-5200	MEAL ALLOWANCE ADJUSTMENT	35.00-	
				MILLEAGE PBIS CONF.	77.28	42.28
3005-210902	09/23/2021	ACSA FOUNDATION FOR EDUC ADMIN	01-5300	21/22 MEMBERSHIPS	10,186.99	
			11-5300	21/22 MEMBERSHIPS	328.69	10,515.68
3005-210903	09/23/2021	Amazon.com Lic	01-4100	DRIVING GUIDE	38.96	
			01-4300	BACK ORDER, CANCEL	101.76-	
				BATTERY REPLACEMENT	101.76	
				CERT FRAME/INK STAMPS/REFILL INK	112.18	
				VARIOUS ASB SUPPLIES	1,416.86	
				VARIOUS DEWALT TOOLS	3,583.58	
				VARIOUS MUSIC SUPPLIES	192.44	
			11-4300	SPANISH-ENGLISH DICTIONARY	32.30	5,376.32
3005-210904	09/23/2021	BETTER DEAL EXCHANGE	01-4300	ADHS CONST	7.57	
				BATTERIES/VALVE REPR	107.28	
				BUBBLER/ BATTERIES 9V	33.89	
				ELBOW/CAULK LEX CLEAR	16.22	
				EXT TUBE	16.23	
				FILE MILL/JIGSAW	27.04	
				FOAM WASP SPRAY	5.41	
				HAMMER BITS	14.06	
				LED UTILITY	136.36	
				LED UTILITY LIGHT	45.45	
				NIGHT LATCH BRASS	28.13	
				PIPE PVC	59.53	
				PVC SOLVENT/COUPLE	38.72	
				SQU PLUGS	2.80	
				SWP EXV/CINCH DOOR	41.11	
				VALVE BOX	80.08	
				VARIOUS MTN SUPPLIES	57.35	717.23
3005-210905	09/23/2021	CALIF WATER SERVICE COMPANY	01-5505	7/08/21-9/07/21- 0556577777		13,962.61
3005-210906	09/23/2021	DAKTRONICS, INC.	01-4300	PARTS FOR SCORE BOARD HS	319.56	
			01-4400	PARTS FOR SCORE BOARD HS	4,666.66	4,986.22
3005-210907	09/23/2021	DANIELSEN CO	13-4300	FOOD SERVICE	367.24	
			13-4700	FOOD SERVICE	2,778.03	

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Checks Dated 09/23/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-210908	09/23/2021	TOWNE COMMUNICATIONS, INC DBA QUEST UCCS	01-5640	WIRING ON RM201 MTN. SERVICE	25.47-	3,119.80
3005-210909	09/23/2021	FLORASOURCE LTD	01-4300	SHIPPING CHARGE	48.34	1,759.25
				VARIOUS PLANTS	234.51	282.85
3005-210910	09/23/2021	FOOD MAXX SAVE MART SUPERMARKETS	01-4300	ATC SUPPLIES- TRD-4243		59.32
3005-210911	09/23/2021	GOLD STAR FOODS	13-4700	FOOD SUPPLIES		616.09
3005-210912	09/23/2021	METAL WORKS	01-4300	ALUMINUM SHEET		92.24
3005-210913	09/23/2021	NORTHAM DISTRIBUTORS INC	13-4700	FOOD SUPPLIES	794.44	
				SUPPERS	27.94	822.38
3005-210914	09/23/2021	PELICAN VENTURES, LLC	01-5800	21/22 SME002 SUBSCRIPTION		724.83
3005-210915	09/23/2021	PROPACIFIC FRESH	13-4700	FOOD SUPPLY		56.96
3005-210916	09/23/2021	Semington Architects Inc	25-6200	AUG. CLERICAL PROJECT ARCH.		1,447.50
Total Number of Checks					19	44,940.50

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	13	38,350.97
11	AdultEducationFund	2	360.99
13	CafeteriaSpecialRevenueFund	5	4,806.51
25	CapitalFacilitiesFund	1	1,447.50
Total Number of Checks		19	44,965.97
Less Unpaid Sales Tax Liability			25.47
Net (Check Amount)			44,940.50

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Checks Dated 09/28/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-211219	09/28/2021	FEATHER FALLS CASINO	01-4300	HALL OF FAME DINNER 10/02/21		5,276.31
3005-211220	09/28/2021	TENISHA FERGUSON	01-5800	MILG REIM. 08/17-31/21 M. WHEELER		268.80
3005-211221	09/28/2021	TENISHA FERGUSON	01-5800	MILG. REIMB. 9/01-14/21 M. WHEELER		241.92
3005-211222	09/28/2021	TENISHA FERGUSON	01-5800	MILG. REIMB. 9/15-17/21 M. WHEELER		53.76
3005-211223	09/28/2021	Aichele, Sarah L	01-5200	MEAL REIMB. FOOTBALL		44.00
3005-211224	09/28/2021	Jenkins, Joel A	01-5200	MEAL REIMB. FOOTBALL		34.50
3005-211225	09/28/2021	Galev, Minh R	01-5200	MEAL REIMB. FOOTBALL 09/07/21-09/17/21		44.00
3005-211226	09/28/2021	Swartz, Susan G	01-5200	MEAL REIMB. CROSS CTY RACE		34.50
3005-211227	09/28/2021	Shaffer, Marta	01-4200	BOKK/CHARGING STATION	26.59	
			01-4300	BOKK/CHARGING STATION	43.29	
				PRINTING CHARGES	18.34	88.22
3005-211228	09/28/2021	Eads, Nicole L	01-5200	HOME HOSPT. MILG.		18.48
3005-211229	09/28/2021	ABSOLUTE SAFETY TRAINING INC	11-5800	BASIC LIFE SUPPORT/CPR		525.00
3005-211230	09/28/2021	WILLIAM PATTERSON BETTER BUILT FENCE	01-5640	INSTALLED CHAIN LINKS FENCE		18,785.00
3005-211231	09/28/2021	BUSWEST	01-4363	BUS 62 SERVICE		1,152.00
3005-211232	09/28/2021	CALIFORNIA SURVEY DRAFTING SUP	01-4300	VARIOUS ORDER SUPPLIES		776.97
3005-211233	09/28/2021	MESA ENERGY SYSTEM INC.	01-5620	SERVICE CALL FOR AUTO SHOP FAN SYSTEM		1,491.26
3005-211234	09/28/2021	Geary Pacific Supply	01-5640	BARD UNIT		8,290.70
3005-211235	09/28/2021	HILL YARD INC.	01-4300	DUSTPAN	50.36	
				LINER	90.24	
				MINI SCRUBBERS	87.64	
				SOAP DISP/TOWEL ROLL/SANITIZER	512.79	
			01-4400	MINI SCRUBBERS	9,177.40	9,918.43
3005-211236	09/28/2021	HOME DEPOT	01-4300	MAINT. SUPPLIES		1,955.57
3005-211237	09/28/2021	OROVILLE POWER EQUIPMENT	01-4300	SPARK PLUGS/CATCHER/IGNT COIL		112.05
3005-211238	09/28/2021	PEAR DECK, INC	01-5850	21/22 DW SUBSCRIPTION		26,463.24
3005-211239	09/28/2021	RIVERSIDE TECHNOLOGIES INC.	01-4300	CHROME BOOKS/ELITE TOUCH SERVICE	62,661.00	
				WIFI TROLLEY CART	75,504.38	138,165.38
3005-211240	09/28/2021	SEVEN UP BOTTLING COMPANY OF CHICO INC	11-5601	OCT2021 LEASING B&C		3,500.00
3005-211241	09/28/2021	TEHAMA TIRE SERVICE	01-4364	BUS 97 TIRE SERVICE		545.81
3005-211242	09/28/2021	THERAPY TRAVELERS, LLC	01-5800	9/13-19/21 SERVICE		5,141.00
3005-211243	09/28/2021	TOTAL EDUCATION SOLUTIONS	01-5800	AUG 2021 SERVICE		9,566.50
3005-211244	09/28/2021	TRANE US INC	01-4300	COMPRESSOR		1,271.39
3005-211245	09/28/2021	US BANK CORPORATE PAYMENT SYSTEM	01-4200	2510- DW PLAN BOOK	315.07	
			01-4300	0966- VARIOUS COOKING SUPPLIES	268.66	
				2813- WALMART MISSING RECEIPT	91.69	

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Checks Dated 09/28/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-211245	09/28/2021	US BANK CORPORATE PAYMENT SYSTEM	01-4300	2945- CASCADE	15.02	
				5187- HAMMER/SPRY PNT/DRILL BIT	52.64	
				5510- HDMI CABLE/DVD PLAYER	80.42	
				5996- APPLE AIRPODS	194.84	
				7952- BUSINESS CARDS	64.95	
				9378- MATERIALS ANSC LABS	133.70	
				9378- MATERIALS FOR FARM & FAMILY MGNT.	658.06	
				9402- POSTER/MEAD PRSS&SEAL	28.15	
				9402- VARIOUS COOKING SUPPLIES	201.15	
				9402- VARIOUS SUPPLIES	31.86	
				9908- LAMINATED	21.62	
				9908- VARIOUS CTEA SUPPLIES	815.00	
			01-5200	2813- HOTEL PARKING/ PBIS TRNG	251.65	
				2813- MEAL REIMB.PBIS TRNG	77.00	
			01-5850	9689- ROSETA STONE SUBSC.	1,650.00	
			13-4300	7723- SALAD BOWLS	181.88	5,133.36
3005-211246	09/28/2021	ALAN VON DER MEHDEN	01-4300	WINCO REIMB. CULINARY		208.89
Total Number of Checks					28	239,107.04

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	26	234,900.16
11	AdultEducationFund	2	4,025.00
13	CafeteriaSpecialRevenueFund	1	181.88
Total Number of Checks		28	239,107.04
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			239,107.04

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Checks Dated 09/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-211484	09/30/2021	Amazon.com Lic	01-4300	ADJUSTABLE STANDING DESK	162.36	
				BALL BEARING	47.42	
				DESK ORGANIZER	24.62	
				NINTENDO SWITCH	215.42	
				TONER INK CARTRIDGE	219.49	
				VARIOUS SUPPLIES	291.52	
				VARIOUS SUPPLIES FOR ASB	56.57	1,017.40
3005-211485	09/30/2021	BETTER DEAL EXCHANGE	01-4300	BATTERY	19.47	
				BUSHING	13.38	
				EXTENSION	35.71	
				OIL EVAP	4.97	
				SWITCH	8.22	
				WALLBOARD/SANDING	28.11	
				WASHER	1.07	110.93
3005-211486	09/30/2021	BUSWEST	01-4363	HEATER CONTROL		81.54
3005-211487	09/30/2021	COMERS PRINT SHOP	01-4300	BUSINESS CARDS		108.25
3005-211488	09/30/2021	DANIELSEN CO	13-4300	FOOD SERVICE	96.71	
			13-4700	FOOD SERVICE		
				Unpaid Sales Tax	96.71-	4,497.98
3005-211489	09/30/2021	DAY WIRELESS SYSTEMS	01-5900	SEPT2021 BILLING		762.00
3005-211490	09/30/2021	FOOD MAXX SAVE MART SUPERMARKETS	01-4300	ATC SUPPLIES- TRD-4243		8.15
3005-211491	09/30/2021	GOLD STAR FOODS	01-4300	FOOD SUPPLIES	39.58	
			13-4700	FOOD SUPPLIES	5,890.55	5,930.13
3005-211492	09/30/2021	GRAINGER INC	01-4300	CUSTODIAN SUPPLIES	17.80	
				HOT WATER DISPENSER	505.80	
				PARKING SIGN	34.84	558.44
3005-211493	09/30/2021	MT SHASTA SPRING WATER CO INC	01-4300	SEPT27 5-5 GAL- DO	44.50	
			01-4363	SEPT27 5-5 GAL- TRANS	44.50	89.00
3005-211494	09/30/2021	NORTHAM DISTRIBUTORS INC	13-4700	FOOD SUPPLIES	1,521.90	
				SUPPERS	55.08	1,576.98
3005-211495	09/30/2021	OFFICE DEPOT	01-4300	CHAIR	411.83	
				PENTONER/SANITIZER	100.75	
				REST FOOT	20.81	
				TONER	89.86	623.25
3005-211496	09/30/2021	PROPACIFIC FRESH	13-4700	FOOD SUPPLY		382.53
3005-211497	09/30/2021	RAY MORGAN COMPANY	01-5602	2QTR BASE RATE COUNSELING	1,094.24	
			01-5603	2QTR BASE RATE COUNSELING	102.89	1,197.13

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Checks Dated 09/30/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-211498	09/30/2021	ROSETTA STONE LTD	11-5850	ADDITIONAL 21/22 SUBSCRIPTIONS		1,000.00
				WORLD LANG.		
3005-211499	09/30/2021	Scholastic Magazines	01-4200	ACTION A.BACIOR		156.59
3005-211500	09/30/2021	SFWP - ACCTS RECEIVABLE	01-5505	SEPT2021 BILLING LP #007847-000	418.93	
				SET2021 BILLING LP AG #007833-000	142.14	
3005-211501	09/30/2021	THERAPRO, INC.	01-4300	VARIOUS SUPPLIES		561.07
3005-211502	09/30/2021	USI INC	01-4300	OPTI CLEAR		223.66
3005-211503	09/30/2021	ILLUMINATE EDUCATION INC.	01-5850	21/22 SOFTWARE/DATA SYSTEM		471.43
						17,670.00
				Total Number of Checks	20	37,026.46

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	16	23,678.42
11	AdultEducationFund	1	1,000.00
13	CafeteriaSpecialRevenueFund	4	12,444.75
	Total Number of Checks	20	37,123.17
	Less Unpaid Sales Tax Liability		96.71
	Net (Check Amount)		37,026.46

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHOPPER), Sep 30 2021
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Checks Dated 10/05/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-211734	10/05/2021	ACCULARM DAN R LEDFORD	01-5800	QTR2 MONITORING- LP		81.00
3005-211735	10/05/2021	Amazon.com Lic	01-4300	APPLE AIRPODS	128.82	
				DISPLAY PRO ADAPTER	75.10	203.92
3005-211736	10/05/2021	BETTER DEAL EXCHANGE	01-4300	ADAPTER	3.02	
				FAUCET	37.88	
				GUMOUT	6.48	
				HEX KEY	10.81	
				PIPE GALV	259.78	
				PVC PIPE	6.25	
				VALVE FLUSH	18.39	
				VARIOUS PIPE	139.52	
				VARIOUS SUPPLIES	25.49	507.62
3005-211737	10/05/2021	BEYONDTRUST CORP	01-5850	21/22 REMOTE SUPPORT LICENSE		2,749.56
3005-211738	10/05/2021	BROWERS TOW SERVICE INC	01-5620	BUS 59 TOWED TO SHOP		750.00
3005-211739	10/05/2021	COMERS PRINT SHOP	01-4300	BUSINESS CARDS- COLLINS		54.13
3005-211740	10/05/2021	EDPUZZLE, INC	01-5850	21/22 PRO DISTRICT SUBSCRIPTIONS		3,080.00
3005-211741	10/05/2021	FOOD MAXX SAVE MART SUPERMARKETS	01-4300	ATC SUPPLIES- TRD-4243		46.89
3005-211742	10/05/2021	HILLYARD INC.	01-4300	CUSTODIAL SUPPLIES	2,138.37	
			01-4400	CUSTODIAL SUPPLIES	1,108.05	3,246.42
3005-211743	10/05/2021	HOME DEPOT	01-4300	MAINT. SUPPLIES		245.54
3005-211744	10/05/2021	OFFICE DEPOT	01-4300	HP TONER- COLLINS	202.48	
				HP TONER- CUNY	457.87	
				INDEX CARDS	9.65	
				PRINTER, CARTRIDGE- D.BUTLER	219.29	889.29
3005-211745	10/05/2021	OREILLY AUTOMOTIVE INC	01-4363	KNOB		3.64
3005-211746	10/05/2021	RECOLOGY BUTTE COLUSA COUNTIES	01-5506	GREEN WASTE- HS	179.10	
				GREEN WASTE- LP	34.24	
				GREEN WASTE- OHS	23.40	236.74
3005-211747	10/05/2021	REINA ROMERO	01-5200	SEPT2021 MLG REIMB/ DIANA BOSTIAN		443.00
Total Number of Checks					14	12,537.75

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	14	12,537.75

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Checks Dated 10/05/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
		Total Number of Checks	14		12,537.75	
		Less Unpaid Sales Tax Liability			.00	
		Net (Check Amount)			12,537.75	

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Checks Dated 10/07/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-212081	10/07/2021	Walter, Shane L	01-4300	ELECTRIC STAPLER		33.24
3005-212082	10/07/2021	Cuny, John J	01-4300	VARIOUS CLASSROOM SUPPLIES		43.77
3005-212083	10/07/2021	Muntifering, Samantha N	01-4300	BINDING COMBS/EMBR. HOOPS	89.23	
				CHALK/SEWING	191.58	280.81
				CLIPS/STAPLER/NEEDLES		
3005-212084	10/07/2021	Harles, Timothy	01-8699	PROCEEDS FROM BELL GAME PROGRAM		800.00
3005-212085	10/07/2021	Aichele, Sarah L	01-5200	MEAL REIMB. LP CROSS COUNTRY	22.00	
				MEAL REIMB. PICK UP BUS 62	14.00	36.00
3005-212086	10/07/2021	Weliver, Alisha M	01-4300	VARIOUS CLASSROOM SUPPLIES		130.30
3005-212087	10/07/2021	Jenkins, Joel A	01-5200	MEAL REIMB. LP CROSS COUNTRY		34.50
3005-212088	10/07/2021	Giles, Brandon	01-8699	PROCEEDS FROM BELL GAME PROGRAM		800.00
3005-212089	10/07/2021	Weliver, Paul R	01-4300	VARIOUS CLASSROOM SUPPLIES		120.96
3005-212090	10/07/2021	Drury, Timothy	01-4300	MIKES GRANDE/STARBUCKS/ PBIS REWARDS		74.71
3005-212091	10/07/2021	McCauley, Chandler	01-5200	MEAL REIMB. PICK UP BUS		14.00
3005-212092	10/07/2021	ACCULARM DAN R LEDFORD	11-5800	QTR2 MONITORING- OAE		132.00
3005-212093	10/07/2021	AT&T	01-5900	08/24/21-09/23/21 - #9391008278	23.61	
				08/24/21-09/23/21 - #9391008279	23.40	
				08/24/21-09/23/21 - #9391008280	23.72	
				08/24/21-09/23/21 - #9391008281	23.44	
				08/24/21-09/23/21 - #9391008282	1,355.75	
			11-5900	08/24/21-09/23/21 - #9391008282	33.70	
				08/24/21-09/23/21- #9391047160	114.74	
			13-5900	08/24/21-09/23/21 - #9391008282	17.16	1,615.52
3005-212094	10/07/2021	AZ BUS SALES INC	01-4363	THERMOSTAT		138.06
3005-212095	10/07/2021	CA DEPT OF TAX & FEE ADMIN	01-9580	1QRT UTAX	10.00	
			13-9580	1QRT CAFETERIA UTAX	129.00	139.00
3005-212096	10/07/2021	BOYS & GIRLS CLUBS OF THE NORTH VALLEY	01-5800	OCT. SERVICE CONTRACT		17,400.00
3005-212097	10/07/2021	BSN SPORTS	01-4300	FACE GUARD MASK		1,123.69
3005-212098	10/07/2021	BUTTE COUNTY SHERIFF	01-5804	AUG2021 FINGER PRINTING FOR PRE EMPLOYMENT	342.00	
			13-5804	AUG2021 FINGER PRINTING FOR PRE EMPLOYMENT	38.00	380.00
3005-212100	10/07/2021	COMERS PRINT SHOP	01-4300	ADDRESS STAMP	33.07	
				DAILY VEHICLE INSPT.REPORT	248.18	
				FB PROGRAM BELL GAME	1,472.74	1,753.99
3005-212101	10/07/2021	Condensed Curriculum International, Inc.	11-5800	PHARMACY TECH BILLING		909.30
3005-212102	10/07/2021	Dannis Woliver Kelley	01-5801	08/01/21-08/31/21- BOARD ISSUE	124.00	
The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.					ESCAPE	ONLINE

Checks Dated 10/07/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-212102	10/07/2021	Dannis Woliver Kelley	01-5801	08/01/21-08/31/21- CLASS. NEG.	649.00	
				08/01/21-08/31/21- DOJ	1,709.00	
				08/01/21-08/31/21- GENERAL	248.00	
				08/01/21-08/31/21- PERB & OSTA	1,449.00	
				08/01/21-08/31/21- PERSONNEL	465.00	4,644.00
3005-212103	10/07/2021	DANIELSEN CO	13-4300	FOOD SERVICE	636.73	
			13-4700	FOOD SERVICE	3,830.19	
				Unpaid Sales Tax	44.87-	4,422.05
3005-212104	10/07/2021	TOWNE COMMUNICATIONS, INC DBA QUEST UCSS	01-5640	TROUBLE SHOOT GROUND KEEPER RM PHONE SYSTEM	279.00	
				TROUBLE SHOOT PHONE SYSTEM	155.00	
				TROUBLE SHOOT RM 301 PHONE SYSTEM	434.00	868.00
3005-212105	10/07/2021	HEATHER MCGOWAN DBA SOUNDING BOARD MKT & COMM	01-5800	SEPT2021 SERVICE		5,625.00
3005-212106	10/07/2021	EDUTEK SOLUTIONS, LLC	01-5200	SOFTWARE ANNUAL SUBSCRIPTION	1,295.00	
			01-5850	SOFTWARE ANNUAL SUBSCRIPTION	4,695.00	5,990.00
3005-212107	10/07/2021	MESA ENERGY SYSTEM INC.	01-5620	REPLACE MINI SPLIT IN CAFETERIA	705.56	
				TROUBLE SHOOT UNIT IN SCIENCE ROOM	2,096.61	2,802.17
3005-212108	10/07/2021	ERICKSON LAW FIRM A.P.C.	01-5801	08/01/21-08/31/21 BILLING		4,600.50
3005-212109	10/07/2021	FEATHER RIVER CENTER	01-5620	AQUATIC SAFETY ORIENTATION		200.00
3005-212110	10/07/2021	FLORASOURCE LTD	01-4300	SAGINA SCOTH & IRISH MOSS		140.49
3005-212111	10/07/2021	FOLLETT SCHOOL SOLUTIONS	01-5850	DESTINY LICENSE RENEWAL - LP/OHS		1,249.84
3005-212112	10/07/2021	GOLD STAR FOODS	13-4700	FOOD SUPPLIES		946.13
3005-212113	10/07/2021	INSIDE OUT DESIGNS	01-4363	ALUMINUM 6X6		15.16
3005-212114	10/07/2021	LG ENVIRONMENTAL	01-5800	SEPT2021- MONTHLY INSPECTION		150.00
3005-212115	10/07/2021	NORTHAM DISTRIBUTORS INC	13-4700	FOOD SUPPLIES	948.70	
				SUPPERS	115.63	1,064.33
3005-212116	10/07/2021	OUHSD SCHOLARSHIP FUND	73-5800	REIMB. CK# 1653-1663		5,765.00
3005-212117	10/07/2021	PG&E	01-5501	0290829210-1 07/23/21-08/23/21	938.76	
				6255577568-3 08/03/21-08/31/21	461.06	1,399.82
3005-212118	10/07/2021	PROPACIFIC FRESH	13-4700	FOOD SUPPLY		58.97
3005-212119	10/07/2021	RIVERSIDE TECHNOLOGIES INC.	01-4300	VIESONIC/TROLLEY CART	318.23	
			01-4400	VIESONIC/TROLLEY CART	213,305.51	
			01-6400	VIESONIC/TROLLEY CART	10,705.05	224,328.79
3005-212120	10/07/2021	STEVE WEISS MUSIC INC.	01-4300	BASS DRUM HOOP		73.85
3005-212121	10/07/2021	THERAPY TRAVELERS, LLC	01-5800	9/13-18/21 SERVICE		4,607.50

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

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Checks Dated 10/07/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-212122	10/07/2021	VOLTAGE SPECIALISTS WILLIAM L BUNCH JR	01-5800	INSTALLED NEW CABLE TO DEVICE/ GYM		855.00
3005-212123	10/07/2021	ALAN VON DER MEHDEN	01-4300	REIMB. CULINARY	3.80	
				WINCO REIMB. CULINARY	96.85	100.65
3813-212099	10/07/2021	CALIFORNIA'S VALUED TRUST FINANCE DEPARTMENT	76-9544	OCT2021 RETIRE BILLING	62,495.31	
			76-9560	OCT2021 ACTIVE BILLING	407,409.70	469,905.01
Total Number of Checks					43	765,772.11

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	35	282,236.72
11	AdultEducationFund	3	1,189.74
13	CafeteriaSpecialRevenueFund	7	6,720.51
73	FoundationPrivPurposeTrustFu	1	5,765.00
76	Warrant/Pass-ThroughFund	1	469,905.01
Total Number of Checks		43	765,816.98
Less Unpaid Sales Tax Liability			44.87
Net (Check Amount)			765,772.11

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.

Fund 01 - General Fund

Fiscal Year 2021/22 Through October 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	LCFFStateAid-CurrentYear	15,288,459.00	15,288,459.00	6,700,095.00	8,588,364.00	43.82
8012	EduProtectionAccountStAidCurYr	5,099,568.00	5,099,568.00	1,430,001.00	3,669,567.00	28.04
8019	LCFFRevenueLimitStateAidPriYrs			26,596.00	26,596.00-	NO BDGT
8021	Homeowners'Exemptions	112,452.00	112,452.00		112,452.00	
8022	TimberYieldTax	26,762.00	26,762.00		26,762.00	
8029	OthrSubventionsIn-LieuTaxes	2,928.00	2,928.00		2,928.00	
8041	SecuredRollTaxes	8,013,997.00	8,013,997.00		8,013,997.00	
8042	UnsecuredRollTaxes	457,724.00	457,724.00		457,724.00	
8043	PriorYears'Taxes	13,100.00	13,100.00		13,100.00	
8044	SupplementalTaxes	105,650.00	105,650.00		105,650.00	
8045	EducateRevenueAugmentationFund	2,106,775.00-	2,106,775.00-		2,106,775.00-	
8047	CommunityRedevelopmentFunds	1,222,173.00	1,222,173.00		1,222,173.00	
8096	Trns2ChntrSchlnLieuOfPropTaxes	248,090.00-	248,090.00-	56,968.00-	191,122.00-	22.96
	Total LCFF Revenue Sources	27,987,948.00	27,987,948.00	8,099,724.00	19,888,224.00	28.94
Federal Revenue						
8181	SpecialEducation-Entitlement	485,088.00	485,088.00		485,088.00	
8290	AllOtherFederalRevenue	6,582,848.00	6,582,848.00	909,740.29	5,673,107.71	13.82
	Total Federal Revenue	7,067,936.00	7,067,936.00	909,740.29	6,158,195.71	12.87
Other State Revenues						
8550	MandatedCostReimbursements	129,309.00	129,309.00		129,309.00	
8560	StateLotteryRevenue	426,000.00	426,000.00	12,475.46-	438,475.46	-2.93
8590	AllOtherStateRevenue	3,427,909.00	3,427,909.00		3,427,909.00	
	Total Other State Revenues	3,983,218.00	3,983,218.00	12,475.46-	3,995,693.46	-0.31
Other Local Revenue						
8650	LeasesandRentals	8,000.00	8,000.00	2,588.36	5,411.64	32.35
8660	Interest	127,000.00	127,000.00		127,000.00	
8677	InteragencySrvcsBetweenLEAs	592,334.00	592,334.00	410,007.64	182,326.36	69.22
8699	AllOtherLocalRevenue	116,250.00	116,250.00	54,267.88	61,982.12	46.68
8792	TrnsfrApportionmentFrmCntyOffcs	1,336,700.00	1,336,700.00	152,261.00	1,184,439.00	11.39
	Total Other Local Revenue	2,180,284.00	2,180,284.00	619,124.88	1,561,159.12	28.40
	Total Year To Date Revenues	41,219,386.00	41,219,386.00	9,616,113.71	31,603,272.29	23.33
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 = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

Fund 01 - General Fund

Fiscal Year 2021/22 Through October 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Certificated Teachers Salaries	8,615,667.00	8,615,667.00	6,998,476.20	1,542,694.60	74,496.20	17.91
1101	Teacher Sub Pay	242,068.00	242,068.00		20,850.00	221,218.00	8.61
1102	Teacher Extra Pay	131,379.00	131,379.00	851.76	27,150.49	103,376.75	20.67
1200	Certificated Pupil Support Salaries	1,264,582.00	1,264,582.00	841,650.03	203,288.10	219,643.87	16.08
1202	Pupil Support Extra Pay	18,500.00	18,500.00		15,352.05	3,147.95	82.98
1300	Certificated Supervisor Administrative Salary	1,345,440.00	1,345,440.00	1,033,306.56	316,035.82	3,902.38-	23.49
1301	Cert Admin Sub				90.00	90.00-	NO BDGT
1302	Cert Admin Extra Pay	51,455.00	51,455.00		293.36	51,161.64	0.57
1900	Other Certificated Salaries	60,862.00	60,862.00	59,182.74	13,151.72	11,472.46-	21.61
1902	Other Certificated Extra Pay	272,290.00	272,290.00		925.92	271,364.08	0.34
Total Certificated Salaries		12,002,243.00	12,002,243.00	8,933,467.29	2,139,832.06	928,943.65	17.83
Classified Salaries							
2100	Classified Instructional Salary	1,224,634.00	1,224,634.00	773,932.40	174,133.51	276,568.09	14.22
2101	Para Ed Sub Pay	37,154.00	37,154.00			37,154.00	
2102	Para Ed Extra Pay	7,000.00	7,000.00		5,639.72	1,360.28	80.57
2200	Classified Support Salaries	1,828,262.00	1,828,262.00	1,322,415.05	371,837.18	134,009.77	20.34
2201	Class Support Sub Pay	105,000.00	105,000.00		19,275.63	85,724.37	18.36
2202	Class Support Extra Pay	123,877.00	123,877.00		17,629.80	106,247.20	14.23
2300	Class Supervisor Administrative Salary	259,333.00	259,333.00	194,475.06	64,858.26	.32-	25.01
2400	Clerical Technician Office Staff Salary	1,290,934.00	1,290,934.00	961,959.84	283,298.77	45,675.39	21.95
2401	Clerical Sub Pay	9,500.00	9,500.00		3,457.94	6,042.06	36.40
2402	Clerical Extra Pay	23,000.00	23,000.00		3,789.64	19,210.36	16.48
2900	Other Classified Salaries	43,069.00	43,069.00	35,066.79	130,413.89	122,411.68-	302.80
2902	Other Classified Extra Pay				535.50	535.50-	NO BDGT
Total Classified Salaries		4,951,763.00	4,951,763.00	3,287,849.14	1,074,869.84	589,044.02	21.71
Employee Benefits							
3101	STRS Certificated Positions	3,092,227.00	3,092,227.00	1,465,639.44	349,376.28	1,277,211.28	11.30
3102	STRS Classified Positions	6,517.00	6,517.00	5,666.85	1,259.30	409.15-	19.32
3201	PERS Certificated Positions	43,516.00	43,516.00	56,069.19	12,436.22	24,989.41-	28.58
3202	PERS Classified Positions	1,027,228.00	1,027,228.00	721,130.90	200,239.61	105,857.49	19.49
3301	OASDI Medicare Administrative Staff Position	11,642.00	11,642.00	15,224.58	3,393.61	6,976.19-	29.15
3302	OASDI Medicare Administrative Staff Position	293,690.00	293,690.00	192,241.44	62,389.41	39,059.15	21.24
3311	Medicare Certificated	171,677.00	171,677.00	127,554.95	30,569.32	13,552.73	17.81
3312	Medicare Classified	69,472.00	69,472.00	45,700.60	15,200.65	8,570.75	21.88
3401	Health Welfare Benefits Certificated Position	3,293,593.00	3,293,593.00	2,596,706.60	534,674.35	162,212.05	16.23

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

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

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Fund 01 - General Fund

Fiscal Year 2021/22 Through October 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3402	HlthWfarBenefitClassifdPositn	1,526,901.00	1,526,901.00	994,148.99	256,485.42	276,266.59	16.80
3501	StUnemplmntInsrncCertPositns	154,311.00	154,311.00	44,136.07	10,575.38	99,599.55	6.85
3502	StUnemplmntInsrncClassifdPos	58,997.00	58,997.00	15,777.90	5,248.07	37,971.03	8.90
3601	WCIInsuranceCertifcatdPositns	326,407.00	326,407.00	242,919.43	58,186.52	25,301.05	17.83
3602	WCCompensnInsrncClassPositn	134,649.00	134,649.00	89,403.04	29,198.69	16,047.27	21.69
3701	OPEBAllocatedCertifcatdPositn	525,033.00	525,033.00	400,219.07	95,864.35	28,949.58	18.26
3702	OPEBAllocatedClassifiedPositn	187,638.00	187,638.00	147,296.23	44,223.73	3,881.96-	23.57
Total Employee Benefits		10,923,498.00	10,923,498.00	7,159,835.28	1,709,320.91	2,054,341.81	15.65
Books and Supplies							
4100	ApprvdTxbookCorCurriculaMterl	111,000.00	111,000.00	10,572.50	38,297.40	62,130.10	34.50
4200	BooksandOtherReferenceMaterial	11,700.00	11,700.00	612.99	4,477.53	6,609.48	38.27
4300	MaterialsandSupplies	1,800,432.00	1,997,049.00	265,908.94	400,444.76	1,330,695.30	20.05
4360	TransportationGenSupplies	20,000.00	20,000.00	17,254.70	357.99	2,387.31	1.79
4361	TransportationFuel	110,000.00	110,000.00		11,767.81	98,232.19	10.70
4362	TransportationOilGrease	6,000.00	6,000.00			6,000.00	
4363	TransportationParts	54,000.00	54,000.00	53,655.79	5,285.06	4,940.85-	9.79
4364	TransportationTires	15,000.00	15,000.00	15,473.25	797.05	1,270.30-	5.31
4400	NoncapitalizedEquipment	31,590.00	32,575.00	226,378.66	78,348.35	272,152.01-	240.52
Total Books and Supplies		2,159,722.00	2,357,324.00	589,856.83	539,775.95	1,227,691.22	22.90
Services and Other Operating Expenditures							
5200	TravelandConferences	212,654.00	212,654.00	45,922.00	8,494.45	158,237.55	3.99
5300	DuesandMemberships	27,500.00	27,500.00		27,974.99	474.99-	101.73
5450	OtherInsurance	552,000.00	552,000.00		551,766.00	234.00	99.96
5501	GasElectricity	437,000.00	437,000.00		30,149.02	406,850.98	6.90
5502	PestControl	5,800.00	5,800.00	4,977.99	1,296.00	473.99-	22.34
5503	SewerFees	69,000.00	69,000.00	30,200.00		38,800.00	
5505	Water	67,000.00	67,000.00	45,810.04	24,489.96	3,300.00-	36.55
5506	WasteDisposal	58,200.00	58,200.00	45,559.01	9,360.48	3,280.51	16.08
5601	FacilitiesRent	6,000.00	6,000.00			6,000.00	
5602	CopierPostageMeterRents	63,100.00	63,100.00	44,138.37	15,205.19	3,756.44	24.10
5603	CopierMaintenance	28,500.00	28,500.00	9,850.39	2,850.61	15,799.00	10.00
5620	EquipmentRentalsAndRepairs	132,500.00	146,858.00	11,937.68	8,787.53	126,132.79	5.98
5630	ComputerMaintenanceRepairs	19,000.00	19,000.00			19,000.00	
5640	BuildingAndSiteRepairs	250,000.00	250,000.00	17,865.26	150,972.13	81,162.61	60.39
5750	TransfersDirectCostsInterfund	38,000.00-	38,000.00-		899.50-	37,100.50-	2.37

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

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Fund 01 - General Fund

Fiscal Year 2021/22 Through October 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5800	ProfConsultingSrvcsandOperExpnd	1,467,463.00	1,467,463.00	867,336.50	161,421.66	438,704.84	11.00
5801	LegalFees	100,000.00	100,000.00		17,200.50	82,799.50	17.20
5804	PreEmploymentTesting	13,000.00	13,000.00		3,031.50	9,968.50	23.32
5806	Advertising	3,000.00	3,000.00		246.51	2,753.49	8.22
5850	SoftwareMaintenanceAndLicences	489,026.00	489,026.00	18,764.95	729,265.54	259,004.49-	149.13
5900	Communications	33,950.00	33,950.00	80,674.59	29,942.57	76,667.16-	88.20
	Total Services and Other Operating Expenditures	3,996,693.00	4,011,051.00	1,223,036.78	1,771,555.14	1,016,459.08	44.17
Capital Outlay							
6200	BuildingImprovementOfBuildings				22,685.00	22,685.00-	NO BDGT
6400	Equipment	45,945.00	45,945.00	240,998.39	9,062.63	204,116.02-	19.72
	Total Capital Outlay	45,945.00	45,945.00	240,998.39	31,747.63	226,801.02-	69.10
Tuition							
7141	OtTutExsCstDfctPmt2DisChrrSch	21,000.00	21,000.00			21,000.00	
7142	OthuultnExcsCstsDfctPy2CntyOff	948,000.00	948,000.00		64,740.00	883,260.00	6.83
	Total Tuition	969,000.00	969,000.00	.00	64,740.00	904,260.00	6.68
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	35,451,909.00	21,435,043.71	7,331,841.53	6,685,023.76	20.68
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 October 2021

Description

Revenues, Expenditures, and Changes in Fund Balance

	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
A. Revenues	41,219,386.00	41,219,386.00		9,616,113.71	31,603,272.29	23.33
B. Expenditures	35,239,949.00	35,451,909.00	21,435,043.71	7,331,841.53	6,685,023.76	20.68
C. Subtotal (Revenue LESS Expense)	5,979,437.00	5,767,477.00		2,284,272.18	24,918,248.53	
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	5,542,086.00		2,284,272.18	24,692,857.53	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	9,769,351.00	9,769,351.00		10,734,149.02		
Other Restatements (9795)						
Adjusted Beginning Balance	9,769,351.00	9,769,351.00		10,734,149.02		
G. Calculated Ending Balance	15,523,397.00	15,311,437.00		13,018,421.20		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	15,523,397.00	15,311,437.00				
Other				21,435,043.71		

Fund 08 - Student Activity Fund

Fiscal Year 2021/22 Through October 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	% 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	664,000.00	
	Total Year To Date Expenditures	664,000.00	664,000.00	.00	664,000.00	

Fund 08 - Student Activity Fund

Fiscal Year 2021/22 Through October 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)						
D. Other Financing Sources and Uses						
Sources	.00	.00		.00	.00	
LESS Uses						
E. Net Change in Fund Balance	.00	.00		.00	.00	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	261,897.00	261,897.00		309,563.26		
Other Restatements (9795)						
Adjusted Beginning Balance	261,897.00	261,897.00		309,563.26		
G. Calculated Ending Balance	261,897.00	261,897.00		309,563.26		
*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 October 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	3,110.99	165,773.01	1.84
	Total Federal Revenue	168,884.00	168,884.00	3,110.99	165,773.01	1.84
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	32,226.44	67,773.56	32.23
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	3,838.62	39,464.38	8.86
	Total Other Local Revenue	1,335,398.00	1,335,398.00	36,065.06	1,299,332.94	2.70
	Total Year To Date Revenues	1,504,282.00	1,504,282.00	77,921.05	1,426,360.95	5.18

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Certificated Teachers Salaries	353,707.00	353,707.00	2,454.50	75,988.78	275,263.72	21.48
1101	Teacher Sub Pay	2,000.00	2,000.00			2,000.00	
1300	Critctd Suprvsr Adminstrtr Stry	37,924.00	37,924.00	28,418.58	9,505.11	.31	25.06
	Total Certificated Salaries	393,631.00	393,631.00	30,873.08	85,493.89	277,264.03	21.72
Classified Salaries							
2100	Classified Instructional Salary	48,044.00	48,044.00	39,188.07	8,856.18	.25-	18.43
2102	Para Ed Extra Pay	150.00	150.00			150.00	
2200	Classified Support Salaries	31,547.00	31,547.00	22,978.80	7,099.39	1,468.81	22.50
2201	Class Support Sub Pay	3,100.00	3,100.00		57.00	3,043.00	1.84
2400	Clerical Technical Office Staff Shys	180,115.00	180,115.00	138,111.75	42,003.44	.19-	23.32
2402	Clerical Extra Pay				757.12	757.12-	NO BDGT
2900	Other Classified Salaries	9,856.00	9,856.00		2,776.50	7,079.50	28.17
	Total Classified Salaries	272,812.00	272,812.00	200,278.62	61,549.63	10,983.75	22.56
Employee Benefits							
3101	STRSCertificated Positions	62,297.00	62,297.00	5,188.27	14,448.29	42,660.44	23.19
3102	STRSCertificated Positions				269.79	269.79-	NO BDGT
3202	PERSClassified Positions	59,803.00	59,803.00	45,569.07	13,293.77	940.16	22.23

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

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

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Fund 11 - Adult Education Fund

Fiscal Year 2021/22 Through October 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3302	OASDI Medicare Alt. Pos.	15,694.00	15,694.00	11,905.83	3,626.03	162.14	23.10
3311	Medicare Certified	5,707.00	5,707.00	528.30	1,242.95	3,935.75	21.78
3312	Medicare Classified	3,813.00	3,813.00	2,784.40	871.12	157.48	22.85
3401	Hlth Wfr Benefits Certif Pos	139,502.00	139,502.00	118,907.57	25,654.33	5,059.90	18.39
3402	Hlth Wfr Benefit Clasif Pos	86,836.00	86,836.00	67,612.99	18,780.73	442.28	21.63
3501	StUnemplmntInsurncCertPos	4,842.00	4,842.00	154.17	422.79	4,265.04	8.73
3502	StUnemplmntInsurncClasif Pos	3,235.00	3,235.00	960.12	300.39	1,974.49	9.29
3601	WChnsurance Certifcatd Pos	10,704.00	10,704.00	839.34	2,324.73	7,539.93	21.72
3602	WCompensnInsurncClassPos	7,419.00	7,419.00	5,445.99	1,673.65	299.36	22.56
3701	OPEB Allocated Certifcatd Pos	17,635.00	17,635.00	1,382.94	3,830.12	12,421.94	21.72
3702	OPEB Allocated Classified Pos	12,222.00	12,222.00	8,972.37	2,757.41	492.22	22.56
Total Employee Benefits		429,709.00	429,709.00	270,251.36	89,496.10	69,961.54	20.83
Books and Supplies							
4200	Books and Other Reference Material				361.12	361.12	NO BDGT
4300	Materials and Supplies	10,326.00	10,326.00	822.91	1,701.61	7,801.48	16.48
4400	Noncapitalized Equipment				2,207.21	2,207.21	NO BDGT
Total Books and Supplies		10,326.00	10,326.00	822.91	4,269.94	5,233.15	41.35
Services and Other Operating Expenditures							
5200	Travel and Conferences	3,000.00	3,000.00			3,000.00	63.22
5300	Dues and Memberships	2,260.00	2,260.00		1,428.69	831.31	21.84
5501	Gas Electricity	23,935.00	23,935.00		5,226.28	18,708.72	23.57
5502	Pest Control	700.00	700.00	461.01	165.00	73.99	10.24
5503	Sewer Fees	1,400.00	1,400.00			1,400.00	13.22
5505	Water	6,000.00	6,000.00	3,085.57	614.43	2,300.00	33.33
5506	Waste Disposal	3,000.00	3,000.00	1,960.35	396.52	643.13	79.17
5601	Facilities Rent	42,000.00	42,000.00	28,000.00	14,000.00		18.24
5602	Copier Postage Meter Rents	1,000.00	1,000.00	4,053.28	791.72	3,845.00	2.00
5603	Copier Maintenance	9,500.00	9,500.00	3,302.55	1,732.45	4,465.00	9.16
5620	Equipment Rentals and Repairs	950.00	950.00			950.00	
5640	Building and Site Repairs	40,000.00	40,000.00			40,000.00	
5750	Transfers Direct Costs Interfund	18,000.00	18,000.00		360.00	17,640.00	
5800	Prof Consulting Svcs and Oper Expnd	105,000.00	105,000.00	148,824.20	9,620.26	53,444.46	
5806	Advertising	32,000.00	32,000.00	12,561.00		19,439.00	
5850	Software Maintenance and Licenses	21,473.00	21,473.00		28,511.81	7,038.81	132.78
5900	Communications	36,000.00	36,000.00	20,073.47	3,929.78	11,996.75	10.92

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

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Fund 11 - Adult Education Fund

Fiscal Year 2021/22 Through October 2021

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
	Total Services and Other Operating Expenditures	346,218.00	346,218.00	222,321.43	66,776.94	57,119.63	19.29
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	
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	724,547.40	307,586.50	489,966.10	20.21

Fund 11 - Adult Education Fund

Fiscal Year 2021/22 Through October 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		77,921.05	1,426,360.95	5.18
B. Expenditures	1,522,100.00	1,522,100.00	724,547.40	307,586.50	489,966.10	20.21
C. Subtotal (Revenue LESS Expense)	17,818.00-	17,818.00-		229,665.45-	936,394.85	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	17,818.00-	17,818.00-		229,665.45-	936,394.85	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	676,210.00	676,210.00		750,035.31		
Other Restatements (9795)						
Adjusted Beginning Balance	676,210.00	676,210.00		750,035.31		
G. Calculated Ending Balance	658,392.00	658,392.00		520,369.86		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesignated/Unappropriated (9790)	658,392.00	658,392.00				
Other				724,547.40		

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2021/22 Through October 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	340.00	25,660.00	1.31
8660	Interest	1,000.00-	1,000.00-		1,000.00-	
	Total Other Local Revenue	25,000.00	25,000.00	340.00	24,660.00	1.36
	Total Year To Date Revenues	1,065,000.00	1,065,000.00	340.00	1,064,660.00	0.03

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Classified Salaries							
2200	ClassifiedSupportSalaries	274,759.00	274,759.00	232,081.36	49,417.14	6,739.50-	17.99
2201	ClassSupportSubPay	27,400.00	27,400.00		1,407.00	25,993.00	5.14
2202	ClassSupportExtraPay	8,600.00	8,600.00		2,319.46	6,280.54	26.97
2300	ClassSupvisrAdministratorsSlry	65,630.00	65,630.00	53,697.60	11,932.80	.40-	18.18
	Total Classified Salaries	376,389.00	376,389.00	285,778.96	65,076.40	25,533.64	17.29
Employee Benefits							
3202	PERSClassifiedPositions	69,536.00	69,536.00	58,659.88	12,908.12	2,032.00-	18.56
3302	OASDMedicrAltrntvClasPosit	22,620.00	22,620.00	17,148.44	3,950.40	1,521.16	17.46
3312	MedicareClassified	5,290.00	5,290.00	4,010.64	923.89	355.47	17.46
3402	HlthWlfarBenefitClasfidPosit	102,618.00	102,618.00	83,488.38	17,263.99	1,865.63	16.82
3502	StUnemplmntInsrncCClassifdPos	4,488.00	4,488.00	1,383.03	318.58	2,786.39	7.10
3602	WCCompenstnInsrncCClassPosit	10,208.00	10,208.00	7,770.86	1,769.53	667.61	17.33
3702	OPEBAllocatedClassifiedPosit	16,862.00	16,862.00	12,802.97	2,915.42	1,143.61	17.29
	Total Employee Benefits	231,622.00	231,622.00	185,264.20	40,049.93	6,307.87	17.29
Books and Supplies							
4300	MaterialsandSupplies	50,000.00	50,000.00	17,762.09	8,084.57	24,153.34	16.17
4700	Food	539,000.00	539,000.00	268,664.25	68,368.12	201,967.63	12.68
	Total Books and Supplies	589,000.00	589,000.00	286,426.34	76,452.69	226,120.97	12.98
Services and Other Operating Expenditures							

5/20/2021

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

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Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2021/22 Through October 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		209.40	500.00	41.88
5300	DuesandMemberships	500.00	500.00		556.63	290.60	55.66
5750	TransfersDirectCostsInterfund	1,000.00	1,000.00		2,689.00	443.37	89.63
5800	ProfConsultingSrvcsandOperExpnd	3,000.00	3,000.00		686.50	311.00	40.38
5804	PreEmploymentTesting	1,700.00	1,700.00		2,685.50	1,013.50	45.52
5850	SoftwareMaintenanceAndLicences	5,900.00	5,900.00		16.85	3,214.50	3.37
5900	Communications	500.00	500.00			483.15	
	Total Services and Other Operating Expenditures	13,100.00	13,100.00	.00	6,843.88	6,256.12	52.24
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	757,469.50	188,422.90	310,356.60	15.00

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 October 2021

Description

Revenues, Expenditures, and Changes in Fund Balance

	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
A. Revenues	1,065,000.00	1,065,000.00		340.00	1,064,660.00	0.03
B. Expenditures	1,256,249.00	1,256,249.00	757,469.50	188,422.90	310,356.60	15.00
C. Subtotal (Revenue LESS Expense)	191,249.00-	191,249.00-		188,082.90-	754,303.40	
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		188,082.90-	979,694.40	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	31,455.00	31,455.00		25,192.64		
Other Restatements (9795)						
Adjusted Beginning Balance	31,455.00	31,455.00		25,192.64		
G. Calculated Ending Balance	65,597.00	65,597.00		162,890.26-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	65,597.00	65,597.00		757,469.50		
Other						

Fund 25 - Capital Facilities Fund

Fiscal Year 2021/22 Through October 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	
8681	Mitigation/Developer Fees	320,000.00	320,000.00	52,703.60	267,296.40	16.47
	Total Other Local Revenue	329,000.00	329,000.00	52,703.60	276,296.40	16.02
	Total Year To Date Revenues	329,000.00	329,000.00	52,703.60	276,296.40	16.02
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	24,000.00	
Capital Outlay						
6200	Building Improvement Of Buildings			2,382.50	492,382.50-	NO BDGT
	Total Capital Outlay	.00	.00	2,382.50	492,382.50-	NO BDGT
	Total Year To Date Expenditures	24,000.00	24,000.00	2,382.50	468,382.50-	9.93

Fund 25 - CapitalFacilitiesFund

Fiscal Year 2021/22 Through October 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		52,703.60	276,296.40	16.02
B. Expenditures	24,000.00	24,000.00	490,000.00	2,382.50	468,382.50-	9.93
C. Subtotal (Revenue LESS Expense)	305,000.00	305,000.00		50,321.10	744,678.90	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	305,000.00	305,000.00		50,321.10	744,678.90	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	846,936.00	846,936.00		1,201,633.00		
Other Restatements (9795)						
Adjusted Beginning Balance	846,936.00	846,936.00		1,201,633.00		
G. Calculated Ending Balance	1,151,936.00	1,151,936.00		1,251,954.10		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,151,936.00	1,151,936.00				
Other				490,000.00		

Fund 26 - RDAFeesFund

Fiscal Year 2021/22 Through October 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			3,890.04	3,890.04-	NO BDGT
	Total Books and Supplies	.00	.00	4,772.71	4,772.71-	NO BDGT
	Total Year To Date Expenditures	.00	.00	4,772.71	4,772.71-	NO BDGT

Fund 26 - RDAFeesFund

Fiscal Year 2021/22 Through October 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		4,772.71	159,000.00	NO BDGT
B. Expenditures					4,772.71-	
C. Subtotal (Revenue LESS Expense)	159,000.00	159,000.00		4,772.71-	163,772.71	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	159,000.00	159,000.00		4,772.71-	163,772.71	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	824,634.00	824,634.00		951,714.69		
Other Restatements (9795)						
Adjusted Beginning Balance	824,634.00	824,634.00		951,714.69		
G. Calculated Ending Balance	983,634.00	983,634.00		946,941.98		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	983,634.00	983,634.00				
Other						

Fund 51 - BndIntRdmpTEndA

Fiscal Year 2021/22 Through October 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtdnesLeviHmownrExmptn	6,000.00	6,000.00		6,000.00	
8572	VotdIndbtdnsLevOlrSbvtnslnLuTx	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	VotdIndebtdnesLevieSecurdRol	449,000.00	449,000.00		449,000.00	
8612	VotdIndebtdnesLevieUnscurdRol	24,000.00	24,000.00		24,000.00	
8613	VotdIndebtdnesLeviePriYrTaxes	1,000.00	1,000.00		1,000.00	
8614	VotdIndbtdnsLevieSuplmtlTaxe	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		198,434.65	.35	100.00
7434	BondInterestOtherServiceCharge	316,565.00	316,565.00		316,565.35	.35-	100.00
	Total Debt Service	515,000.00	515,000.00	.00	515,000.00	.00	100.00
	Total Year To Date Expenditures	515,000.00	515,000.00	.00	515,000.00	.00	100.00

Fund 51 - BndIntRdmptFndA

Fiscal Year 2021/22 Through October 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		100.00
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses	18,000.00-	18,000.00-		515,000.00-	497,000.00	
Sources						
LESS Uses						
E. Net Change in Fund Balance	18,000.00-	18,000.00-		515,000.00-	497,000.00	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	785,691.00	785,691.00		893,684.55		
Other Restatements (9795)						
Adjusted Beginning Balance	785,691.00	785,691.00		893,684.55		
G. Calculated Ending Balance	767,691.00	767,691.00		378,684.55		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	767,691.00	767,691.00				
Other						

Fund 52 - BndIntRdmpmtFndB

Fiscal Year 2021/22 Through October 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtddnesLevieHmownrExmptn	4,000.00	4,000.00		4,000.00	
8572	VotdIndbtddnesLevOtrSbvtntnsInLuTx	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	VotdIndbtddnesLevieSecurdRol	328,000.00	328,000.00		328,000.00	
8612	VotdIndbtddnesLevieUnscurdRol	18,000.00	18,000.00		18,000.00	
8613	VotdIndbtddnesLeviePriYrTaxes	1,000.00	1,000.00		1,000.00	
8614	VotdIndbtddnesLevieSuplmtntTaxe	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		138,570.80	102,858.20	57.40
7434	BondInterestOtherServiceCharge	138,571.00	138,571.00		241,429.20	102,858.20-	174.23
	Total Debt Service	380,000.00	380,000.00	.00	380,000.00	.00	100.00
	Total Year To Date Expenditures	380,000.00	380,000.00	.00	380,000.00	.00	100.00

Fund 52 - BndIntRdmpFndB

Fiscal Year 2021/22 Through October 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		100.00
C. Subtotal (Revenue LESS Expense)	17,000.00-	17,000.00-		380,000.00-	363,000.00	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	17,000.00-	17,000.00-		380,000.00-	363,000.00	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	568,917.00	568,917.00		662,487.97		
Other Restatements (9795)						
Adjusted Beginning Balance	568,917.00	568,917.00		662,487.97		
G. Calculated Ending Balance	551,917.00	551,917.00		282,487.97		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	551,917.00	551,917.00				
Other						

Fund 53 - BndIntRdmptFndHarrison

Fiscal Year 2021/22 Through October 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtdnesLeviHmownrExmptn	12,000.00	12,000.00		12,000.00	
8572	VotdIndbtdnesLevOtrSbvtntnsInLuTx	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	VotedIndebtdnssLevieSecurdRol	861,000.00	861,000.00		861,000.00	
8612	VotdIndebtdnesLevieUnscurdRol	52,000.00	52,000.00		52,000.00	
8613	VotdIndebtdnesLeviePriYrTaxes	2,000.00	2,000.00		2,000.00	
8614	VotdIndbtdnssLevieSuplmtntTaxe	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		733,822.00	610,189.00-	593.55
7434	BondInterestOtherServiceCharge	733,822.00	733,822.00		65,760.55	668,061.45	8.96
	Total Debt Service	857,455.00	857,455.00	.00	799,582.55	57,872.45	93.25
	Total Year To Date Expenditures	857,455.00	857,455.00	.00	799,582.55	57,872.45	93.25

Fund 53 - BndIntRdmptFndHarrison

Fiscal Year 2021/22 Through October 2021

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		799,582.55	57,872.45	93.25
C. Subtotal (Revenue LESS Expense)	100,545.00	100,545.00		799,582.55-	900,127.55	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	100,545.00	100,545.00		799,582.55-	900,127.55	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	1,507,866.00	1,507,866.00		1,622,755.62		
Other Restatements (9795)						
Adjusted Beginning Balance	1,507,866.00	1,507,866.00		1,622,755.62		
G. Calculated Ending Balance	1,608,411.00	1,608,411.00		823,173.07		
*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 October 2021

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue	All Other Local Revenue					
8699				3,463.06	3,463.06-	NO BDGT
	Total Other Local Revenue	.00	.00	3,463.06	3,463.06-	NO BDGT
	Total Year To Date Revenues	.00	.00	3,463.06	3,463.06-	NO BDGT
Expenditure Detail						
Services and Other Operating Expenditures						
5800	ProfConsultingSrvcsandOperExpnd			14,815.00	14,815.00-	NO BDGT
	Total Services and Other Operating Expenditures	.00	.00	14,815.00	14,815.00-	NO BDGT
	Total Year To Date Expenditures	.00	.00	14,815.00	14,815.00-	NO BDGT

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2021/22 Through October 2021

Revenues, Expenditures, and Changes in Fund Balance		Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Description							
A. Revenues					3,463.06	3,463.06-	NO BDGT
B. Expenditures					14,815.00	14,815.00-	NO BDGT
C. Subtotal (Revenue LESS Expense)					11,351.94-	11,351.94	
D. Other Financing Sources and Uses							
Sources		.00	.00				
LESS Uses							
E. Net Change in Fund Balance		.00	.00		11,351.94-	11,351.94	
F. Fund Balance:							
Beginning Balance (9791)							
Audit Adjustments (9793)					1,460,823.55		
Other Restatements (9795)							
Adjusted Beginning Balance		.00	.00		1,460,823.55		
G. Calculated Ending Balance		.00	.00		1,449,471.61		
*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 October 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
21-22 Scholarship Donations
for Board Approval

Deposit Date	Scholarship Fund:	Donated by:	Amount
1st Quarter			
07/12/21	Kiwanis Club of Oroville	Kiwanis Club of Oroville	\$1,000.00
07/16/21	Dave Bruce / Hall of Fame	Barbara Little	500.00
07/16/21	Dave Bruce / Hall of Fame	Barbara Little	100.00
07/23/21	Dave Bruce / Hall of Fame	Fred Jones	110.00
07/23/21	Dave Bruce / Hall of Fame	Pat LaRose	105.00
08/06/21	Dave Bruce / Hall of Fame	J Brian Powers	200.00
08/06/21	Dave Bruce / Hall of Fame	Michael Ramsey	500.00
08/06/21	Dave Bruce / Hall of Fame	NC & DL Lord	100.00
08/06/21	Dave Bruce / Hall of Fame	Al Hottinger	238.06
08/27/21	Dave Bruce / Hall of Fame	Dave Frank	210.00
09/10/21	Dave Bruce / Hall of Fame	Glen Sparrow	300.00
09/17/21	Dave Bruce / Hall of Fame	Douglas & Linda Post	100.00
			<hr/> \$3,463.06
2nd Quarter			
			<hr/> \$0.00
3rd Quarter			
			<hr/> \$0.00
4th Quarter			
			<hr/> \$0.00
Total YTD			<hr/> \$3,463.06

Las Plumas High School 21/22 ASB Budget				
Date	Event	Club	Advisor	Estimated Proceeds
Sept. 8th	National Convention Dinner	FFA	Earley	\$8,000.00
Fall	Senior Shirt Sales	Class of 2022	Howard and Hull	\$450.00
Fall	Snack Bar	Volleyball	Allie Bruce	\$1,500.00
August - October	T-Shirt Sales	Volleyball	Allie Bruce	\$300.00
Fall	Snack Bar	Football	Tim Harles	\$4,000.00
Fall	Apparel and Spirit Gear Sales	Football	Tim Harles	\$600.00
September - October	World's Finest Chocolate	Boys Soccer	Gene Wilson	\$500.00
October	Halloween Grams	Native American Club	David Devine	\$100.00
October/November	Worlds Finest Chocolate	Art	Ramirez	\$1,500.00
November - January	Supporter Wear	Girls Soccer	D. Gnesda	\$250.00
November - January	Tamale Sales	Girls Soccer	D. Gnesda	\$1,500.00
December	Candy Grams	Native American Club	Devine	\$100.00
January	Leadership Dinner	FFA	Earley	\$8,000.00
Winter & Spring	Sees Candy	FFA	Earley	\$1,000.00
Fall & Spring	Drive Thru BBQ	FFA	Earley	\$5,000.00
Winter	Winter Formal	ASB	Frazier	\$1,500.00
Winter	Snack Bar	Boys Basketball	Tyler Brandt	\$2,000.00
Winter	Snack Bar	Girls Basketball	Toby Thompson	\$2,000.00
Spring	Prom	Class of 2023	Celeste Dunn	\$4,000.00
Spring	Go Fund Me	Baseball	Harles	\$5,000.00
March	Egg Roll Sales	Asian Club	Hawj	\$400.00
March	Spaghetti Feed	Class of 2022	Howard and Hull	\$200.00
March /April	Tournament	Golf	Ross	\$1,000.00
April/May	Cookie Dough Sales	FFA	Earley	\$1,000.00
May	Indian Fry Bread Sales	Native American Club	Devine	\$500.00
Spring	Asian Banquet	Asian Club	Hawj	\$400.00
Ongoing	Ag Mechanics Projects	FFA	Close	\$500.00
Ongoing	Dog Bath of the Month	FFA	Lafayette	\$500.00
Ongoing	Apparel	FFA	Earley	\$1,000.00
Ongoing	Juice Bar Sales	ASB	Frazier	\$1,000.00
Ongoing	Pura Vida Bracelet Sales	ASB II	Frazier	\$200.00
Ongoing	Plant Sales	FFA	Lafayette	\$2,000.00
Ongoing	Succulent of the Month	FFA	Lafayette	\$100.00
Ongoing	Flower of the Month	FFA	Bright	\$200.00
Ongoing	Business Ads	Yearbook	Frazier	\$2,000.00
Ongoing	Senior Ads	Yearbook	Frazier	\$2,000.00
Ongoing	Apparel, Merchandise and Face Paint	ASB	Frazier	\$500.00
Ongoing	Holiday Flowers	FFA	Bright	\$1,000.00
TBD	Krispy Creme	Native American Club	Devine	\$200.00
TBD	Krispy Kreme Donuts	Class of 2022	Howard	\$300.00
June	Summer Camp	Soccer	D. Gnesda	\$3,000.00
June	Summer Camp	Basketball	A. Bruce	\$5,000.00
			Estimated Total	\$62,300.00

OHS ASB PRELIMINARY Budget

Club	Advisor	Beginning Budget
Academic Decathlon	Muntifering	107.67
Art Club	Anderson, K	3971.51
Asian Club	Lee	483.40
Associated Student Body	Castillo	5,633.27
Astronomy		79.42
BSU	Castillo	224.00
Block O	Anderson, R	1,667.00
Catering Club	Smith	3,976.88
Class of 2022	Adams	1208.24
Class of 2023	Diaz/Culver	936.84
Class of 2024	Otis/Barnett	751.84
Class of 2025	Anderson, R/Saeturn	250.00
CSF	Castillo	1,936.54
Dance Club	Saeturn	0
Environmental Club	Brown	848.92
FCCLA	Smith	4,418.00
Fellowship of Christian Students	Cuny-	84.63
Friday Night Live	Leyva	309.34
Interact Club	Cuny	136.00
Key Club	J. Steinmann	1360.56
Nugget	Muntifering	10358
Photo Club		-94.00
Physics Club		983.99
Science Ambassadors		1072.87
Skills USA	Briggs	1973.87
Spirit Squad	Houghton	1,842.19
Unity Day	Saeturn	290.98



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent 
Date: September 27, 2021
Subject: Request Approval of Contract with Ann Peterson

The Superintendent is requesting approval of an independent contractor agreement with Ann Peterson to supervise OUHSD Social Workers for their LCSW license requirements for the 21-22 school year. Ann Peterson has performed this service for the last six years for OUHSD.

General Funds will be used to fund the contract for 50.00 dollars an hour for clinical supervision. The contract will not exceed 10,000 dollars per year.

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

This Independent Contractor Agreement for Services ("Agreement") is made as of October 1, 2021, between the Oroville Union H.S. ("District") and Ann C. Petersen ("Contractor") (together, "Parties").

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

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

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

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

NOW, THEREFORE, the Parties agree as follows:

- 1. Services.** The Contractor shall furnish to the District Supervision services, including the location where services be provided, as described in Exhibit "A," attached hereto and incorporated herein by this reference ("Services").
- 2. Term** Contractor shall commence providing Services under this Agreement upon execution of the Agreement by both parties, and approval or ratification of District's governing board, through June 30, 2021. Should Contractor begin performing Services in advance of receiving notice that this Agreement is approved, any Services so performed in advance of the approval date may be considered as having been done at the Contractor's risk, as a volunteer unless Agreement is so approved or ratified.
- 3. Compensation.** District compensation to the Contractor shall not exceed \$50.00 hr, inclusive of any costs or expenses paid or incurred by Contractor in performing the Services, without the express approval of the Board. Payment shall be made for all undisputed amounts within thirty (30) days ~~after the Contractor submits a~~ detailed invoice to the District's Accounts Payable Department for services actually performed. Invoices must reference corresponding Purchase Order number.
- 4. Equipment and Materials.** Contractor shall furnish, at his/her own expense, all tools, labor, materials, equipment, supplies, transportation services and any other items (collectively, "Equipment") necessary to complete the Services in a manner which is consistent with generally accepted standards of the profession for similar services. Notwithstanding the foregoing, District shall not be responsible for any damages to persons or property as a result of the use, misuse or failure of any Equipment used by Contractor or the Contractor's agents, personnel, employee(s), and/or subcontractor(s) ("Contractor Parties"), even if such Equipment is furnished, rented or loaned to Contractor or Contractor Parties by District. All original curricular materials provided in conjunction with Contractor services must be authorized for use by the District only and remain exclusively the intellectual property of the authors.

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

CONTRACTOR FULL NAME

Ann Cooper Petersen

TAX I.D. NUMBER

563-92-9580

SITE/DEPARTMENT

Social Work OUHS

SUBMITTED BY

Ann C. Petersen

SIGNATURE

Ann C. Petersen

SIGNATURE FROM BUDGET
CONTROL ADMINISTRATOR:

BOARD APPROVAL DATE

REQ (P.O.) NUMBER

BUDGET CODE

AGREEMENT TOTAL AMOUNT

DESCRIPTION OF SERVICE

TERM OF AGREEMENT

Assistant Superintendent of Business

Date

Received By:

Certificate of Insurance
Expiration Date

☐ Yes ☐ No

Auto Insurance
Expiration Date

☐ Yes ☐ No

DO NOT INCLUDE THIS SHEET WITH FINAL EXECUTED CONTRACT TO CONTRACTOR

- 5. Independent Contractor.** Contractor, in the performance of this Agreement, shall be and act as an independent contractor with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained. Contractor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees. If Contractor is not a resident of California and is not exempt from withholding, the District shall withhold California income taxes as required by the Revenue & Taxation Code. The Contractor shall still be responsible for payment of all state and federal taxes.
- 6. Employment with Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
- 7. Certifications, Permits, and Licenses.** Contractor represents and warrants to District that Contractor and all of the Contractor Parties have in effect and shall maintain in full force throughout the Term of this Agreement all licenses, credentials, permits and any other legal qualifications required by law to perform the Services and to fully and faithfully satisfy all of the terms set forth in this Agreement.
- 8. Standard of Care.** Contractor represents that Contractor has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. If any of the Services are performed by any of the Contractor Parties, such work shall only be performed by competent personnel under the supervision of and in the employment of Contractor. Contractor's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
- 9. Safety and Security.** Contractor is responsible for maintaining safety in the performance of this Agreement. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.
- 10. Work Product.** Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District.
- 11. Confidentiality.** The Contractor and all Contractor Parties shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
- 12. Audit.** Contractor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Contractor transacted under this Agreement. Contractor shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter. Contractor shall permit the District, its agent, other

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

13.Termination.

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

- 13.1.1.** material violation of this Agreement by the Contractor; or
- 13.1.2.** any act by Contractor exposing the District to liability to others for personal injury or property damage; or
- 13.1.3.** Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Contractor. If the expense, fees, and costs to the District exceed the cost of providing the service pursuant to this Agreement, the Contractor shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

13.2 Without Cause by District. District may, at any time, with or without reason, terminate this Agreement upon fifteen (15) days written notice and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day of mailing, whichever is sooner. In the event that District terminates this Agreement pursuant to this section, District shall compensate Contractor for Services completed to date.

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

14.Indemnification. To the furthest extent permitted by California law, Contractor shall, at its sole expense, indemnify, and hold harmless the District, the State of California, and their agents, representatives, officers, Contractors, employees, trustees, and volunteers (the "District Parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "Claims") of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and Contractors and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, or thing done, permitted, or suffered by the Contractor under or in conjunction with this Agreement, unless the Claims are caused wholly by the sole negligence or willful misconduct of the District Parties. Contractor shall, to the furthest extent permitted by California law, defend the

District Parties at Contractor's own expense, from any and all Claim(s) and allegations relating thereto with counsel approved by District where such approval is not to be unreasonably withheld. Whereas the cost to defend the District Parties charged to the Contractor shall not exceed the proportionate percentage of Contractor's fault as determined by a court of competent jurisdiction, any amounts paid in excess of such established fault will be reimbursed by the District. Notwithstanding the previous sentence, in the event one or more defendants is unable to pay its share of defense costs due to bankruptcy or dissolution of the business, such defendant shall meet and confer with other parties regarding unpaid defense costs. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

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

15.1. General Liability. One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) general aggregate for bodily injury, personal injury and property damage in the form of Comprehensive General Liability and Contractual Liability.

15.2. Automobile Liability Insurance. One Million Dollars (\$1,000,000) per occurrence and One Million Dollars (\$1,000,000) general aggregate for automobile liability insurance that shall protect the Contractor and the District from all claims of bodily injury, property damage, personal injury, death, and medical payments arising performing any portion of the Services by Contractor.

15.3. Workers' Compensation and Employers' Liability Insurance. For all of the Contractor's employees who are subject to this Agreement and to the extent required by the applicable state or federal law, Contractor shall keep in full force and effect, a Workers' Compensation policy. That policy shall provide employers' liability coverage with minimum liability coverage of One Million Dollars (\$1,000,000) per accident for bodily injury or disease. Contractor shall provide an endorsement that the insurer waives the right of subrogation against the District and its respective elected officials, officers, employees, agents, representatives, Contractors, trustees, and volunteers.

15.4. Other Insurance Provisions:

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

15.4.1.1. The District, its representatives, Contractors, trustees, officers, officials, employees, agents, and volunteers ("Additional Insureds") are to be covered as additional insureds as respects liability arising out of activities performed by or on behalf of the Contractor; instruments of Service and completed operations of the Contractor; premises owned, occupied or used by the Contractor; or automobiles owned, leased, hired or borrowed by the Contractor. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds.

15.4.1.2. For any claims related to the projects, the Contractor's insurance coverage shall be primary insurance as respects the Additional Insureds. Any insurance or self-insurance maintained by the Additional Insureds shall be in excess of the Contractor's insurance and shall not contribute with it.

15.4.1.3. Any failure to comply with reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to the Additional Insureds.

15.4.2. The Contractor's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

15.4.3. Each insurance policy required by this clause shall be endorsed to state that coverage shall not be canceled except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.

15.4.4. Contractor shall furnish the District with Certificates of insurance showing maintenance of the required insurance coverage and original endorsements affecting general liability and automobile liability coverage. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. All endorsements are to be received and approved by the District before Services commence.

15.5. Acceptability of Insurers. Insurance is to be placed with insurers with a current A.M. Best rating of no less than A:VII, unless otherwise acceptable to the District.

16. Limitation of District Liability. Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

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

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

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

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

District

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

Contractor

Ann C Petersen
7 Wildflower Ct
Orico Ca 95928

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

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

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

- 25. Attorney Fees; Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
- 26. Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
- 27. Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
- 28. Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
- 29. Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

[SIGNATURES ON FOLLOWING PAGE]

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

OROVILLE UNION HIGH SCHOOL DISTRICT

[CONTRACTOR]

Date: _____, 20____

Date: 10-1, 2021

Signature: _____

Signature: Ann C. Petersen

Print Name: _____

Print Name: Ann C. Petersen

Information regarding Contractor:

License No.: 24986 LCSW

Address: 7 Wildflower Ct
Chico 95928

Telephone: 530 570 2921

Facsimile: _____

E-Mail: annp07965@gmail.com

Contractor's state of residence: Calif

States in which Contractor
is licensed to do business: Calif

Type of Business Entity:

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

563 92 9580 :

Employer Identification and/or Social
Security Number

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

WORKERS' COMPENSATION CERTIFICATION

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

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

Check only one of the boxes below.

☐

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

☒

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

Date: 9-14-2021

Name of Contractor: Ann C Petersen

Representative's Name and Title: _____

Signature: Ann C Petersen

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

TUBERCULOSIS CLEARANCE

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

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

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

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

Date: 9-14-2021

Name of Contractor: Ann C. Peterson

Representative's Name and Title: _____

Signature: Ann C. Peterson

CRIMINAL BACKGROUND INVESTIGATION CERTIFICATION

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

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

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

Date: _____

District Representative's Name and Title: _____

District Representative's Signature: _____

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

[Attach and sign additional pages, as needed.]

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

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

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

Date: _____

District Representative's Name and Title: _____

District Representative's Signature: _____

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

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

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

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

Date: 9-14-2021

Name of Contractor: Ann Petersen, LCBW, PPS

Signature: Ann Petersen LCBW, PPS

Representative's Name and Title: _____

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

Exhibit A

Scope of Work

Ann Petersen, LCSW, PPS, agrees to provide weekly clinical supervision to Marisol Navarro to enable her to complete the required 3000 hours needed to become fully licensed as a clinical social worker. Additionally, Ann Petersen agrees to continue to provide such supervision to Erica Garman, as well as ongoing consultation for the school year 2021-2022. During these supervision sessions, I agree to provide consultation on specific cases, review with Marisol and Erica potential biases that might influence practice, review ethical challenges, and resolution, and include careful review of written documentation.

Further, Ann Petersen agrees to take clinical supervisory responsibility for the services provided by Erica Garman and Marisol Navarro. Ann Petersen shall ensure that the extent, kind and quality of services are performed appropriately.

Oroville Union High School District is aware of the licensing requirements that must be met by Erica Garman and Marisol Navarro and agrees not to interfere with Ann Petersen's legal and ethical obligations to ensure compliance with those requirements and agrees to provide Ann Petersen with access to clinical records of the students counseled by Erica or Marisol.

Ann Petersen will meet one hour weekly with Erica and one hour weekly with Marisol, and bill \$50.00 per hour for academic school year 2021-2022.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Ann Petersen LCSW", written in dark ink.

Ann Petersen, LCSW

District signature:



To: Oroville Union High School District Board of Trustees
From: Dr. Corey Willenberg, Superintendent
Date: October 11, 2021
Subject: CALPASS



The Superintendent is requesting approval of the renewal of an MOU with the California Partnership for Achieving Student Success (CALPASS).

CALPASS is used to share data between OUHSD and California Community Colleges.

A current MOU is required to participate in many grant opportunities such as K12 Strong Workforce.



CALIFORNIA PARTNERSHIP FOR ACHIEVING STUDENT SUCCESS

MEMBER INSTITUTION MEMORANDUM OF UNDERSTANDING

In signing this Memorandum of Understanding (“MOU”),
[Institution Name] Oroville Union High School District (“Institution”) agrees
become a member institution of the California Partnership for Achieving Student Success (“Cal-
Pass Plus”) and to be bound by all terms and conditions of this MOU.

RECITAL

A. Cal-PASS Plus is a program conducted by Education Results Partnership, Inc., a California nonprofit public benefit corporation (“ERP”) together with San Joaquin Delta College (“SJDC”) and the California Community Colleges Chancellor’s Office (“CCCCO”). Cal-PASS Plus collects, analyzes, and shares student data with educational institutions who have agreed to become part of Cal-PASS Plus by entering into a memorandum of understanding (“Cal-PASS Plus Members”). Cal-PASS Plus collects, analyzes and shares student data among Cal-PASS Plus Members in order to track performance and improve student outcomes from pre-K through 12th grade, and through college and the workplace. Cal-PASS Plus services are provided without fees or cost to Cal-PASS Plus Members. Data sharing also assist educational institutions to meet compliance reporting requirements and to assist organizations with the research necessary to increase knowledge and collaboration among educational institutions. To that end, Cal-PASS Plus will coordinate the process of Cal-PASS Plus Members sharing academic performance data concerning students who have attended or who are attending their institutions by facilitating the transfer of data between Cal-PASS Plus Members in a manner consistent with FERPA, other applicable federal and California state laws and regulations, local regulations, and best practices and guidelines.

B. Cal-PASS Plus is designed to improve transitions and success across educational segments. Cal-PASS Plus Members may use data provided by Cal-PASS Plus to develop, implement, and assess interventions to improve instruction, and also to identify higher performing institutions and programs to support collaboration and peer-to-peer sharing of best practices. Institution-based, multi-segmental work groups (also known as Regional Learning Councils, or RLC’s) are the preferred venues for Cal-PASS Plus participation.

C. In entering into this MOU, Institution accepts and agrees to abide by all MOU terms and conditions, elects to become a Cal-PASS Plus Member, and to actively engage in data sharing with Cal-PASS Plus and the other Cal-PASS Plus Members.

THEREFORE, the Institution agrees to the following terms of this MOU:

ARTICLE 1. DEFINITIONS

As used in this Agreement, the following terms have the meanings as specified below:

“**Cal-PASS Plus Parties**” shall have the meaning assigned to such term in Article 2.

“**Cal-PASS Plus**” shall have the meaning assigned to such term in the first paragraph of this MOU.

“**Cal-PASS Plus Data**” means the data elements that are defined in the Data Element Dictionary as may be amended by Cal-PASS Plus from time to time and which data elements have been provided to Cal-PASS Plus.

“**Cal-PASS Plus Members**” shall have the meaning assigned to such term in Recital A.

“**CCCCO**” shall have the meaning assigned to such term in Recital A.

“**ERP**” shall have the meaning assigned to such term in Recital A.

“**FERPA**” shall mean the Family Education Rights and Privacy Act of 1974.

“**Institution**” shall have the meaning assigned to such term in the first paragraph of this MOU.

“**MOU**” shall have the meaning assigned to such term in the first paragraph of this MOU.

“**MOU Addenda**” shall have the meaning assigned to such term in Section 2.

“**Partner Organizations**” shall mean ERP, SJDC and CCCCCO.

“**SJDC**” shall have the meaning assigned to such term in Recital A.

“**Termination Event**” shall mean (a) a material breach of this MOU by Institution; (b) any act by Institution exposing the Cal-PASS Plus, any Partner Organization or any other Cal-PASS Plus Party to liability for personal injury or property damage; or (c) Institution confirms its insolvency or is adjudged a bankrupt, or assumes negative fiscal status; Institution makes a general assignment for the benefit of creditors, or a receiver is appointed on account of Institution’s insolvency.

ARTICLE 2. PURPOSE OF CAL-PASS PLUS AND MOU

It is the role of Cal-PASS Plus to create the mechanisms and procedures by which CAL-PASS Plus Members, ERP, SJDC and CCCCCO (collectively, “**Cal-PASS Plus**”) share, store, compare, analyse and disseminate academic performance data and research obtained through the analysis of such data, concerning students who have attended or who are attending Cal-PASS Plus Member institutions by facilitating the transfer of data between Cal-PASS Plus Parties in a manner

consistent with all federal, state and local laws and regulations including, without limitation, FERPA, and best practices and guidelines within this industry.

The purpose of this MOU is to provide the terms and conditions by which Cal-PASS Plus Parties agree to share and use such data. The Cal-PASS Plus Parties may enter into one or more addenda or amendment outlining additional terms, conditions, roles or obligations with respect to the operation of Cal-PASS Plus (“**MOU Addenda**”). Each MOU Addenda shall be binding on the Cal-PASS Plus Member upon its execution of the MOU Addenda and shall, upon such execution, form a part of this Agreement and its terms shall be fully incorporated herein as though fully set forth in this Agreement.

Institution acknowledges that performance of its obligations under this MOU may require frequent and timely exchanges of information between one or more of the Cal-PASS Plus Parties. Cal-PASS Plus’ ability to execute the Cal-PASS Plus program is conditioned upon timely receipt of necessary information from Institution, provided that Cal-PASS Plus provides Institution with reasonable advance notice of the need for such information and the date by which such information is required.

ARTICLE 3. DATA SHARING

Institution shall provide to Cal-PASS Plus the Cal-PASS Plus Data as required of Institution by the Cal-PASS Plus administrator. Said Cal-PASS Plus Data shall be provided in the manner and form as specified by the administrators of Cal-PASS Plus. Cal-PASS Plus Data shall be used by Cal-PASS Plus Parties consistent with the terms and conditions of this MOU.

Occasionally, requests may be made from researchers or research institutions for data aggregated in a particular manner. Cal-PASS Plus may, from time to time at its discretion, provide aggregated and anonymous data based on the data received from Cal-PASS Plus Parties to researchers or research institutions for analysis and research concerning the improvement of academic instruction and student outcomes. Cal-PASS Plus agrees to share the data in a manner consistent with the FERPA guidelines, ensuring the confidentiality of records.

Institution understands that, in order to conduct the Cal-PASS Plus Program, it may be necessary for Cal-PASS Plus and/or its Partner Organizations to share Cal-PASS Plus Data with such third parties as it deems necessary or appropriate to conduct Cal-PASS Plus provided, however, that the third party has agreed in writing to maintain the confidentiality obligations, including compliance with FERPA, as each of the Cal-PASS Plus Parties are required to do under this MOU.

In addition, Cal-PASS Plus shall have the ability to display summary-level reports of Cal-PASS Plus Data on the publicly accessible Cal-PASS website.

A. Confidentiality and Security of Data

All Cal-PASS Plus Parties shall maintain the confidentiality of any and all student data exchanged by each as a part of this MOU and Cal-PASS Plus. In accepting, maintaining and sharing Cal-PASS Plus Data, all Cal-PASS Plus Parties shall comply with all federal, state and local laws and regulations including, without limitation, FERPA. The requirements under this paragraph shall survive the termination or expiration of this MOU or any subsequent agreement intended to supersede this MOU.

To ensure the continued confidentiality and security of the student data processed, stored, or transmitted under this MOU, each Cal-PASS Plus Party shall establish a system of safeguards that will, in all respects, comply with all federal, state and local laws and regulations including, without limitation, FERPA and other privacy protection laws and regulations. Specifically:

1. Institution, to the extent it is an education institution collecting educational records of its students, understands that it may not disclose educational records without written consent from the parent or eligible student, except to the following parties under the following conditions: school officials with legitimate educational interest; other schools to which a student is transferring; specified officials for audit or evaluation purposes; appropriate parties in connection with financial aid to a student; organizations conducting research or studies for or on behalf of the school; accrediting organizations; to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific State law.
2. For the purposes of this MOU, Institution acknowledges and agrees that Cal-PASS Plus is considered an organization conducting research and other services on behalf of Institution.
3. Institution will not use Cal-PASS Plus Data received through Cal-PASS Plus for any purpose other than that specifically allowed under the terms of this MOU.
4. This MOU does not allow Institution (or its subcontractors) to disclose Cal-PASS Plus Data to any other third parties except as set forth under this MOU or in limited circumstances permitted under FERPA.
5. To ensure the continued confidentiality and security of the Cal-PASS Plus Data, stored, or transmitted under this MOU, Institution shall assume responsibility of data received and will employ industry best practices, both technically and procedurally, to protect data from unauthorized physical and electronic access.
6. To ensure the continued confidentiality and security of the student data processed, stored, or transmitted under this MOU, Institution shall establish, implement, and maintain policies, procedures, and systems that ensure all Cal-PASS Plus Data is kept in secured facilities and access to such records is limited to personnel who are authorized to have access to said data.
7. All staff of Institution involved in the handling, transmittal, and/or processing of Cal-PASS Plus Data provided under this MOU will be required to execute a confidentiality

agreement requiring said personnel to maintain the confidentiality of all student related personally identifiable information.

8. To ensure the continued confidentiality and security of Cal-PASS Plus Data, stored, or transmitted under this MOU, Institution shall establish, implement, and maintain policies, procedures, and systems shall require the use of appropriate safeguards, including secure passwords to access databases used to process, store, or transmit Cal-PASS Plus Data provided under this MOU.

9. Institution will establish, implement, and maintain internal procedures, systems, and safeguards: to maintain the integrity of their systems and secure databases used to process, store, or transmit Cal-PASS Plus Data provided under this MOU, and to maintain the Cal-PASS Plus Data in a secure manner that prevents the interception, diversion, or other unauthorized access to said data.

10. Institution shall ensure that any and all disclosures of Cal-PASS Plus Data comply with all provisions of FERPA and other applicable federal and California state laws and regulations relating to the privacy rights of students, such as but not limited to, the Information Practices Act and the California Public Records Act.

11. Institution shall immediately notify Cal-PASS Plus in the event the security, confidentiality, or integrity of the Cal-PASS Plus Data exchanged is, or is reasonably believed to have been, compromised. Notification will take place within 24 hours of discovery.

12. Exchange of data between Cal-PASS Plus Parties and/or third party contractors is subject to the requirements outlined in this MOU. Cal-PASS Plus Parties may subcontract to assist in performing the Roles and Responsibilities hereunder.

B. Method of Transfer

Cal-PASS Plus will employ industry best practices, both technically and procedurally to protect the data from unauthorized physical and electronic access during transfer. Typical secure methods of transfer include Secure File Transfer Protocol (SFTP), Secure HTTPS transfer or via encrypted physical media. Any other transfer methods employed and the procedures utilized by Institution to protect the data provided under this agreement are the responsibility of the Institution but are subject to review and approval by the administrators of Cal-PASS Plus.

C. Disposition of Data

Any Cal-PASS Plus Data received pursuant to this Agreement shall be one way encrypted, stripped of personally identifiable information and the primary source data will be archived securely, detached from all Internet connected devices, and only accessible to the administrators of Cal-PASS Plus authorized staff.

ARTICLE 4. INDEMNIFICATION

Institution shall defend, indemnify, and hold harmless each of the other Cal-PASS Plus Parties and their affiliates, respective officers, directors, shareholders, members, employees, agents, attorneys, representatives and their respective successors and permitted assigns from and against all losses, damages, liabilities, deficiencies, actions, judgments, interest, awards, penalties, fines, costs or expenses of whatever kind (including reasonable attorneys' fees and costs) arising out of or resulting from: (a) any misrepresentations made or factually incorrect information provided willfully or negligently by Institution to another Cal-PASS Plus Party; (b) Institutions' noncompliance with any federal, state or local law, statute, rule, or regulation; (c) Institution's breach of any term or condition of this MOU; or (d) the negligent or intentional acts or omissions of Institution.

ARTICLE 5. ENTIRE AGREEMENT

This MOU states the entire agreement between the Cal-PASS Plus Parties with respect to its subject matter and supersedes any previous and contemporaneous or oral representations, statements, negotiations, or agreements.

ARTICLE 6. REPRESENTATIONS AND WARRANTIES

Institution represents and warrants that:

- 1) The person signing this MOU on behalf of Institution represents and warrants that he or she has authority to sign on behalf and to bind such party.
- 2) Institution represents that it has the right and power to authorize participation in Cal-PASS Plus and to undertake its obligations as set forth in this Agreement.
- 3) The execution of this MOU by its representative whose signature is set forth at the end hereof has been duly authorized by all necessary actions.
- 4) In performing its obligations under this MOU, Institution will comply with all applicable federal, state and local, laws, rules and regulations.
- 5) Institution shall not knowingly provide to Cal-PASS Plus, Cal-PASS Plus Data that is false or inaccurate.

ARTICLE 7. ASSIGNMENT

Institution may not assign their rights, duties, or obligations under this MOU, either in whole or in part, without the prior written consent of Cal-PASS Plus.

ARTICLE 8. SEVERABILITY

Each term or provision of this MOU shall be valid and enforced as written to the full extent permitted by law. If any provision of this MOU is held to be illegal, invalid, or unenforceable under present or future laws effective during the term of this MOU, such provision shall be fully severable. This MOU shall remain in full force and effect, unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this MOU.

ARTICLE 9. WAIVER

Waiver by any signatory to this MOU of any breach of any provision of this MOU or warranty of representation set forth herein shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right under this MOU shall not operate as a waiver of such right. All rights and remedies provided for in this MOU are cumulative.

ARTICLE 10. MODIFICATION AND AMENDMENTS

Except for the Data Element Dictionary, this MOU may only be amended, modified or supplemented by an agreement in writing signed by authorized representatives of the Institution. The Data Element Dictionary may be amended by Cal-PASS Program from time to time by providing Institution with thirty (30) days prior written notice of any such amendment.

ARTICLE 11. TERM

This MOU shall be in effect with respect to Institution upon its execution of this MOU and will remain in effect until terminated in accordance with Article 12.

ARTICLE 12. TERMINATION

Institution, may terminate this MOU and, as a result, its participation in Cal-PASS Plus, by providing Cal-PASS Plus thirty (30) days' written notice. Notice shall be deemed given upon Cal-PASS Plus' actual receipt of the written notice. However, termination of Institution will have no force or effect on the rights and responsibilities as to the remaining Cal-PASS Plus Parties.

A Partner Organization will notify in writing Cal-PASS Plus in the event it decides to terminate its participation in Cal-PASS Plus. This MOU shall also immediately terminate in the event of the termination or cancellation of Cal-PASS Plus as a program.

The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to Cal-PASS Plus at law or equity. Written notice by Cal-PASS Plus shall be deemed given when received by Institution.

ARTICLE 13. JOINDER OF OTHER CAL-PASS PLUS PARTIES

Cal-PASS Plus Parties agree that any school district, county office of education, community college district, WASC accredited public or private four-year college or university located in California or other educational organization whose purpose is to improve student success, may

become a party to this MOU by executing a counterpart of this MOU in form substantially similar hereto.

ARTICLE 14. EXECUTION AND DELIVERY OF MOU

A signed copy of this MOU delivered by facsimile, e-mail or other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original signed copy of this MOU. In executing and returning a signed copy of this MOU, the "Authorized Officer" represents and warrants that he or she has all requisite power and authority to execute and deliver this MOU, all necessary approvals for the execution and delivery of this MOU on behalf of the Institution has been obtained.

Authorized Officer Signature: _____



Date: 9/28/2021

Institution Name: Oroville Union High School District

Print Name: Dr. Corey Willenberg

Title: Superintendent

Phone: 530-538-2300 Email: cwillenb@ouhsd.net

MOU Submission

This MOU may be signed and completed via Echosign by visiting this URL [<https://www.calpassplus.org/CalPASS/Join/NewMou.aspx>], by e-mail to [outreach@edresults.org] or by US Mail addressed as follows:

Educational Results Partnership
Attn: Cal-PASS Plus
428 J Street, Suite 320
Sacramento, CA 95814

If you choose to limit the institutions with which you share data, contact Cal-PASS Plus for assistance.

Designation of Contacts for Cal-PASS Plus

Name of Institution/District: Oroville Union High School District

Primary Contact: This person is responsible for coordinating the Cal-PASS Plus process at your institution. This is also the person who will receive a primary User ID and Password, which are required to access data and performance reports on the web site. The primary contact will be notified when a new user from your institution has been given login credentials. If login credentials are to be revoked, it is the responsibility of the primary Contact to notify Cal-PASS Plus in writing. It is the responsibility of the Institution to notify Cal-PASS Plus, in writing, when the Primary Contact role moves to another employee.

Name: Mary Masters

Title: Information Systems Programmer Analyst

Phone Number: 530-538-2320 x 3362

Email Address: mmasters@ouhsd.net

Data Submission Contact: This person is responsible for generating and submitting the data files. It is the responsibility of the Institution to notify Cal-PASS Plus, in writing, when the Data Submission Contact role moves to another employee.

Name: Mary Masters

Title: Information Systems Programmer Analyst

Phone Number: 530-538-2320 x 3362

Email Address: mmasters@ouhsd.net

21/22 Supportive School Climate Advisory Committee Members

Member	Affiliation
David Devine	OUHSD Indian Education Liaison
Janet Goodson	Butte County NAACP
Joe Hejl	Boys and Girls Club of the North Valley
Irene Jimenez	Berry Creek Rancheria of Maidu Indians
Seng Yang	Hmong Cultural Center of Butte County
Bobby Jones Sr.	Community Member
Rob Anderson	Teacher-Independent Study
Durell Siplin	Assistant Principal-Oroville High
Diana Castillo	Teacher-Oroville High
Sandra Barnes	Parent-Oroville High
Consuela Bennett	Parent-Oroville High
Zinziel Valdes-Bennett	Student-Oroville High
Matt Kerman	Assistant Principal-Las Plumas High
Keely Frazier	Teacher-Las Plumas High
Johnny Holmes	Parent-Las Plumas High
Lisa Torres	Parent-Las Plumas High
Aaliyah Lee	Student-Las Plumas High
Makiyah Jones	Student-Las Plumas High
Tim Drury	Principal-Prospect/CDS
Brad Lund	Teacher-Prospect/CDS
Joanna Delores	Parent-Prospect/CDS
Shane Overstreet	Student-Prospect/CDS



To: Oroville Union High School Board of Trustees
From: Kevin Simas, Director of Education
Date: 10/11/21
Subject: OUHSD CTE Advisory Committee members

Background Information: Each year, OUHSD seeks input and guidance on our district's Career and Technical Education pathways. The following community business members have agreed to serve on the 2021-2022 OUHSD CTE Committee:

Name	Company/Affiliation
Amelia Hoke	Graphic Packaging
Chris Torres	Graphic Packaging
Katie Luther	Sierra Pacific Industries
Liz Pankhurst	Grow Manufacturing
Donald Robinson	Butte College
Amy Rohrer	Valley Contractors Exchange
Chuck Crete	MJB Welding Supply
Lowell Mural	MJB Welding Supply

Financial Impact: None

Recommendation: Approval

Oroville Union High School District

Memorandum

TO: Board of Trustees
FROM: Dr. Corey Willenberg
DATE: October 11, 2021
SUBJECT: One Year Extension for Hall of Fame Committee Members

Per the Hall of Fame Committee Bylaws, members serve an initial four-year term and can apply for a one-year extension if they wish to remain on the committee. Tom Aldridge, Lani Fridrich, Nancy Gilbert, Scott Johnson, Doug Kaelin, Barbara Little, Judy McInturf, Nancy Negri, Ray Sehorn and Bob Zollner are all requesting a one-year term extension.

Recommend a one-year extension for the ten committee members listed above to remain on the Hall of Fame Committee

First Reading of Board Policies & Administrative Regulations

COVID-19 Mitigation Plan (BP 0470)

Policy updated to add new note to reflect that districts are obligated to comply with COVID-19 mitigation requirements from multiple jurisdictional authorities including the California Department of Public Health (CDPH), the California Division of Occupational Safety and Health (Cal/OSHA), and local health authorities, to reflect guidance from CDPH and Cal/OSHA's COVID-19 prevention program, and reflect requirements for districts to create and post COVID-19 safety plans. Policy updated to direct the Superintendent and/or designee to establish and maintain a COVID-19 safety plan that complies with public health guidance of CDPH, the requirements of Cal/OSHA, any orders of state or local health authorities, and any other applicable law and/or health order(s) and to omit specific details regarding COVID-19 mitigation practices due to the evolving nature of public health guidance. Policy updated to reflect **NEW LAW (AB 86, 2021)** and **NEW LAW (AB 130, 2021)** requiring the reporting of specified COVID-19 cases to CDPH and requiring the reporting of other information to the California Collaborative for Educational Excellence (CCEE). Policy updated to reflect **NEW LAW (AB 86, 2021)** and **NEW LAW (AB 130, 2021)** requiring districts that receive Extended Learning Opportunities (ELO) grant funding to implement a learning recovery program that provides supplemental instruction, support for social-emotional well-being, and to the maximum extent permissible as specified in U.S. Department of Agriculture guidelines, meals and snacks, to eligible students. Policy also updated to include promising practices for reengaging chronically absent students and to direct the Superintendent or designee to ensure the continuity of instruction for students who may be under a quarantine order to stay home by offering such students independent study or other instructional delivery channels that allows the student to continue to participate in the instructional program to the greatest extent possible.

Emergency Schedules (BP 3516.5)

Policy updated to reflect **NEW LAW (AB 130, 2021)** requiring districts applying to the Superintendent of Public Instruction to obtain apportionment credit for days and minutes lost due to emergency closure after September 1, 2021 to certify in an affidavit that the district has a plan for offering independent study within 10 days of school closure to impacted students. Policy also updated to reflect requirement that the plan for independent study address the establishment, within a reasonable time, of independent study master agreements and require the reopening in person once allowable under direction from the city or county health officer.

Consultants (BP 3600)

Policy updated to reflect **NEW LAW (AB 2257, 2020)** which recodifies the three-part test established in *Dynamex Operations West, Inc. v. Superior Court of Los Angeles* to determine whether a person providing services for remuneration should be classified as an employee or an independent contractor, and **NEW LAWS (AB 2257 and AB 323, 2020)** which establish exceptions to the use of the three-part test. Requirement to afford equal opportunity for contracts revised to add ethnicity and reflect **NEW LAW (AB 3364, 2020)** which changes the term "military and veteran status" to "veteran or military status."

School Day (AR 6112)

(AR revised) Regulation updated to reflect **NEW LAW (AB 99, 2017)** which permits districts to maintain kindergarten or transitional kindergarten classes for different lengths of time during the school day, either at the same or different school sites. Regulation also reflects provision of AB 99 which allows districts to schedule classes in an early college high school or middle college high school so that students attend classes for at least 900 minutes during any five school day period or 1,800 minutes during any 10 school day period.

Ceremonies and Observances (BP/AR 6115)

Policy updated to add the board's authority to designate any day as a holiday, in addition to those holidays designated by law, and to revise the date upon which schools close in observance of any holiday except Veterans Day. Policy also adds optional language stating that the board may adopt a resolution to authorize the display of symbolic flags or banners in support of specific awareness days or months. Regulation updated to reflect state law requiring schools to be closed on any day

designated as a holiday by the President, Governor, or district board or negotiated with employee organizations. School closure on Cesar Chavez Day and Native American Day deleted from the body of the regulation since school closure on these holidays only applies to districts that have agreed to do so in a memorandum of understanding with employee bargaining units. Section on "Commemorative Exercises" expands Note to include additional days of significance on which schools are encouraged, but not required, to conduct commemorative exercises.

High School Graduation Requirements (BP/AR 6146.1)

Policy updated to clarify requirements for mathematics coursework, reflect **NEW LAW (AB 104, 2021)** which requires districts to exempt a student from district graduation requirements if the student was in the third or fourth year of high school during the 2020–21 school year and is not on track to graduate in four years, and to provide a student who was enrolled in the third or fourth year of high school during the 2020–21 school year and is not on track to graduate in the 2020–21 or 2021–22 school years the opportunity to complete the statewide coursework required for graduation, which may include, but is not limited to, completion of the coursework through a fifth year of instruction, credit recovery, or other opportunity to complete the required coursework. Regulation updated to include material regarding the provision of information about graduation requirements and credit recovery opportunities to students, parents/guardians, and the public, and to reflect requirements regarding the provision of notice to eligible students about the availability of exemptions from local graduation requirements when applicable.

Alternative Credits Toward Graduation (BP/AR 6146.11)

This is an old BP/AR hasn't been updated for years. There is no description of the changes.

Certificate of Proficiency/High School Equivalency (BP/AR/E 6146.2)

Policy updated to clarify the distinction between a certificate of proficiency and a high school equivalency certificate. Policy also reflects that there is a fee for these tests which is waived for homeless or foster youth under 25 years of age who meet all other registration requirements and submit certification of homeless or foster youth status. Regulation updated to reflect **NEW LAW (SB 820, 2020)** which requires CDE to schedule testing dates at least once in the fall semester and once in the spring semester, add the requirement that districts develop a consent form that may be used by persons receiving a certificate of proficiency to be exempted from compulsory school attendance, and reflect the two tests currently approved by the State Board of Education for the purpose of attaining a California High School Equivalency Certificate (the General Educational Development test and the High School Equivalency Test). New exhibit presents a sample consent form to be used by students who receive a certificate of proficiency, and their parents/guardians if the student is under 18 years of age, for the purpose of requesting an exemption from compulsory school attendance for the student.

Identification and Evaluation of Individuals for Special Education (BP/AR 6164.4)

Policy updated to reference the U.S. Department of Education's (USDOE) Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act which reaffirms the obligation to fully implement the Individuals with Disabilities Education Act (IDEA) during the COVID-19 pandemic, including the requirement to meet child find obligations, and encourages districts to reexamine the efficacy of existing child find practices in light of the educational disruptions caused by the COVID-19 pandemic. Regulation updated to reference USDOE's Return to School Roadmap: Child Find Under Part B of the Individuals with disabilities Education Act which recommends that districts undertake new child find activities in light of the educational disruptions caused by the COVID-19 pandemic and emphasizes that students who are experiencing long-term COVID effects be referred for special education evaluation if their symptoms are adversely impacting their ability to participate and learn in the general curriculum. Regulation also updated to provide that the child find process includes the collection and screening of data to determine if students are making adequate progress, to include the district's obligation to ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies, clarify material regarding referrals for initial evaluations, evaluation plans and informed parent/guardian consent, reflect the timeline for the determination of whether the student is eligible for special education and the educational needs of the student and when an Individualized Education Program (IEP) meeting and the development of an IEP occurs, clarify the qualifications of personnel

who administer evaluations and reevaluations, add that the normal process of second-language acquisition as well as manifestations of dialect and social linguistic variance not be diagnosed as a disabling condition, and clarify material regarding Independent Educational Evaluations. Regulation also updated to reference M.M. v. Lafayette School District, a Ninth Circuit Court of Appeals decision which held that the district violated IDEA when it failed to provide parents with their child's response to instruction (RTI) data when seeking informed consent for an initial evaluation.

State Academic Achievement Tests (AR 6162.51)

Regulation updates information regarding administration of the California Assessment of Student Performance and Progress, including provisions that: (1) the district may administer the California Science Test (CAST) in any of grades 10-12, (2) the California Alternate Assessments in science should be administered to students with significant cognitive disabilities who are unable to take the CAST with accommodations, and (3) the California Spanish Test is the primary language assessment that is available to be administered to English learners. Regulation also adds optional language regarding the use of Smarter Balanced interim and formative assessments to provide timely feedback regarding students' progress and assist teachers in continually adjusting instruction to improve learning. Testing windows and testing variations updated to reflect current state regulations, as renumbered.

Board Policy 6164.5 - Student Success Teams (BP/AR 6164.5)

Policy updated to reference that the student success team (SST) process is not required by law and that the policy reflects best practices, clarify those who are encouraged to collaborate in SSTs, include social and emotional difficulties when evaluating the strengths and needs of students and establishing interventions, emphasize the importance of each student maximizing their potential, specify who may refer students to SSTs, add types of materials appropriate for collection, analysis and review by the SST, provide for the development of a plan to support the student and adjustments to such plan, reflect that the SST process shall not delay or deny a referral for evaluation for eligibility for special education, reference MTSS and the integration of SSTs with such supports, and add staff development which may be provided to strengthen the effectiveness of SSTs. Regulation updated to reference that the SST process is not required by law and that the regulation reflects best practices, emphasize the importance of school counselors in the SST membership, provide that the makeup of each individual SST is at the district's discretion, reference the ability of districts to appoint a districtwide or schoolwide SST coordinator, identify teachers specifically as school staff with whom consultation may occur, add types of materials appropriate for collection to inform SST members, and add the development of a plan, and adjustments to the plan and related interventions, as one of the SST responsibilities.

Education for Homeless Children (BP/AR/E 6173)

(BP/AR/E revised) Policy, regulation, and exhibits updated to reflect the federal McKinney-Vento Homeless Assistance Act as amended by the Every Student Succeeds Act (P.L. 114-95), as well as updated U.S. Department of Education non-regulatory guidance. Policy includes new material on the designation of a district liaison for homeless children and youth, identification of homeless students, confidentiality of student records containing information about a homeless student's living situation, and coordination of services with other entities. Policy also reflects new mandate to adopt policy to ensure participation by district liaisons and other appropriate staff in professional development and other technical assistance activities, and NEW LAW (SB 1068, 2016) which requires the California Department of Education (CDE) to provide specified informational and training materials to district liaisons. Regulation revises the definitions of "homeless student" and "school of origin," revises the duties of the district liaison, reflects requirement to provide the district liaison's contact information to the CDE and other specified persons, provides that a homeless student will be immediately enrolled even if he/she misses application or enrollment deadlines, and revises the content of the written explanation of the district's decision related to eligibility, school selection, or enrollment. Exhibits updated to revise the content of the district's explanation of its decision(s) related to eligibility, school selection, or enrollment and to revise the dispute form for use by parents/guardians who choose to appeal the district's decision.

Philosophy, Goals, Objectives and Comprehensive Plans

COVID-19 Mitigation Plan

The following policy establishes actions that will be taken by the district to provide a safe learning and working environment during the coronavirus (COVID-19) pandemic, and shall supersede any conflicting language in existing district policies or administrative regulations until the Governing Board determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting district operations are subject to change without notice. In the event that any federal or state law and/or order or local order may conflict with this policy, the law or order shall govern.

The Board may also adopt resolutions or take other actions as needed to respond to such orders or provide further direction during the pandemic.

To limit the impact of the pandemic on the education of district students, the district shall implement learning recovery, social-emotional support, and other measures and strategies designed to keep students learning and engaged in the instructional program.

COVID-19 Safety Plan

The Superintendent or designee shall establish, implement, and maintain a COVID-19 safety plan that complies with any mandatory public health guidance of the California Department of Public Health (CDPH), the COVID-19 prevention program ("CPP") consistent with the regulations of the California Division of Occupational Safety and Health, any orders of state or local health authorities, and any other applicable law and/or health order(s). The Superintendent or designee shall ensure, at a minimum, that the COVID-19 safety plan complies with all mandatory guidance and gives priority to recommended practices that are identified as being particularly effective at COVID-19 mitigation. The Superintendent or designee shall regularly review public health guidance to ensure that the district's COVID-19 mitigation strategies are current with public health mandates or recommendations.

The district's COVID-19 safety plan shall be posted on the district's web site.

To promote transparency and facilitate decision-making regarding COVID-19 mitigation strategies, the Superintendent or designee shall report to the Board on a regular basis regarding the following:

1. Level of community transmission of COVID-19
2. COVID-19 vaccination coverage in the community and among students and staff
3. Any local COVID-19 outbreaks or increasing trends
4. Changes to local, state, and/or federal public health guidance, orders, and laws
5. Any revisions to the district's COVID-19 safety plan

Upon learning that a school employee or student who has tested positive for COVID-19 was present on campus while infectious, the Superintendent or designee shall immediately, and in no case later than 24 hours after learning of the positive case, notify the local health officer or the local health officer's representative about the positive case. The notification shall be made even if the individual who tested positive has not provided prior consent to the disclosure of personally identifiable information and shall include all of the following information, if known: (Education Code 32090)

COVID-19 Mitigation Plan (Cont.)

Reporting to the Public Health Department

1. Identifying information of the individual who tested positive, including full name, address, telephone number, and date of birth
2. The date of the positive test, the school(s) at which the individual was present, and the date the individual was last onsite at the school(s)
3. The name, address, and telephone number of the person making the report

If a school has two or more outbreaks of COVID-19 and is subject to a safety review by CDPH pursuant to Education Code 32090, the Superintendent or designee shall cooperate fully with the review.

Statewide Instructional Mode Survey

On or before the second and fourth Monday of each month, the Superintendent or designee shall submit to the California Collaborative for Educational (CCEE) information required under Education Code 32091, in accordance with the form and procedures determined by CCEE.

Stakeholder Engagement and Community Relations

The district shall solicit input from stakeholders on how to best support students following the learning disruptions of the pandemic through appropriate methods, which may include surveys, community and family meetings, and other methods identified by the Superintendent or designee.

The Superintendent or designee shall collaborate with local health authorities to ensure that parents/guardians are provided with the information needed to ensure that public health guidance is observed in the home as well as in school, such as information about isolation and quarantine requirements, face mask requirements, symptom checks prior to school attendance, and who to contact when students have symptoms and/or were exposed.

The Superintendent or designee shall use a variety of methods to regularly communicate with students, parents/guardians, and the community regarding community transmission levels, district operations, school schedules, and steps the district is taking to promote the health and safety of students. In addition, the members of the Board have a responsibility as community leaders to communicate matters of public interest in a manner that is consistent with Board policies and bylaws regarding public statements.

The district shall continue to collaborate with local health officials and agencies, community organizations, and other stakeholders to ensure that district operations reflect current recommendations and best practices for COVID-19 mitigation strategies. The Superintendent or designee shall keep informed about resources and services available in the community to assist students and families in need.

The district shall continue to collaborate with local health officials and agencies, community organizations, and other stakeholders to ensure that district operations reflect current recommendations and best practices for COVID-19 mitigation strategies. The Superintendent or designee shall keep informed about resources and services available in the community to assist students and families in need.

COVID-19 Mitigation Plan (Cont.)

Learning Recovery and Social-Emotional Support

The Superintendent or designee shall develop a plan for assessing students' current academic levels early in the school year to ensure that each student is provided with appropriate opportunities for learning recovery based on need. The plan may include:

1. Use of interim or diagnostic assessments
2. Review of available data from assessments within the California Assessment of Student Performance and Progress
3. Review of attendance data from the 2020-2021 school year
4. Review of prior year grades
5. Discussion of student needs and strengths with parents/guardians and former teachers

The Superintendent or designee shall develop and implement a learning recovery program that, at a minimum, provides supplemental instruction and support for social emotional well-being, and to the maximum extent permissible meals and snacks, to eligible students. (Education Code 43522)

Supplemental Instruction and Support

The district shall provide students with evidence-based supports and interventions in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports through a program of engaging learning experiences in a positive school climate. (Education Code 43522)

Targeted and intensive supports may include: (Education Code 43522)

1. Extending instructional learning time based on student learning needs including through summer school or intersessional instructional programs
2. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff
3. Learning recovery programs and materials designed to accelerate student academic proficiency, English language proficiency, or both
4. Integrated student supports to address other barriers to learning, such as:
 - a. The provision of health, counseling, or mental health services
 - b. Access to school meal programs
 - c. Access to before and after school programs
 - d. Programs to address student trauma and social-emotional learning

COVID-19 Mitigation Plan (Cont.)

- e. Referrals for support for family or student needs
- 5. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports
- 6. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility
- 7. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning
- 8. Other interventions identified by the Superintendent or designee

To ensure schoolwide implementation of the district's tiered framework of supports, the Superintendent or designee shall plan staff development that includes: (Education Code 43522)

- 1. Accelerated learning strategies and effective techniques for closing learning gaps, including training in facilitating quality learning opportunities for all students
- 2. Strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs

Reengagement for Chronically Absent Students

The Superintendent or designee shall implement strategies for identifying, locating, and reengaging students who were chronically absent or disengaged during the 2020-21 school year, including students who were kindergarten-age but who did not enroll in kindergarten. Strategies for reengaging students may include:

- 1. Personal outreach to families, including by staff who are known to families
- 2. Door-to-door campaigns
- 3. The use of social media to spread awareness about the implementation of COVID-19 mitigation strategies
- 4. Welcoming and supporting students who experienced chronic absenteeism due to the COVID-19 pandemic or who are returning to school after a long absence

Student Absence and Attendance

The Board recognizes that COVID-19 will continue to impact the attendance of students. The Superintendent or designee shall notify students and parents/guardians of expectations regarding school attendance. Such notification shall direct any student who contracts the virus or is subject to a quarantine order to stay home in accordance with state and local health orders.

COVID-19 Mitigation Plan (Cont.)

The Superintendent or designee shall ensure continuity of instruction for students who may be under a quarantine order to stay home, by offering such students independent study or other instructional delivery channels that allows the student to continue to participate in the instructional program to the greatest extent possible.

Nondiscrimination

The Board prohibits discrimination based on actual or perceived medical condition or disability status. (Government Code 11135)

Individual students and staff shall not be identified as being COVID-positive, nor shall students be shamed, treated differently, or denied access to a free and appropriate public education because of their COVID-19 status or medical condition. Staff shall not disclose confidential or privileged information, including the medical history or health information of students and staff except as allowed by law. (Education Code 49450)

The Superintendent or designee shall investigate any reports of harassment, intimidation, and bullying targeted at any student based on their medical condition or COVID status, exposure, or high-risk status.

State	Description
2 CCR 11087-11098	California Family Rights Act
5 CCR 202	Exclusion of students with a contagious disease
5 CCR 306	Explanation of absence
5 CCR 420-421	Record of verification of absence due to illness and other causes
Ed. Code 44978	Sick leave, certificated employees
Ed. Code 45191	Personal illness and injury leave, classified employees
Ed. Code 48205	Excused absences
Ed. Code 48213	Prior parent notification of exclusion; exemption
Ed. Code 48240	Supervisors of attendance
Ed. Code 49451	Physical examinations: parent's refusal to consent
Gov. Code 11135	Nondiscrimination in programs or activities funded by state
Gov. Code 12945.1-12945.2	California Family Rights Act
H&S Code 120230	Exclusion of persons from school when residence is in isolation or quarantine
Lab. Code 245-249	Healthy Workplaces, Healthy Families Act of 2014
Federal	Description
29 CFR 825.100-825.702	Family and Medical Leave Act of 1993
29 USC 2601	Paid sick leave
29 USC 2601-2654	Family Care and Medical Leave Act
29 USC 2620	Public health emergency leave
42 USC 1760	Note National School Lunch program waivers addressing COVID-19

Adopted: 9/23/20
Amended:

Business and Non-instructional Operations

Emergency Schedules

In order to provide for the safety of students and staff, the Governing Board authorizes the Superintendent or designee to close a school site, change the regular school day schedule, or take any necessary action when hazardous environmental or weather conditions or other emergencies warrant.

When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant to Education Code 41422 or 46392, thereby preventing the district from complying with the minimum number of instructional days or minutes required by law, the Superintendent or designee shall complete and submit to the Superintendent of Public Instruction (SPI) the necessary forms and/or affidavits for obtaining approval of apportionment credit for the days of the closure, reduction in attendance, or change in schedule. The Superintendent or designee shall submit other relevant district records as may be required.

For school closures due to emergency events occurring after September 1, 2021, the Superintendent or designee shall develop a plan for offering independent study within 10 days of school closure to any student impacted by the emergency condition. The plan shall also address the establishment, within a reasonable time, of independent study master agreements as specified in BP 6158 - Independent Study. The plan shall require reopening in person as soon as possible once allowable under the direction from the city or county health officer. The Superintendent or designee shall certify that the district has a plan for independent study in the affidavit submitted to the SPI pursuant to Education Code 46392. (Education Code 46393)

The Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating as scheduled, the school day schedule is changed, or the school is closed. The district's notification system shall include, but is not limited to, notifying local television and radio stations, posting on district web site(s), sending email and text messages, and/or making telephone calls.

Whenever the school day schedule changes after students have arrived at school, the Superintendent or designee shall ensure that students are supervised in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

The Superintendent or designee may provide a means to make up lost instructional time later during the year. Students and parents/guardians shall receive timely notice in advance of any resulting changes in the school calendar or school day schedule.

Adopted: 4/18/07
Amended: 11/17/10

Business and Non-instructional Operations

Consultants

The Governing Board authorizes the use of consultants and other independent contractors to provide expert professional advice or specialized technical or training services which are not needed on a continuing basis and which cannot be provided by district staff because of limitations of time, experience, or knowledge. Individuals, firms, or organizations employed as independent contractors may assist management with decisions and/or project development related to financial, economic, accounting, engineering, legal, administrative, instructional, or other matters.

As part of the contract process, the Superintendent or designee shall determine that the individual, firm, or organization is properly classified as an independent contractor.

A person providing labor or services for remuneration shall be considered an employee rather than an independent contractor unless the district is able to demonstrate that all of the following conditions have been met: (Labor Code 2775)

1. The person is free from the control and direction of the district in connection with the performance of the work.
2. The person is performing work that is outside the usual course of the district providing educational services.
3. The person is customarily engaged in an independently established trade, occupation, or business of the same nature as the work to be performed.

The determination of whether an individual acting as a sole proprietor or a firm or other business organization is an independent contractor shall be made in accordance with Labor Code 2775-2785, as applicable.

All consultant contracts shall be brought to the Board for approval.

All qualified independent contractors shall be accorded equal opportunity for contracts regardless of actual or perceived race, ethnicity, color, national origin, ancestry, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran or military status, sex, sexual orientation, gender, gender identity, gender expression, immigration status, or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 220; Government Code 12940)

Independent contractors shall submit a written conflict of interest statement disclosing financial interests as determined necessary by the Superintendent or designee, depending on the range of duties to be performed by the consultant. The Superintendent or designee shall consider this statement when deciding whether to recommend approval of the contract.

Any consultant hired by the district who is subject to the filing requirements in the district's conflict of interest code shall file a Statement of Economic Interests within the time period required by law. (Government Code 87302)

Consultants (Cont.)

When employees of a public university, county office of education, or other public agency serve as consultants or independent contractors in other capacities for the district, they shall certify as part of the agreement that they will not receive salary or remuneration other than vacation pay from any other public agency for the specific days when they work for the district.

The Board prohibits the harassment of an independent contractor by any district employee or by any other person with whom the independent contractor comes in contact during the course of employment with the district. Additionally, the Board prohibits the harassment of a district employee by an independent contractor. Any complaint of harassment shall be investigated and resolved in accordance with applicable district complaint procedures. (Government Code 12940)

State	Description
2 CCR 18700-18760	Conflicts of Interest
Ed. Code 10400-10407	Cooperative improvement programs
Ed. Code 17596	Limit on continuing contracts
Ed. Code 220	Prohibition of discrimination
Ed. Code 35010	Control of district; prescription and enforcement of rules
Ed. Code 35172	Promotional activities
Ed. Code 35204	Contract with attorney in private practice
Ed. Code 44925	Part-time readers employed as independent contractors
Ed. Code 45103	Classified service in districts not incorporating the merit system
Ed. Code 45103.5	Contracts for management consulting services; restrictions
Ed. Code 45134-45135	Employment of retired classified employee
Ed. Code 45256	Merit system districts; classified service; positions established for professional experts on a temporary basis
Gov. Code 12940-12952	Unlawful employment practices
Gov. Code 53060	Special services and advice
Gov. Code 82019	Definition, designated employee
Gov. Code 87300-87313	Conflict of interest code
Lab. Code 2750.3	ABC three-part test: employees and independent contractors
Unemp. Ins. Code 606.5	Determination of employment status
Unemp. Ins. Code 621	Employer and employee defined

Adopted: 5/2/07
Amended: 2/12/20

Instruction

School Day

Grades 9-12

The school day for students in grades 9-12 shall be at least 240 minutes. (Education Code 46141, 46142)

However, the school day may be less than 240 minutes when authorized by law. Programs that have a minimum school day of 180 minutes include, but are not necessarily limited to:

1. Continuation high school or classes (Education Code 46141, 46170)
2. Opportunity school or classes (Education Code 46141, 46180)
3. Regional occupational center (Education Code 46141, 52325)
4. Work experience education program approved pursuant to Education Code 51760-51769.5 (Education Code 46141, 46144)

A student in grade 12 who is enrolled in work experience education and is in his/her last semester or quarter before graduation may be permitted to attend school for less than 180 minutes per school day if he/she would complete all requirements for graduation, except physical education courses, in less than 180 minutes each day. (Education Code 46147)

5. Concurrent enrollment in a community college pursuant to Education Code 48800-48802 or, for students in grades 11-12, part-time enrollment in classes of the California State University or University of California, provided academic credit will be awarded upon satisfactory completion of enrolled courses (Education Code 46146)
6. An early college high school or middle college high school, provided the students are enrolled in community college or college classes in accordance with item #5 above (Education Code 46141, 46146.5)
7. Special day or Saturday vocational training program conducted under a federally approved plan for career technical education (Education Code 46141, 46144)
8. Adult education classes (Education Code 46190)

For an evening high school operated pursuant to Education Code 51720-51724, the number of days, specific days of the week, and number of hours during which the program shall be in session may be determined by the Board. (Education Code 46141, 51721)

Students in grade 12 shall be enrolled in at least five courses each semester or the equivalent number of courses each quarter. This requirement shall not apply to students enrolled in regional occupational centers or programs, courses at accredited postsecondary institutions, independent study, special education programs in which the student's individualized education program establishes a different number of courses, continuation education classes, work experience education programs, or any other course of study authorized by the Board that is equivalent to the approved high school course of study. (Education Code 46145)

School Day (Cont.)

Alternative Block Schedule for Secondary Schools

In order to establish a block or other alternative schedule or to accommodate career technical education and regional occupational center/program courses, the district may authorize students to attend fewer than the total number of days in which school is in session provided that students attend classes for at least 1,200 minutes during any five school day period or 2,400 minutes during any 10 school day period. (Education Code 46160)

An early college high school or middle college high school may be scheduled so that students attend classes for at least 900 minutes during any five-school day period or 1,800 minutes during any 10-school day period. (Education Code 46160)

State	Description
Ed. Code 37202	Equal time in all schools
Ed. Code 46010	Total days of attendance
Ed. Code 46100	Length of school day
Ed. Code 46140-46147	Attendance in junior high and high schools
Ed. Code 46160-46162	Alternative schedule - junior high and high school
Ed. Code 46170	Continuation schools, minimum day
Ed. Code 46190-46192	Adult education classes, day of attendance
Ed. Code 46200-46206	Minimum instructional time
Ed. Code 48200	Minimum school day
Ed. Code 48663	Community day school, minimum school day
Ed. Code 48800-48802	Concurrent enrollment in community college
Ed. Code 51222	Physical education, instructional minutes
Ed. Code 52325	Regional occupational center, minimum day

Adopted: 9/19/07
Amended: 8/7/13

Instruction

Ceremonies and Observances

The Governing Board recognizes the importance of having students observe holidays, celebrate events of cultural or historical significance, and acknowledge the contributions of outstanding individuals in society. On days designated by the Board, staff shall provide students with appropriate commemorative exercises so that they may acquire the knowledge, skills, and principles essential for informed, responsible citizenship in a democratic society.

District schools shall be closed on the holidays specified in Education Code 37220 and on any other day designated as a holiday by the Board. The Board may, by adoption of a resolution, revise the date upon which schools close in observance of any holiday except Veterans Day, which shall be celebrated on its actual date. (Education Code 37220)

In addition, the Board may, through the adoption of a resolution, authorize the display of symbolic flags or banners in support of specific awareness months.

State

Ed. Code 37220-37222.20
Ed. Code 44015.1
Ed. Code 45203
Ed. Code 45460
Ed. Code 52720-52730
Gov. Code 3540-3549.3
Gov. Code 430-439

Description

Holidays and commemorative events
Week of the School Administrator
Paid holidays
Classified School Employee Week
Patriotic exercises and instruction
Public education employer-employee relations
Display of flags

Federal

36 USC 106
36 USC 106
4 USC 6
4 USC 7

Description

Note Educational program on the U.S. Constitution
Constitution Day and Citizenship Day
Time and occasion for display of flag
Position and manner of display of flag

Adopted: 8/79
Amended: 9/19/07, 4/6/11

OROVILLE UNION HIGH SCHOOL DISTRICT

AR 6115 (a)

Instruction

Ceremonies and Observances

Holidays

District schools shall be closed on the following holidays: (Education Code 37220)

New Year's Day - January 1

Dr. Martin Luther King Jr. Day - Third Monday in January or the Monday or Friday of the week in which January 15 occurs

Lincoln Day - The Monday or Friday of the week in which February 12 occurs

Washington Day - Third Monday in February

Memorial Day - Last Monday in May

Independence Day - July 4

Labor Day - First Monday in September

Veterans Day - November 11

Thanksgiving Day - The Thursday in November designated by the President

Christmas Day - December 25

In addition, schools shall be closed on any day designated by the Governor or President for a holiday, any special or limited holiday on which the Governor provides that the schools shall close, and any other day designated as a holiday by the Governing Board and/or negotiated with employee organizations. (Education Code 37220)

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday. If any of the above holidays occurs under federal law on a date different from that indicated above, the Governing Board may close the schools on the date recognized by federal law instead of on the date above. (Education Code 37220)

Commemorative Exercises

District schools shall hold exercises in accordance with law to commemorate the following special days: (Education Code 37220, 37221, 45460)

U.S. Constitution and Citizenship Day - On or near September 17

Dr. Martin Luther King, Jr. Day - The Friday before the day schools are closed for this holiday

Abraham Lincoln's Birthday - The school day before the day schools are closed for this holiday

Susan B. Anthony Day - February 15

Ceremonies and Observances (Cont.)

George Washington's Birthday - The Friday preceding the third Monday in February

Black American Day - March 5

Conservation, Bird, and Arbor Day - March 7

Classified Employee Week - Third week in May

Commemorative exercises shall be integrated into the regular educational program to the extent feasible.

Patriotic Exercises

Each school shall conduct patriotic exercises daily, which may include the Pledge of Allegiance to the Flag of the United States and/or instruction that promotes understanding of the concepts of "pledge," "allegiance," "republic," and "indivisible" and understanding of the importance of the pledge as an expression of patriotism, love of country, and pride in the United States. (Education Code 52720, 52730)

At elementary schools, such exercises shall be conducted at the beginning of each school day. (Education Code 52720)

At secondary schools, such exercises shall be conducted during the homeroom period.

A student may choose not to participate in the flag salute or Pledge of Allegiance for personal reasons.

Display of Flag

The flag of the United States and the flag of California shall be displayed during business hours at the entrance or on the grounds of every district school and on or near the district office. At all times, the national flag shall be placed in the position of first honor. (Government Code 431, 436; 4 USC 6)

When displayed on a building or on a flagstaff in the open, the national flag shall be displayed only from sunrise to sunset unless properly illuminated during the hours of darkness. The flag should not be displayed during inclement weather unless an all-weather flag is used. (4 USC 6)

The national flag shall fly at half-staff on the following occasions: (4 USC 7)

1. For 30 days from the death of the President or a former President
2. For 10 days from the death of the Vice President, the Chief Justice or a retired Chief Justice, or the Speaker of the House of Representatives
3. From the day of death until interment of an Associate Justice of the Supreme Court, a secretary of an executive or military department, former Vice President, or the Governor of a state

Ceremonies and Observances (Cont.)

4. On the day of death and the following day for a Member of Congress
5. On Memorial Day, until noon only
6. On Peace Officers Memorial Day (May 15), unless it falls on Armed Forces Day
7. Upon a proclamation from the Governor in the event of the death of a present or former official of the state government or a member of the Armed Forces from the state who has died while serving on active duty
8. On other occasions by order of the President and in accordance with presidential instructions or orders

State

Ed. Code 37220-37222.20
 Ed. Code 44015.1
 Ed. Code 45203
 Ed. Code 45460
 Ed. Code 52720-52730
 Gov. Code 3540-3549.3
 Gov. Code 430-439

Description

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Federal

36 USC 106
 36 USC 106
 4 USC 6
 4 USC 7

Description

Note Educational program on the U.S. Constitution
 Constitution Day and Citizenship Day
 Time and occasion for display of flag
 Position and manner of display of flag

Adopted: 9/19/07
 Amended: 4/6/11

Instruction

High School Graduation Requirements

The Governing Board desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for postsecondary education and employment.

Course Requirements

Requirements for a Diploma from Las Plumas High School or Oroville High School

In order to obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

English	40 credits	Students shall complete 8 semesters of English.
Mathematics	20 credits	Students shall complete at least 4 semesters of mathematics. Math I or a combination of Math IA and Math 1B shall meet the state requirement. Completion of such coursework prior to grade 9 shall satisfy the state requirement, but shall not exempt a student from completing four semester of mathematics courses in grades 9-12. (Education Code 51224.5)
Science	20 credits	Students shall complete at least 4 semesters of science: 2 semesters of <u>physical/earth</u> and 2 semesters of <u>life/biological</u> .
History/Social Science	30 credits*	Students in grade 10 shall complete 2 semesters of World History; students in grade 11 shall complete 2 semesters of U.S. History; and students in grade 12 shall complete 1 semester each of Government and Economics. *Class of 2021 must complete 8 semesters, which includes Geography and Health/Driver Education.
Foreign Language or Visual & Performing Arts	10 credits	Students shall complete at least 2 semesters of a visual or performing arts course, a foreign language or American Sign Language.
Physical Education	20 credits	All students in grade 9 shall complete 2 semesters of physical education. Students in grades 10-12 shall complete at least 2 semesters of physical education unless the student has been exempted pursuant to Education Code 51241.
Career & Technical Education	10 credits	Students shall complete 2 semesters of Career and Technical Education
Freshman Success	10 credits	Starting with the class of 2022, students shall complete 2 semesters of Freshman Success, which includes instruction in Driver Education, Health and Geography.
Electives	60 credits	Students shall complete an additional 12 semesters of elective credits to complete the necessary course requirements for graduation.

Required credits: 220 required

OROVILLE UNION HIGH SCHOOL DISTRICT

BP 6146.1 (b)

High School Graduation Requirements (Cont.)

Requirements for a Diploma from Prospect High School or Community Day High School

To obtain a diploma of graduation from Prospect High School or Community Day School, students shall complete at least the following courses in grades 9 through 12:

<u>Subject</u>	<u>Credits</u>
English	35
Mathematics (must complete Algebra I/Math I)	20
Life Science	10
Physical Science	10
World History (Geography imbedded in course)	10
United States History (Geography imbedded in course)	10
Government (State, Federal and Local)	5
Economics	5
Visual & Performing Arts or Foreign Languages	10
Career & Technical (includes 5 credits of Careers)	10
P.E. (unless exempted)	10
Electives*	<u>45</u>
Required credits:	180

*Increased to 50 credits required if PE is exempted

Requirements for a Diploma from Oroville Adult Education-Career and Technical Center

<u>Subject</u>	<u>Credits</u>
English	40
Mathematics	10
Algebra/Math1	10
Life Science	10
Physical Science	10
U. S. History	10
Government (State, Federal & Local)	5
Economics	5
World History	10
Geography	5
Health	5
Fine Arts or Foreign Languages	10
Job Readiness/Career Exploration	2
Career & Technical Education	8
P.E. (unless exempted)	10
Electives*	<u>30</u>
Required Credits:	180

*Increased to 40 credits required if PE is exempted

Additional Requirements

Student must attain a minimum score of 236 on ELA/Reading and 239 on the math CASAS assessments.

High School Graduation Requirements (Cont.)

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

Exemptions from District-Adopted Graduation Requirements

District students are required to complete graduation course requirements specified above, including the requirements imposed by Education Code 51225.3 and those adopted by the Board. However, a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

Within 30 days of the transfer into a school or of the commencement of participation in a newcomer program, as applicable, the Superintendent or designee shall notify any eligible student of the availability of the exemption and whether the student qualifies for it. (Education Code 51225.1)

If during the 2020-21 school year a student was in the third or fourth year of high school and is not on track to graduate in four years, the district shall exempt the student from any local graduation requirements adopted by the Board that are in addition to statewide course requirements specified in Education Code 51225.3. (Education Code 51225)

Additional Opportunities to Complete Required Coursework

The Superintendent or designee shall provide a student who was enrolled in the third or fourth year of high school during the 2020-21 school year and is not on track to graduate in the 2020-21 or 2021-22 school years the opportunity to complete the statewide coursework required for graduation, which may include, but is not limited to, completion of the coursework through a fifth year of instruction, credit recovery, or other opportunity to complete the required coursework. (Education Code 51225)

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, the district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

High School Graduation Requirements (Cont.)

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.

2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

3. Are veterans who entered the military service of the United States while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school
4. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

Honorary Diplomas

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district
2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

State	Description
5 CCR 1600-1651	Graduation of students from grade 12 and credit toward graduation
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 47612	Enrollment in charter school
Ed. Code 48200	Compulsory attendance
Ed. Code 48204.4	Parents/guardians departing California against their will
Ed. Code 48412	Certificate of proficiency

High School Graduation Requirements (Cont.)

Ed. Code 48430	Continuation education schools and classes
Ed. Code 48645.5	Former juvenile court school students, enrollment
Ed. Code 48980	Required notification at beginning of term
Ed. Code 49701	Provisions of the interstate compact on educational opportunities for military children
Ed. Code 51224	Skills and knowledge required for adult life
Ed. Code 51224.5	Algebra in course of study for grades 7-12
Ed. Code 51225.1	Exemption from district graduation requirements
Ed. Code 51225.2	Former juvenile court school student defined; acceptance of coursework, credits, retaking of course
Ed. Code 51225.3	High school graduation
Ed. Code 51225.35	Mathematics course requirements; computer science
Ed. Code 51225.36	Instruction in sexual harassment and violence; districts that require health education for graduation
Ed. Code 51225.5	Honorary diplomas; foreign exchange students
Ed. Code 51225.6	Instruction in cardiopulmonary resuscitation
Ed. Code 51228	Graduation requirements
Ed. Code 51230	Credit for community emergency response training
Ed. Code 51240-51246	Exemptions from requirements
Ed. Code 51250-51251	Assistance to military dependents
Ed. Code 51410-51413	Diplomas
Ed. Code 51420-51427	High school equivalency certificates
Ed. Code 51430	Retroactive high school diplomas
Ed. Code 51440	Retroactive high school diplomas
Ed. Code 51450-51455	Golden State Seal Merit Diploma
Ed. Code 51745	Independent study
Ed. Code 56390-56392	Recognition for educational achievement, special education
Ed. Code 66204	Certification of high school courses as meeting university admission criteria
Ed. Code 67386	Student safety; affirmative consent standard

Adopted: 5/4/83

Amended: 2/7/96, 9/6/00, 9/3/03, 5/4/05, 9/21/05, 7/19/06, 8/6/14, 8/16/17, 10/21/20

Instruction

High School Graduation Requirements

Notifications

Requirements for graduation, specified alternative means for completing the prescribed course of study, and information about the availability of exemptions from local graduation requirements and/or credit recovery options available pursuant to Education Code 51225 shall be made available to students, parents/guardians, and the public.

Within 30 days of the transfer into a school by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student, the Superintendent or designee shall notify any eligible student of the availability of the exemption from local graduation requirements under Education Code 51225.1 and whether the student qualifies for it. (Education Code 51225.1)

In the annual notification sent to parents/guardians pursuant to Education Code 48980, the Superintendent or designee shall include the following: (Education Code 48980)

1. Information about district high school graduation requirements and how each requirement satisfies or does not satisfy the subject matter requirements for admission to the California State University and the University of California
2. A complete list of career technical education courses offered by the district that satisfy the subject matter requirements for admission to the California State University and the University of California, and which of the specific college admission requirements these courses satisfy

State	Description
5 CCR 1600-1651	Graduation of students from grade 12 and credit toward graduation
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 47612	Enrollment in charter school
Ed. Code 48200	Compulsory attendance
Ed. Code 48204.4	Parents/guardians departing California against their will
Ed. Code 48412	Certificate of proficiency
Ed. Code 48430	Continuation education schools and classes
Ed. Code 48645.5	Former juvenile court school students, enrollment
Ed. Code 48980	Required notification at beginning of term
Ed. Code 49701	Provisions of the interstate compact on educational opportunities for military children
Ed. Code 51224	Skills and knowledge required for adult life
Ed. Code 51224.5	Algebra in course of study for grades 7-12
Ed. Code 51225.1	Exemption from district graduation requirements
Ed. Code 51225.2	Former juvenile court school student defined; acceptance of coursework, credits, retaking of course
Ed. Code 51225.3	High school graduation
Ed. Code 51225.35	Mathematics course requirements; computer science
Ed. Code 51225.36	Instruction in sexual harassment and violence; districts that require health education for graduation
Ed. Code 51225.5	Honorary diplomas; foreign exchange students
Ed. Code 51225.6	Instruction in cardiopulmonary resuscitation
Ed. Code 51228	Graduation requirements
Ed. Code 51230	Credit for community emergency response training
Ed. Code 51240-51246	Exemptions from requirements
Ed. Code 51250-51251	Assistance to military dependents

OROVILLE UNION HIGH SCHOOL DISTRICT

AR 6146.1 (b)

High School Graduation Requirements (Cont.)

Ed. Code 51410-51413	Diplomas
Ed. Code 51420-51427	High school equivalency certificates
Ed. Code 51430	Retroactive high school diplomas
Ed. Code 51440	Retroactive high school diplomas
Ed. Code 51450-51455	Golden State Seal Merit Diploma
Ed. Code 51745	Independent study
Ed. Code 56390-56392	Recognition for educational achievement, special education
Ed. Code 66204	Certification of high school courses as meeting university admission criteria
Ed. Code 67386	Student safety; affirmative consent standard

Approved: 5/4/83

Amended: 2/7/96, 9/3/03, 3/3/04, 6/16/04, 5/4/05, 9/21/05, 7/19/06, 2/5/14, 8/6/14, 8/16/17

Instruction

Alternate Credits Toward Graduation

In order to meet individual student needs and encourage all students to complete their high school education, the Governing Board desires to provide flexibility in the completion of prescribed courses in accordance with law.

With the active involvement of parents/guardians, administrators, teachers, and students, the Board shall adopt alternative means for students to complete the prescribed course of study required for high school graduation. These alternative means shall be made available to students, parents/guardians, and the public. (Education Code 51225.3)

Students may fulfill any course requirement for graduation through the following:

1. Practical demonstration of skills and competencies (Education Code 51225.3)

Opportunities to demonstrate skills and competencies shall include, but not be limited to, challenging a course through successful completion of a district-developed examination which covers course objectives. The district shall not use results from the General Educational Development test or other state or national tests for this purpose.

2. Supervised work experience or other outside school experience in accordance with Education Code 51760.3 and 5 CCR 1635 (Education Code 51225.3)
3. Career technical education classes offered in high school (Education Code 51225.3)
4. Courses offered by regional occupational centers or programs (Education Code 51225.3)
5. Interdisciplinary study (Education Code 51225.3)
6. Independent study (Education Code 51225.3)
7. Credit earned at a postsecondary institution (Education Code 48800, 51225.3)
8. Private instruction in accordance with 5 CCR 1631
9. Correspondence instruction from a California university or college accredited for teacher training in accordance with 5 CCR 1633 (Education Code 51740-51741)
10. Military service and training in accordance with 5 CCR 1634 (Education Code 51440)
11. To satisfy the district's driver education and training requirement, a program approved by the Department of Motor Vehicles which offers driver education and behind-the-wheel instruction through a driving school or licensed independent driving instructor in accordance with Vehicle Code 12814.6
12. For credit toward the district's physical education requirement, participation in district interscholastic athletic programs carried on wholly or partially after regular school hours (Education Code 51242)

Alternate Credits Toward Graduation (Cont.)

A student shall be eligible to satisfy graduation requirements in this manner only if the interscholastic program entails a comparable amount of time and physical activity.

13. For credit toward the district's foreign language requirement, foreign language studies successfully completed in a private school in accordance with 5 CCR 1632 (Education Code 51243)

Upon receiving advance, written application by the student or his/her parent/guardian, the Superintendent or designee shall determine whether completion of the proposed alternative means would satisfy course requirements for graduation and what documentation shall be required, if any, to verify the student's successful completion. The Superintendent or designee shall make the final determination as to whether the student's completion of an alternative means is sufficient to satisfy the district's graduation requirements.

As appropriate, the Superintendent or designee shall determine the grade to be assigned to students for the completion of any of the above alternative means. When a grade is assigned by a private school, postsecondary institution, or other educational institution for completion of coursework, that same grade shall be awarded by the district provided that the Superintendent or designee has determined the alternative course to be substantially equivalent to a district course.

State	Description
5 CCR 10070-10075	Work experience education
5 CCR 11500-11508	Regional occupational centers and programs
5 CCR 11520-11523	Proficiency examination and certificate
5 CCR 11700-11703	Independent study
5 CCR 1600-1635	Alternative credit
Ed. Code 35160	Authority of governing boards
Ed. Code 35160.1	Broad authority of school districts
Ed. Code 48412	Certificate of proficiency
Ed. Code 48645.5	Former juvenile court school students, enrollment
Ed. Code 48800-48802	Concurrent enrollment in community college
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 51225.3	High school graduation
Ed. Code 51240-51246	Exemptions from requirements
Ed. Code 51420-51427	High school equivalency certificates
Ed. Code 51440	Retroactive high school diplomas
Ed. Code 51740-51741	Authority to provide instruction by correspondence
Ed. Code 51745-51749.3	Independent study
Ed. Code 51760-51769.5	Work experience education
Ed. Code 52300-52499.66	Career technical education
Veh. Code 12814.6	Teen driver's act
Federal	Description
20 USC 2301-2414	Strengthening Career and Technical Education for the 21st Century Act

Adopted: 2/7/96
Amended: 1/19/05

Instruction

Alternate Credits Toward Graduation

Definitions

A semester period is one period of 40 to 60 minutes of instructional time per week throughout one semester of at least 17 weeks, or a minimum of 12 clock hours of instructional time provided during the academic year or in summer school. While the content to be covered is planned within these time frames, a student may be granted one semester period of credit even though the student spends less than the aforementioned amount of time in completing the necessary work. (5 CCR 1600)

Private Instruction

A student who is regularly enrolled and in attendance at a high school shall receive credit toward high school graduation for private instruction under the following conditions: (5 CCR 1631)

1. The instruction entails fields and subjects included in the high school's courses of study and curricula.
2. The student demonstrates his/her capabilities at the beginning and at the end of the period of private instruction by examination(s) given under the school's supervision, thereby showing that he/she has made progress in learning satisfactory to the school.

Correspondence Instruction

Prior to registering for a correspondence course, the student or his/her parent/guardian shall obtain verification from the Superintendent or designee that the course is essentially equivalent to the high school curriculum and meets district graduation requirements. The number of semester credits assigned to the course shall be determined before the student begins coursework.

The district shall grant credit toward graduation for correspondence instruction if all of the following conditions are met: (Education Code 51740, 51741; 5 CCR 1633)

1. The correspondence instruction is provided by the University of California, or other university or college in California accredited for teacher training, in subjects included within or related to the student's course of study.
2. The student is, for good reason, unable to take the course of study offered in the school.
3. The Superintendent or designee determines the number of semester periods to be credited for successful completion of a particular correspondence course.
4. No more than 40 total semester periods of correspondence instruction are credited to a student towards graduation.

Alternate Credits Toward Graduation (Cont.)

Military Service and Training

Credit toward graduation shall be granted for military service and training received while in the military service of the United States, within the maximum limits established in 5 CCR 1634. A person is eligible for this credit if he/she is either: (Education Code 51440; 5 CCR 1634)

1. A former member of the Armed Forces who is a California resident and who has received an honorable discharge
2. A member of the Armed Forces who is a California resident and was a California resident on the date he/she entered the Armed Forces

The Superintendent or designee shall keep a permanent record of the credit allowed for military service or training. (5 CCR 1634)

Private Foreign Language Instruction

The district shall grant credit for foreign language studies successfully completed in a private school and shall apply the credit toward meeting any foreign language requirement prescribed for grades 9-12, provided that all of the following conditions are met: (Education Code 51243-51245; 5 CCR 1632)

1. The courses are in languages designated in Education Code 51244.
2. The student is regularly enrolled or applying to the district in grades 9-12.
3. The student or his/her parent/guardian applies in writing for the credit, specifies the private school attended and the amount and level of credit requested, and submits a transcript or other documents from the private school showing that the student successfully completed the course.
4. The amount of credit sought equals at least one semester's work.
5. The principal or designee determines that the student's achievement is equivalent to that expected of a student of comparable ability taking the same or similar instruction in district schools. This determination shall be based upon the private school's report of a test developed by the private school in cooperation with the district or, if the private school is located outside the district, the principal or designee may use a test given by a public school or other evidence which he/she deems appropriate.

OROVILLE UNION HIGH SCHOOL DISTRICT

AR 6146.11 (c)

Alternate Credits Toward Graduation (Cont.)

State	Description
5 CCR 10070-10075	Work experience education
5 CCR 11500-11508	Regional occupational centers and programs
5 CCR 11520-11523	Proficiency examination and certificate
5 CCR 11700-11703	Independent study
5 CCR 1600-1635	Alternative credit
Ed. Code 35160	Authority of governing boards
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Ed. Code 48412	Certificate of proficiency
Ed. Code 48645.5	Former juvenile court school students, enrollment
Ed. Code 48800-48802	Concurrent enrollment in community college
Ed. Code 51220	Course of study for grades 7-12
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Ed. Code 52300-52499.66	Career technical education
Veh. Code 12814.6	Teen driver's act
Federal	Description
20 USC 2301-2414	Strengthening Career and Technical Education for the 21st Century Act

Approved: 2/7/96
Amended: 1/19/05

Instruction

Certificate of Proficiency/High School Equivalency

The Governing Board desires that every student have the opportunity to earn a high school diploma through successful completion of district graduation requirements. However, when a student is unable to do so, the Board encourages completion of an alternative program that allows the student to obtain an equivalent certificate.

Eligible persons who pass the California High School Proficiency Examination may obtain a certificate of proficiency from the State Board of Education (SBE). Eligible persons who pass a general educational development test designated by the SBE may obtain a high school equivalency certificate from the testing service.

The Superintendent or designee shall make information available to interested persons regarding the eligibility and examination requirements of each program.

Interested persons shall register for the test directly with the testing service and pay the applicable fee. However, the fee shall be waived for a homeless or foster youth who is under age 25 years, meets all other registration requirements, and submits certification of homeless or foster youth status. (Education Code 48412; 5 CCR 11524-11526, 11533-11534.1)

State	Description
5 CCR 11520-11523	Proficiency examination and certificate
5 CCR 11530-11532	High school equivalency certificate
Ed. Code 48400-48403	Compulsory continuation education
Ed. Code 48410	Exemption from continuation education
Ed. Code 48412	Certificate of proficiency
Ed. Code 48413	Enrollment in continuation classes
Ed. Code 48414	Reenrollment in district
Ed. Code 51420-51427	High school equivalency certificates
Ed. Code 52052	Accountability; numerically significant student subgroups

Adopted: 3/7/84
Amended: 2/7/96

Instruction

Certificate of Proficiency/High School Equivalency

Certificate of Proficiency

The principal of each high school shall distribute to each student in grades 11-12 an announcement explaining the California High School Proficiency Examination (CHSPE). Announcements from the California Department of Education (CDE) or its contractor shall be distributed early enough to enable interested students to register for the test to be given in the fall of that year. (5 CCR 11523)

The principal also shall advise students that the certificate of proficiency awarded upon passing the CHSPE, while equivalent to a high school diploma, is not the equivalent of completing all coursework required for high school graduation and therefore students should contact the admissions office of the college or university they are interested in attending to determine if the certificate satisfies college admission requirements.

A student may take the CHSPE if the student meets one of the following conditions: (Education Code 48412)

1. Is age 16 or older
2. Has been enrolled in the 10th grade for one school year or longer
3. Will complete one school year of enrollment in 10th grade at the end of the semester during which the CHSPE will be administered

If a student receives the certificate of proficiency, the district shall indicate the student's accomplishment and the date of the award on the student's official transcript. (5 CCR 11521)

Any student who has received the certificate of proficiency may be exempted from compulsory school attendance upon the student's request, with verified parent/guardian consent as appropriate. For this purpose, the Superintendent or designee shall provide a consent form which contains at least the following information: (Education Code 48410; 5 CCR 11522)

1. A general explanation of the student's rights of exemption from compulsory attendance and of re-enrollment in the public high schools
2. The date of issuance of the certificate of proficiency
3. The signature of the parent/guardian and the date
4. The signature of the school administrator who has personally confirmed the authenticity of the parent/guardian's signature and the date

If a student age 16 or 17 terminates enrollment after receiving the high school proficiency certificate, the student may re-enroll in the district. If the student subsequently terminates enrollment again, the student may be denied re-enrollment until the beginning of the following semester. (Education Code 48414)

Certificate of Proficiency/High School Equivalency (Cont.)

High School Equivalency Certificate

An eligible person may earn a high school equivalency certificate by passing a general educational development test designated by the State Board of Education pursuant to Education Code 51420, including the General Educational Development (GED) test or the High School Equivalency Test (HiSET).

Any person is eligible to take a test leading to a high school equivalency certificate if the person is a resident of California or a member of the armed forces assigned to duty in California and meets any one of the following criteria: (Education Code 51420; 5 CCR 11532)

1. Is 18 years of age or older, or is within 60 days of the person's 18th birthday, regardless of enrollment status
2. Is not currently enrolled in school and is within 60 days of when the person would have graduated from high school had the person remained in school and followed the usual course of study
3. Is 17 years of age, has been out of school for at least 60 consecutive days, and provides a letter of request for the test from the military, a postsecondary educational institution, or a prospective employer
4. Is 17 years of age, has accumulated fewer than 100 units of high school credit, is confined to a state or county hospital or to an institution maintained by a state or county correctional facility, and meets other criteria listed in 5 CCR 11532
5. Is 17 years of age, has accumulated fewer than 100 units of high school credit prior to enrollment in an academic program offered by a dropout recovery high school as defined in Education Code 52052, and has successfully completed the dropout recovery high school's instructional program which is aligned to state standards, offers the opportunity for a high school diploma, and provides services for at least one year

State	Description
5 CCR 11520-11523	Proficiency examination and certificate
5 CCR 11530-11532	High school equivalency certificate
Ed. Code 48400-48403	Compulsory continuation education
Ed. Code 48410	Exemption from continuation education
Ed. Code 48412	Certificate of proficiency
Ed. Code 48413	Enrollment in continuation classes
Ed. Code 48414	Reenrollment in district
Ed. Code 51420-51427	High school equivalency certificates
Ed. Code 52052	Accountability; numerically significant student subgroups

Adopted: 2/7/96

Amended:

NOTICE AND CONSENT TO DISCONTINUE SCHOOL ATTENDANCE
FOR STUDENTS WITH A CERTIFICATE OF PROFICIENCY

Notice of Student Rights: Students who pass the California High School Proficiency Examination (CHSPE) and receive a Certificate of Proficiency issued by the State Board of Education may continue to attend school, but upon request will be exempted from compulsory school attendance pursuant to Education Code 48410. If the student is under 18 years of age, the student's parent/guardian must also provide approval in order for the student to discontinue school attendance.

If the student leaves school after receiving a Certificate of Proficiency and is under 18 years of age, the student may later decide to re-enroll in the district with no adverse consequences. In this case, the student may be required to meet new or additional requirements established since the student was previously enrolled. If the student re-enrolls and then leaves school again, the student may be denied re-admittance until the beginning of the following semester. For further information about leaving school after obtaining the Certificate of Proficiency, contact the principal or school guidance counselor.

Student's name: _____

School: _____

Date on which the Certificate of Proficiency was issued: _____

To be completed by student: I understand the rights granted to students who are awarded the Certificate of Proficiency to disenroll from school, and to re-enroll if desired before the age of 18. I hereby notify the school district of my intent to disenroll from school.

Student's signature: _____ Date: _____

To be completed by parent/guardian: I hereby grant consent for my minor child to disenroll from school.

Parent/guardian's name (please print): _____

Signature: _____ Date: _____

To be completed by school administrator: I hereby verify the parent/guardian's signature and date recorded above.

Name of school administrator (please print): _____

Position: _____

Signature: _____ Date: _____

Approved:

Instruction

Identification and Evaluation of Individuals for Special Education

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The Superintendent or designee shall establish a comprehensive child find system that includes procedures for the identification, screening, referral, assessment, and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the special education and related services provided to such individuals. (Education Code 56301)

The district's identification procedures shall include systematic methods for utilizing referrals from parents/guardians, teachers, agencies, appropriate professionals, and other members of the public, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

The Superintendent or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to any assessment concerning their child. In addition, the Superintendent or designee shall notify parents/guardians of procedures for initiating a referral for assessment to identify individuals for special education services. (Education Code 56301)

State

5 CCR 3021-3029
5 CCR 3030-3031
Ed. Code 44265.5
Ed. Code 56000-56885
Ed. Code 56195.8
Ed. Code 56300-56304
Ed. Code 56320-56331
Ed. Code 56333-56338
Ed. Code 56340-56347
Ed. Code 56381
Ed. Code 56425-56432
Ed. Code 56441.11
Ed. Code 56445
Ed. Code 56500-56509
Gov. Code 95000-95029.5

Description

Identification, referral and assessment
Eligibility criteria
Professional preparation for teachers of impaired students
Special education programs
Adoption of policies
Identification of individuals with disabilities
Assessment
Eligibility for specific learning disabilities
Individualized education program teams
Reassessment of students
Early education for individuals with disabilities
Eligibility criteria, children ages 3-5
Transition to grade school; reassessment
Procedural safeguards
California Early Intervention Services Act

Federal

20 USC 1232g
20 USC 1412
20 USC 1415
34 CFR 104.35
34 CFR 104.36
34 CFR 300.1-300.818
34 CFR 300.301-300.306

Description

Family Educational Rights and Privacy Act (FERPA) of 1974
State eligibility
Procedural safeguards
Evaluation and placement
Procedural safeguards
Individuals with Disabilities Education Act
Evaluations and reevaluations

Adopted: 5/4/83

Revised: 3/7/84, 10/15/03, 11/1/06, 7/18/07, 12/15/10, 11/16/11

Instruction

Identification and Evaluation of Individuals for Special Education

The Superintendent or designee shall ensure that the district's child find process includes the collection of data and, at reasonable intervals, the screening of such data to determine if students are making adequate progress, as appropriate.

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

However, the district shall ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of response to intervention strategies.

A parent/guardian or the district may initiate a request for an initial evaluation to determine if the student is a student with a disability. (34 CFR 300.301)

When a verbal referral is made, staff shall offer assistance to the individual to make the request in writing and shall assist the individual if the individual requests such assistance. (5 CCR 3021)

All referrals from school staff for an initial evaluation shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and, when appropriate, the results of intervention. This documentation shall not delay the timelines for completing the assessment plan or assessment. (5 CCR 3021)

Initial Evaluation for Special Education Services

Before the initial provision of special education and related services to a student with a disability, the district shall conduct a full and individual initial evaluation of the student. (Education Code 56320; 34 CFR 300.301)

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 calendar days, not counting days between the student's regular school sessions or terms or calendar days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

The proposed evaluation plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public
2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of evaluation to be conducted
4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent

Identification and Evaluation of Individuals for Special Education

A copy of the notice of a parent/guardian's rights and procedural safeguards shall be attached to the evaluation plan. (Education Code 56321)

The proposed written evaluation plan shall include a description of recent assessments conducted, including available independent assessments and assessment information requested by the parent/guardian to be considered, as well as information indicating the student's primary language and the student's primary language proficiency as determined by Education Code section 52164.1. (5 CCR 3022)

Before conducting an initial evaluation, the district shall provide the parent/guardian with prior written notice in accordance with 34 CFR 300.503. In addition, as part of the evaluation plan, the parent/guardian shall receive written notice that includes all of the following information: (Education Code 56329; 34 CFR 300.304, 300.502, 300.504)

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or the parent/guardian's representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities, as defined in Education Code 56026, and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.
2. When making a determination of eligibility for special education, the district shall not determine that the student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368, lack of appropriate instruction in mathematics, or limited English proficiency, if the student does not otherwise meet the eligibility criteria under 34 CFR 300.8.
3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.
4. If the parent/guardian disagrees with an evaluation obtained by the district, the parent/guardian has the right to obtain, at public expense, an independent educational evaluation (IEE) of the student from qualified specialists, in accordance with 34 CFR 300.502. The parent/guardian is entitled to only one such evaluation at public expense each time the district conducts an assessment with which the parent/guardian disagrees.

If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of the student, an equivalent opportunity shall apply to the IEE. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the district's proposed placement and setting, if any, regardless of whether the IEE is initiated before or after the filing of a due process hearing proceeding.

5. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an IEE, but not at public expense.

Identification and Evaluation of Individuals for Special Education

If the parent/guardian obtains an IEE at private expense, the results of the IEE shall be considered by the district with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If the district observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an IEE of the student in the student's current educational placement and setting and in any educational placement and setting proposed by the district, regardless of whether the IEE is initiated before or after the filing of a due process hearing.

6. If the parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the district shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the student's parent/guardian, the student in that proposed placement. Any such observation shall only be of the student who is the subject of the observation and shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student in violation of Education Code 56329(d) shall be inadmissible in any due process or judicial proceeding regarding FAPE of that other student.

Parent/Guardian Consent for Evaluations

Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether to consent to the initial evaluation. The district shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.300)

Informed parental consent means that the parent/guardian: (Education Code 56021.1; 34 CFR 300.9)

1. Has been fully informed, in the parent/guardian's native language or other mode of communication, of all information relevant to the activity for which consent is sought
2. Understands and agrees, in writing, to the carrying out of the activity for which parent/guardian consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom
3. Understands that the granting of consent is voluntary on the parent/guardian's part and may be revoked at any time
4. Understands that if the parent/guardian revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). The district is not required to amend the education records of a student to remove any reference to the student's receipt of special education and services if the student's parent/guardian submits a written revocation of consent after the initial provision of special education and related services to the student.

The district shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation or reevaluation of a student. (Education Code 56321; 34 CFR 300.300, 300.322)

The district shall maintain a record of its attempts to obtain consent, which may include:

Identification and Evaluation of Individuals for Special Education

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, the district may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including the mediation and due process procedures pursuant to 20 USC 1415 and 34 CFR 300.506-300.516. (Education Code 56321; 34 CFR 300.300)

For a student who is a ward of the state and not residing with the student's parent/guardian, the district shall make reasonable efforts to obtain the informed consent from the parent of the student for an initial evaluation to determine whether the student is a student with a disability. The district may conduct an initial evaluation without obtaining informed consent if any of the following situations exists: (Education Code 56321.1; 20 USC 1414; 34 CFR 300.300)

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent/guardian of the student.
2. The rights of the parent/guardian of the student have been terminated in accordance with state law.
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

The district need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or reevaluation, or before administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students. (Education Code 56321; 34 CFR 300.300)

Conduct of the Evaluation

Within 60 calendar days of receiving parental consent for the initial assessment of a student, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five schooldays, a determination whether the student is eligible for special education and the educational needs of the student shall be made, an IEP team meeting shall occur, and an IEP shall be developed, unless the parent/guardian agrees in writing to an extension, pursuant to Education Code 56344. If the 60-day time is interrupted by a student school vacation, the 60-day time shall recommence on the date that student schooldays reconvene and a meeting to develop an IEP for the student shall be conducted within 30 days of a determination that the student needs special education and related services. (Education Code 56043, 56344)

However, when a referral has been made for a student 30 days or less prior to the end of the regular school year, an IEP required as a result of an assessment of the student shall be developed within 30 days after the commencement of the subsequent regular school year. (Education Code 56043, 56344; 34 CFR 300.301, 300.323)

Identification and Evaluation of Individuals for Special Education

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by the district. (Education Code 56320, 56322)

In addition, evaluations and reevaluations shall be administered by qualified personnel who are competent in the oral or sign language skills and written skills of the student's primary language or mode of communication and have a knowledge and understanding of the cultural and ethnic background of the student. If it is clearly not feasible to do so, an interpreter shall be used, and the assessment report shall document this condition and note that the validity of the assessment may have been affected. The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance shall not be diagnosed as a disabling condition. (5 CCR 3023)

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. (Education Code 56321; 20 USC 1414; 34 CFR 300.302)

In conducting the evaluation, the district shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. The district shall also use any information provided by the parent/guardian that may assist the district in making the determination as to whether the student is a student with a disability and, if so, the necessary components of the student's IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum. (34 CFR 300.304)

The district's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors. (34 CFR 300.304)

The district shall also ensure that assessments and other evaluation materials provide relevant information that assists in determining the student's educational needs and are: (Education Code 56320; 34 CFR 300.304)

1. Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis
2. Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
3. Used for the purposes for which the assessments or measures are valid and reliable
4. Administered by trained and knowledgeable personnel except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist

Identification and Evaluation of Individuals for Special Education

5. Administered in accordance with any instructions provided by the producer of the assessments
6. Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient
7. If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. When appropriate, a developmental history shall be obtained. For students with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Education Code 56136. The district shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified. (Education Code 56320; 34 CFR 300.304)

As part of the initial evaluation and any reevaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians, current classroom-based local or state assessments and classroom-based observations, and observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine: (Education Code 56381; 34 CFR 300.305)

1. Whether the student is a student with a disability, or in the case of a reevaluation, whether the student continues to have a disability, and the educational needs of the student
2. The present levels of academic achievement and related developmental needs of the student
3. Whether the student needs, or continues to need, special education and related services
4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the student's IEP and to participate, as appropriate, in the general education curriculum

If a student has transferred from another district in the same school year or leaves this district, the district shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations. (34 CFR 300.304)

Identification and Evaluation of Individuals for Special Education

Evaluation Report

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following: (Education Code 56327)

1. Whether the student may need special education and related services
2. The basis for making the determination
3. The relevant behavior noted during the observation of the student in an appropriate setting
4. The relationship of that behavior to the student's academic and social functioning
5. The educationally relevant health, developmental, and medical findings, if any
6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services
7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate
8. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with Education Code 56136

Eligibility Determination

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the student is a student with a disability as defined in 5 CCR 3030 and 34 CFR 300.8 and, if so, the student's educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered. (34 CFR 300.306)

When making a determination of eligibility for special education and related services, the district shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to 20 USC 6368, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria. (Education Code 56329; 34 CFR 300.306)

The normal process of second-language acquisition, as well as manifestations of dialect and sociolinguistic variance, shall not be diagnosed as a disabling condition. (5 CCR 3023)

Independent Educational Evaluation

An *independent educational evaluation* is defined as an evaluation conducted by a qualified examiner who is not employed by the district. (34 CFR 300.502)

Identification and Evaluation of Individuals for Special Education

Public expense means that the district either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent/guardian. (34 CFR 300.502)

The parents/guardians of a student with a disability have the right to obtain an IEE at public expense under the same criteria, including the location of the evaluation and the qualifications of the examiner, that the district uses for a district-initiated evaluation. (34 CFR 300.502)

The parent/guardian is entitled to only one IEE at public expense each time the district conducts an evaluation with which the parent/guardian disagrees. (Education Code 56329; 34 CFR 300.502)

If a parent/guardian has requested an IEE, the district may ask for the reason that the parent/guardian objects to the district's evaluation. However, the parent/guardian is not required to provide an explanation and the district may not unreasonably delay either providing the IEE at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation. (34 CFR 300.502)

Upon receiving the request for an IEE, the district shall, without unnecessary delay, either: (34 CFR 300.502)

1. File a due process complaint to request a hearing to show that its evaluation is appropriate
2. Ensure that an IEE is provided at public expense, unless the district demonstrates at a hearing that the evaluation obtained by the parent/guardian did not satisfy the district's criteria

If a due process hearing decision determines that the district's evaluation is appropriate, then the parent/guardian may obtain an IEE but not at public expense. (Education Code 56329; 34 CFR 300.502)

In any decision made with respect to providing FAPE to a student with a disability, the result of any IEE obtained by the student's parent/guardian shall be considered by the district if it meets district criteria. Any such result also may be presented as evidence at a hearing on a due process complaint. (Education Code 56329; 34 CFR 300.502)

Reevaluation

A reevaluation shall be conducted when the district determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a reevaluation or if the student's parent/guardian or teacher requests reevaluation. Such reevaluations shall occur every three years, unless the parent/guardian and district agree in writing that a reevaluation is unnecessary. A reevaluation may not occur more than once a year, unless the parent/guardian and the district agree otherwise. (Education Code 56043, 56381; 34 CFR 300.303)

The district shall ensure that any reevaluations of the student are conducted in accordance with the evaluation procedures pursuant to 34 CFR 300.304-300.311. (34 CFR 300.303)

Before entering kindergarten or first grade, as the case may be, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs. (Education Code 56445)

Identification and Evaluation of Individuals for Special Education

State	Description
5 CCR 3021-3029	Identification, referral and assessment
5 CCR 3030-3031	Eligibility criteria
Ed. Code 44265.5	Professional preparation for teachers of impaired students
Ed. Code 56000-56885	Special education programs
Ed. Code 56195.8	Adoption of policies
Ed. Code 56300-56304	Identification of individuals with disabilities
Ed. Code 56320-56331	Assessment
Ed. Code 56333-56338	Eligibility for specific learning disabilities
Ed. Code 56340-56347	Individualized education program teams
Ed. Code 56381	Reassessment of students
Ed. Code 56425-56432	Early education for individuals with disabilities
Ed. Code 56441.11	Eligibility criteria, children ages 3-5
Ed. Code 56445	Transition to grade school; reassessment
Ed. Code 56500-56509	Procedural safeguards
Gov. Code 95000-95029.5	California Early Intervention Services Act
Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1412	State eligibility
20 USC 1415	Procedural safeguards
34 CFR 104.35	Evaluation and placement
34 CFR 104.36	Procedural safeguards
34 CFR 300.1-300.818	Individuals with Disabilities Education Act
34 CFR 300.301-300.306	Evaluations and reevaluations

Instruction

State Academic Achievement Tests

The Superintendent or designee shall administer the California Assessment of Student Performance and Progress (CAASPP) to all district students at applicable grade levels, except those students exempted by law.

The students of any charter school that receives its state funding allocation through the district shall be tested in coordination with the testing of district students. In addition, the Superintendent or designee shall arrange for the testing of students in any alternative education program or program conducted off campus, including, but not limited to, non-classroom based programs, continuation schools, independent study, community day schools, county community schools, juvenile court schools, or nonpublic, nonsectarian schools. No test shall be administered in a home or hospital except by a test administrator or test examiner. (5 CCR 851)

On or before July 1 of each year, the Superintendent or designee shall identify any district school(s) with students who are unable to access the computer-based assessment of a CAASPP test and shall report the number of such students to the test contractor. If available, a paper and pencil version of the assessment may be administered to such students. (5 CCR 853, 857)

On or before July 1 of each year, the Superintendent or designee shall designate a district coordinator who shall oversee all matters related to the testing program and serve as the district representative and liaison with the test contractor and the California Department of Education (CDE). The Superintendent or designee shall also designate a coordinator for each test site. The duties of the district and site test coordinators shall include those specified in 5 CCR 857-858. (5 CCR 857-858)

The Superintendent or designee also shall appoint trained test administrator(s) to administer the CAASPP achievement tests and test examiner(s) to administer the California Alternate Assessments. A test examiner shall be a certificated or licensed employee or contractor of the district or county office of education. (5 CCR 850)

As appropriate, the Superintendent or designee shall assign a specially trained district employee to serve as a test proctor to assist the test examiner; a specially trained district employee, or other person supervised by a district employee, to serve as a translator to translate the test directions into a student's primary language; and a district employee to serve as a scribe to transcribe a student's responses to the format required by the test. A student's parent/guardian or sibling shall not be eligible to be that student's translator or scribe. (5 CCR 850)

All test administrators, test examiners, proctors, translators, scribes, district and site test coordinators, and other persons having access to any of the CAASPP achievement tests and corresponding test materials, assessment technology platform, or tests administered pursuant to Education Code 60640 shall acknowledge the limited purpose of their access to the achievement tests by signing a test security affidavit. In addition, all district and site test coordinators shall sign a test security agreement before receiving any CAASPP achievement tests and corresponding test materials. The test security affidavit and test security agreement shall be those set forth in 5 CCR 859. (5 CCR 850, 859)

State Academic Achievement Tests (Cont.)

Tests Included in the State Assessment System

The district shall administer the following CAASPP assessments: (Education Code 60640; 5 CCR 851.5)

1. The Smarter Balanced summative assessments for English language arts and mathematics in grades 3-8 and 11, except that:
 - a. Recently arrived English learners, defined pursuant to Education Code 60603 as English learners who are in their first 12 months of attending a school in the United States, shall be exempted from taking the English language arts assessment to the extent allowed by federal law. A recently arrived English learner may be administered the test upon request by the student's parent/guardian.
 - b. Students with disabilities who are unable to participate in the English language arts and mathematics assessments, even with the resources described in the section "Testing Variations" below, shall be provided an alternate test when designated in their individualized education program (IEP), as provided in item #3 below.
2. The California Science Test (CAST) at grades 5, 8, and once in grades 10-12

However, students with disabilities who are unable to participate in the CAST, even with the resources described in the "Testing Variations" section below, shall be provided an alternate test when designated in their IEP, as provided in item #3 below.
3. The California Alternate Assessments (CAA) in English language arts, mathematics, and science for students with significant cognitive disabilities who are unable to take the tests specified in items #1-2 above, even with appropriate accommodations or other testing resources, and who have an IEP that designates the use of alternate tests at the applicable grade levels

In addition, the Superintendent or designee may administer the California Spanish Assessment (CSA) to English learners. Administration of this test shall not replace the administration of the above tests, administered in English, to English learners. (Education Code 60640)

The CSA also may be used to assess students in a dual language immersion program who are not limited English proficient or who are redesignated fluent English proficient, subject to approval by CDE of an agreement between the district and the state testing contractor. (Education Code 60640)

Throughout the school year, schools may use Smarter Balanced interim assessments and formative assessment tools at any grade level to provide timely feedback regarding students' progress toward mastery of the skills measured by the summative assessments in English language arts and mathematics and to assist teachers in continually adjusting instruction to improve learning. The Superintendent or designee may determine the timing and frequency of the administration of such assessments.

Exemptions

Each year the Superintendent or designee shall notify parents/guardians of their child's participation in the CAASPP and of the provisions of Education Code 60615 related to exemptions from testing. (5 CCR 852)

State Academic Achievement Tests (Cont.)

Parents/guardians may annually submit to the school a written request to excuse their child from any or all parts of the CAASPP assessments for the school year, and such a request shall be granted by the Superintendent or designee. However, district employees shall not solicit or encourage any exemption request on behalf of any student or group of students. (Education Code 60615; 5 CCR 852)

If a parent/guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent/guardian and included in the student's records. (5 CCR 852)

Testing Period

The Superintendent or designee shall establish testing days for district students within the following available testing windows: (5 CCR 855)

1. Unless otherwise specified in state regulations, assessments shall be administered between the date on which at least 66 percent of the school's or track's annual instructional days have been completed, but no earlier than the second Tuesday in January, and the last day of instruction for the regular annual calendar of the school or track, but no later than July 15 or, if July 15 is not a weekday, then the next weekday following July 15.
2. The CAA for science shall be administered annually beginning on a date in September as determined by CDE through the last day of instruction for the regular annual calendar of the school or track, but no later than July 15 or, if July 15 is not a weekday, then the next weekday following July 15.
3. The CSA shall be administered to English learners within the testing window specified in item #1.

Within the above testing windows, the Superintendent or designee may designate one testing period for each school or track or, if a school has multiple tracks, a selected testing period for each track. The district shall not exceed six selected testing periods within the available testing window. The testing period shall be no fewer than 25 consecutive instructional days and may be extended up to an additional 10 consecutive instructional days if still within the available testing window set forth in items #1-2 above. (5 CCR 855)

Students who are absent during testing shall be provided an opportunity to take the tests within the testing window.

Testing Variations

All CAASPP tests shall be administered in accordance with the manuals or other instructions provided by the test contractor or CDE except that, as appropriate, the following testing variations may be used: (5 CCR 850, 853-854.4)

1. Universal tools specified in 5 CCR 854.1-854.4 may be used with any student.

State Academic Achievement Tests (Cont.)

2. Designated supports specified in 5 CCR 854.1-854.4 may be used with a student for whom the need has been indicated by an educator or team of educators, with parent/guardian and student input as appropriate, or for whom the need is specified in the student's IEP or Section 504 plan.
3. Accommodations specified in 5 CCR 854.1-854.4 may be used with a student with disabilities when included in the student's IEP or Section 504 plan as resources that are regularly used in the classroom for the student's instruction and/or assessment(s). Such accommodations shall be either utilized in the assessment environment or consist of changes in procedures or materials that increase equitable access during the assessment.
4. An unlisted resource that has not been specifically identified as an approved universal tool, designated support, or accommodation may be used with a student who has an IEP or Section 504 plan provided that the resource is one that is regularly used in the classroom for instruction and/or assessment and CDE has approved its use. At least 10 business days prior to the student's first day of CAASPP testing, the district or school site test coordinator may electronically submit a request to CDE for approval to use that unlisted resource during that year. If CDE determines that the unlisted resource changes the construct being measured, the unlisted resource may nevertheless be used with the student in order to generate an individual score report even though the student shall not be counted in the participation rate for accountability measures. (5 CCR 854.9)

In the administration of the CAA to a student with significant cognitive disabilities, the student may have all instructional supports that may be used in daily instruction or assessment, including language and physical supports, with the exception of any inappropriate test practices listed in test administration manuals. (5 CCR 850, 854.5)

Report of Test Results

For any state assessments that produce valid individual student results, the Superintendent or designee shall forward or transmit the student's test results to the student's parents/guardians within 20 working days from receipt of the results from the test contractor or, if the district receives the results from the contractor after the last day of instruction for the school year, then within the first 20 working days of the next school year. The report shall include a clear explanation of the purpose of the test, the student's score, and its intended use by the district. An individual student's scores shall also be reported to the school and teacher(s) and shall be included in the student record. (Education Code 60641; 5 CCR 863)

With parent/guardian consent, the Superintendent or designee may release a student's test results to a postsecondary educational institution for the purposes of credit, placement, determination of readiness for college-level coursework, or admission. (Education Code 60641)

The Superintendent or designee shall present districtwide, school-level, and grade-level results to the Governing Board at a regularly scheduled meeting. The Board shall not receive individual students' scores or the relative position of any individual student. (Education Code 49076, 60641)

State Academic Achievement Tests (Cont.)

State Description

5 CCR 850-864	California Assessment of Student Performance and Progress
Ed. Code 49076	Access to student records
Ed. Code 51041	Evaluation of the educational program
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 56345	Individualized education program contents
Ed. Code 60600-60630	Assessment of academic achievement
Ed. Code 60640-60649	California Assessment of Student Performance and Progress
Ed. Code 60660-60663	Electronic learning assessment resources
Ed. Code 99300-99301	Early Assessment Program

Federal Description

20 USC 1412	State eligibility
20 USC 6311	State plan
34 CFR 200.1	Standards and assessment

Adopted: 8/1/07
 Amended: 3/21/13, 5/7/14, 5/18/16

Instruction

Student Success Teams

The Governing Board encourages the collaboration of parents/guardians, certificated and classified staff, administrators, and/or the student, as appropriate, in evaluating the strengths and needs of students having academic, attendance, social, emotional, or behavioral difficulties and in identifying strategies and programs that may assist such students in maximizing their potential. The Superintendent or designee shall establish student success teams (SST) as needed to address individual student needs.

The Superintendent or designee shall establish and maintain a process for initiating the referral of students to SSTs, which may include referral by district staff, parents/guardians, and/or agency representatives. The Superintendent or designee may also establish and maintain a process for responding to SST referrals, which may include a determination by the district as to whether an SST shall be convened for an individual student.

Each SST may collect and analyze relevant student data, as appropriate. The SST may also review the student's educational history, work samples, strengths and areas for growth, and identify available resources and strategies.

Each SST shall develop a plan to support the student which incorporates intervention strategies. Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent involvement strategies, social, emotional and/or behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.

The SST shall monitor the student's progress, evaluate the extent to which the recommended strategies have been implemented, make adjustments to the plan, and develop additional interventions as needed.

The SST process shall not delay or deny a referral for evaluation for eligibility for special education, as may be required under state or federal law.

The Superintendent or designee may integrate SSTs into the district's multi-tiered system of support, including identification of students who need additional support, the level(s) of support, appropriate interventions, monitoring of progress, and whether the goal of intervention has been met.

To strengthen the effectiveness of SSTs, the Superintendent or designee may provide staff development in the identification of students who may need additional support, implementation of measurable and targeted interventions, and monitoring of progress and goal attainment.

Student Success Teams (Cont.)

State	Description
Ed. Code 48260-48273	Truants
Ed. Code 48400-48454	Compulsory continuation education
Ed. Code 49600-49604	Educational counseling
Ed. Code 51745-51749.3	Independent study
Ed. Code 54400-54425	Programs for disadvantaged children
Ed. Code 54440-54445	Migrant children
Ed. Code 8800-8807	Healthy Start support services for children
W&I Code 18986.40-18986.46	Interagency children's services
W&I Code 4343-4352.5	Primary interventions program, mental health

Adopted: 10/17/07
Approved: 8/6/14

Instruction

Student Success Teams

Team Membership

Members of individual student success teams (SST) may include:

1. The principal or designee
2. One or more of the student's classroom teachers or former teachers
3. The student's parents/guardians
4. The student if appropriate
5. School Counselor(s)
6. Resource personnel or specialists, such as a school psychologist, nurse, outreach consultant, special education resource person, department chairperson, speech and language specialist, reading specialist, social worker, probation officer, community resource representative, mental health worker, and/or other person(s) relevant to the student's situation, as determined by the district

The makeup of each individual SST is at the district's discretion, and may not include participation from individuals in each of the categories listed above.

Team Responsibilities

The principal or designee shall:

1. Schedule meetings and establish meeting procedures
2. Contact parents/guardians and other team members regarding team meetings
3. Consult with appropriate school staff, including teachers and/or district resource personnel
4. Arrange for observation of the student as needed
5. Collect any additional background information necessary to inform team members about the student's strengths and needs, such as relevant student data, educational history, and work samples, as appropriate
6. Help the student and parents/guardians prepare for the meeting
7. Facilitate the team meetings
8. Develop a plan to support the student which incorporates intervention strategies

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Student Success Teams (Cont.)

9. Ensure that the student's progress is monitored, that follow-up meetings are regularly scheduled, and that adjustments are made to the plan and related interventions as necessary

State	Description
Ed. Code 48260-48273	Truants
Ed. Code 48400-48454	Compulsory continuation education
Ed. Code 49600-49604	Educational counseling
Ed. Code 51745-51749.3	Independent study
Ed. Code 54400-54425	Programs for disadvantaged children
Ed. Code 54440-54445	Migrant children
Ed. Code 8800-8807	Healthy Start support services for children
W&I Code 18986.40-18986.46	Interagency children's services
W&I Code 4343-4352.5	Primary interventions program, mental health

Adopted: 10/17/07
Approved: 8/6/14

Instruction

Education for Homeless Children

The Governing Board desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for them to meet the same challenging academic standards as other students.

The Superintendent or designee shall identify and remove any barriers to the identification and enrollment of homeless students and to the retention of homeless students due to absences or outstanding fees or fines. (42 USC 11432)

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.

In order to identify district students who are homeless, the Superintendent or designee may give a housing questionnaire to all parents/guardians during school registration, make referral forms readily available, include the district liaison's contact information on the district and school web sites, provide materials in a language easily understood by families and students, provide school staff with professional development on the definition and signs of homelessness, and contact appropriate local agencies to coordinate referrals for homeless children and youth and unaccompanied youth.

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act and shall not be deemed to be directory information as defined in 20 USC 1232g. (42 USC 11432)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)

Education for Homeless Children (Cont.)

The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other inter-district activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for homeless students and services for students with disabilities. (42 USC 11432)

District liaisons and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students and to provide training on the definitions of terms related to homelessness. (42 USC 11432)

At least annually, the Superintendent or designee shall report to the Board on outcomes for homeless students, which may include, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to better support the education of homeless students.

State	Description
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 39807.5	Payment of transportation costs by parents
Ed. Code 48850	Participation of homeless students and foster youth in extracurricular activities and interscholastic sports
Ed. Code 48852.5	Notice of educational rights of homeless students
Ed. Code 48852.7	Education of homeless students; immediate enrollment
Ed. Code 48915.5	Recommended expulsion, homeless student with disabilities
Ed. Code 48918.1	Notice of recommended expulsion
Ed. Code 51225.1-51225.3	Graduation requirements
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Federal	Description
20 USC 1087vv	Free Application for Federal Student Aid; definitions
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 6311	State plan
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
42 USC 12705	Cranston-Gonzalez National Affordable Housing Act; state and local strategies

Adopted: 2/19/03
Revised: 9/20/06

Instruction

Education for Homeless Children

Definitions

Homeless students means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48852.7; 42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above

Unaccompanied youth includes youth who are not in the physical custody of a parent or guardian. (20 USC 11434a)

School of origin means the school that the homeless student attended when permanently housed or the school in which he/she was last enrolled, including a preschool. If the school the homeless student attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that he/she attended within the preceding 15 months and with which he/she is connected, the district liaison shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7; 42 USC 11432)

Best interest means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

District Liaison

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

Director of Education
2211 Washington Avenue
Oroville, CA 95966
(530) 538-2300, ext. 1104

Education for Homeless Children (Cont.)

The district's liaison for homeless students shall: (Education Code 48852.5; 42 USC 11432)

1. Ensure that homeless students are identified by school personnel through outreach and coordination activities with other entities and agencies
2. Ensure that homeless students are enrolled in, and have a full and equal opportunity to succeed in, district schools
3. Ensure that homeless families and children and youth have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district
4. Ensure that homeless families and students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services
5. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children
6. Disseminate notice of the educational rights of homeless students in locations frequented by parents/guardians of homeless children and youth and by unaccompanied youth, including schools, family shelters, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.
7. Mediate enrollment disputes in accordance with law and the section "Resolving Enrollment Disputes" below
8. Fully inform parents/guardians of homeless students and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice
9. Ensure that school personnel providing services to homeless students receive professional development and other support
10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the district liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090
11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless students, including the provision of comprehensive data to the state coordinator as required by law

Education for Homeless Children (Cont.)

In addition, when notified pursuant to Education Code 48918.1, the district liaison shall assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in his/her expulsion. When notified pursuant to Education Code 48915.5, the district liaison shall participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability.

The Superintendent or designee shall inform homeless children and youth, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the district's liaison. He/she shall also provide the name and contact information of the district's liaison to the California Department of Education (CDE) for publishing on the CDE's web site. (42 USC 11432)

Enrollment

The district shall make placement decisions for homeless students based on the student's best interest. (42 USC 11432)

In determining the best interest of the student, the district shall consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the student's parent/guardian or, in the case of an unaccompanied youth, the youth. (42 USC 11432)

Such factors may include, but are not limited to, the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with his/her homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of his/her appeal rights. (42 USC 11432)

In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if he/she: (Education Code 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms

Education for Homeless Children (Cont.)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records
4. Has missed application or enrollment deadlines during any period of homelessness

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other required health records, the principal or designee shall refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if he/she is an unaccompanied youth, in obtaining the necessary immunizations, screenings, or records for the student. (42 USC 11432)

If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian or an unaccompanied youth, the Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the decision along with a statement regarding the right to appeal the placement decision. (42 USC 11432)

The student may continue attending his/her school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the homeless student has the benefit of matriculating with his/her peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7; 42 USC 11432)

1. If the student is transitioning between grade levels, he/she shall be allowed to continue in the same attendance area.
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, he/she shall be allowed to continue to the school designated for matriculation in that district.

If the student's status changes before the end of the school year so that he/she is no longer homeless, he/she shall be allowed to stay in the school of origin through graduation if he/she is in high school. (Education Code 48852.7)

Resolving Enrollment Disputes

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the district liaison, who shall carry out the dispute resolution process as expeditiously as possible. (42 USC 11432)

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions. (42 USC 11432)

The written explanation shall include:

Education for Homeless Children (Cont.)

1. A description of the action proposed or refused by the district
2. An explanation of why the action is proposed or refused
3. A description of any other options the district considered and the reasons that any other options were rejected
4. A description of any other factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources
5. Appropriate timelines to ensure any relevant deadlines are not missed
6. Contact information for the district liaison and state coordinator, and a brief description of their roles

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

The district liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter.

In working with a student's parents/guardians or unaccompanied youth to resolve an enrollment dispute, the district liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position
2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

If a parent/guardian or unaccompanied youth disagrees with the liaison's enrollment decision, he/she may appeal the decision to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education.

Education for Homeless Children (Cont.)

Pending final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities. (42 USC 11432, 11434a)

Transportation

The district shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the district and the parent/guardian, or the district liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend his/her school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they cease to be homeless, unless the formerly homeless student has an individualized education program that includes transportation as a necessary related service for the student. (Education Code 48852.7)

Transfer of Coursework and Credits

When a homeless student transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the student to retake the course. (Education Code 51225.2)

If the homeless student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Education for Homeless Children (Cont.)

Applicability of Graduation Requirements

To obtain a high school diploma, a homeless student shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Governing Board.

However, when a homeless student who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the homeless student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for him/her, and the district liaison for homeless students of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (Education Code 51225.1)

To determine whether a homeless student is in his/her third or fourth year of high school, the district shall use either the number of credits he/she has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any homeless student who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a homeless student to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a homeless student, the person holding the right to make educational decisions for the student, or the district liaison on behalf of the student. (Education Code 51225.1)

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer homeless or if he/she transfers to another school or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a homeless student is reasonably able to complete district graduation requirements within his/her fifth year of high school, he/she shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for him/her, of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution

Education for Homeless Children (Cont.)

2. Provide information to the homeless student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the homeless student or with the person holding the right to make educational decisions for him/her if he/she is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

Eligibility for Extracurricular Activities

A homeless student who enrolls in any district school shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

Notification and Complaints

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

State	Description
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 39807.5	Payment of transportation costs by parents
Ed. Code 48850	Participation of homeless students and foster youth in extracurricular activities and interscholastic sports
Ed. Code 48852.5	Notice of educational rights of homeless students
Ed. Code 48852.7	Education of homeless students; immediate enrollment
Ed. Code 48915.5	Recommended expulsion, homeless student with disabilities
Ed. Code 48918.1	Notice of recommended expulsion
Ed. Code 51225.1-51225.3	Graduation requirements
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Federal	Description
20 USC 1087vv	Free Application for Federal Student Aid; definitions
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 6311	State plan
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
42 USC 12705	Cranston-Gonzalez National Affordable Housing Act; state and local strategies

Approved: 2/19/03
 Revised: 7/21/04, 9/20/06

DISTRICT EXPLANATION OF DECISION
RELATED TO ELIGIBILITY, SCHOOL SELECTION, OR ENROLLMENT

Instructions: The following form provides notice and explanation to a student's parent/guardian or an unaccompanied youth regarding the district's decision related to student eligibility, school selection, or enrollment.

Date: _____ Name of person completing form: _____

Title: _____ Phone number: _____

In accordance with the federal McKinney-Vento Homeless Assistance Act (42 USC 11431-11435), this notification is being provided to either:

Name of parent(s)/guardian(s): _____

Name of unaccompanied student: _____

School requested: _____

District's placement decision (name of school): _____

Action(s) proposed/refused by the district related to eligibility, school selection, or enrollment:

The district's determination regarding eligibility, school selection, or enrollment was based upon the following evidence and for the following reasons:

Other options that the district considered, if any, included the following options which were rejected for the following reasons:

Factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources, if any:

OROVILLE UNION HIGH SCHOOL DISTRICT

You have the right to appeal this decision to the district Superintendent. To do so, contact the district's homeless liaison listed below within the next ten (10) days to request a Dispute Form. You may provide written or verbal documentation to support your position, and may also seek the assistance of social services, advocates, and/or service providers in the dispute process. The Superintendent or designee will review all the evidence and will notify you of his/her decision within thirty (30) days.

If you are not satisfied with the Superintendent's decision, you may appeal to the Butte County Office of Education. If you are not satisfied with the county office's decision, you may then appeal to the California Department of Education. The district's homeless liaison can assist you with this appeal.

CONTACT INFORMATION

District Liaison:

The district liaison is one of the primary contacts between homeless families and school or district staff. He/she is responsible for coordinating services to ensure that homeless students enroll in school and have the opportunity to succeed academically, and mediates enrollment disputes as needed.

Name of District's Homeless Liaison: Director of Education
Address: 2211 Washington Avenue, Oroville, CA 95966
Phone number: (530) 538-2300, ext. 1106

If you appeal the district's decision to the county office of education, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office. The county liaison will review the materials and determine the eligibility, school selection, or enrollment decision within five working days of receiving the materials. He/she will notify you of the decision.

Name of Butte County Office of Education Homeless Liaison: Homeless Liaison
Address: 205 Mira Loma, Suite 16, Oroville, CA 95965
Phone number: (530) 532-5745
State Coordinator:

If you appeal the county office's decision to the California Department of Education, the county homeless liaison shall forward all written documentation and related paperwork to the State Homeless Coordinator. The state coordinator will review the district, county office, and parent/guardian information and will notify you of the decision within ten working days of receiving the materials.

Name of State Homeless Coordinator: California Department of Education Homeless Coordinator
Address: 1430 N Street, Sacramento, CA 95914
Phone number: (916) 319-0800
Email address: homelessED@cde.ca.gov.

RIGHTS:

Pending the final resolution of this dispute, including the period of all appeals, the student has the right to immediately enroll in the school requested and to participate fully in school activities at that school.

Approved:

DISPUTE FORM

Instructions: This form is to be completed by a parent/guardian or student when a dispute regarding enrollment has arisen. As an alternative to completing this form, the information on this form may be shared verbally with the district's liaison for homeless students.

Date submitted: _____ Student's name: _____

Name of person completing form: _____

Relation to student: _____

Address: _____

Phone number: _____

Name of school requested: _____

I wish to appeal the eligibility, school selection, or enrollment decision made by:

- ☐ District liaison
- ☐ District Superintendent
- ☐ County office of education liaison

Reason for the appeal: You may include an explanation to support your appeal in this space or provide your explanation verbally.

I have been provided with:

- ☐ A written explanation of the district's decision
- ☐ Contact information for the district's homeless liaison
- ☐ Contact information for the county office of education's homeless liaison
- ☐ Contact information for the state homeless coordinator

Approved:

OROVILLE UNION HIGH SCHOOL DISTRICT

Resolution #4-21/22

GANN LIMIT RESOLUTION

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called "Gann Limits," for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann limit for the 2020-21 fiscal year and a projected Gann Limit for the 2021-22 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2020-21 and 2021-22 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2020-21 and 2021-22 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with the appropriate attachments to interested citizens of this district.

Adopted this 20th day of October, 2021, by the following vote:

Ayes :
Noes :
Abstain :
Absent :

President or Clerk of the Board

Attest:

Secretary to the Board

	2020-21 Calculations			2021-22 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA (2019-20 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)	2019-20 Actual			2020-21 Actual		
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	15,902,993.81		15,902,993.81			17,363,874.31
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	2,061.17		2,061.17			2,169.51
ADJUSTMENTS TO PRIOR YEAR LIMIT	Adjustments to 2019-20			Adjustments to 2020-21		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)		0.00				0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA (2020-21 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)	2020-21 P2 Report			2021-22 P2 Estimate		
1. Total K-12 ADA (Form A, Line A6)	2,169.51		2,169.51	2,154.45		2,154.45
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			2,169.51			2,154.45
C. CURRENT YEAR LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED	2020-21 Actual			2021-22 Budget		
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	108,874.04		108,874.04	112,452.00		112,452.00
2. Timber Yield Tax (Object 8022)	34,931.07		34,931.07	26,762.00		26,762.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	3,779.49		3,779.49	2,928.00		2,928.00
4. Secured Roll Taxes (Object 8041)	7,852,570.63		7,852,570.63	8,013,997.00		8,013,997.00
5. Unsecured Roll Taxes (Object 8042)	496,064.72		496,064.72	457,724.00		457,724.00
6. Prior Years' Taxes (Object 8043)	13,720.53		13,720.53	13,100.00		13,100.00
7. Supplemental Taxes (Object 8044)	135,344.60		135,344.60	105,650.00		105,650.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	(1,760,432.32)		(1,760,432.32)	(2,106,775.00)		(2,106,775.00)
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	1,457,033.54		1,457,033.54	1,222,173.00		1,222,173.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	8,341,886.30	0.00	8,341,886.30	7,848,011.00	0.00	7,848,011.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	8,341,886.30	0.00	8,341,886.30	7,848,011.00	0.00	7,848,011.00

	2020-21 Calculations			2021-22 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
EXCLUDED APPROPRIATIONS						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			336,134.00			343,646.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			336,134.00			343,646.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	18,232,939.00		18,232,939.00	20,388,027.00		20,388,027.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	(36,512.00)		(36,512.00)	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	18,196,427.00	0.00	18,196,427.00	20,388,027.00	0.00	20,388,027.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	39,758,128.58		39,758,128.58	40,329,100.00		40,329,100.00
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	(2,561.98)		(2,561.98)	127,000.00		127,000.00
D. APPROPRIATIONS LIMIT CALCULATIONS						
PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A6)			15,902,993.81			17,363,874.31
2. Inflation Adjustment			1.0373			1.0573
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			1.0526			0.9931
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			17,363,874.31			18,232,148.42
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			8,341,886.30			7,848,011.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of \$120 times Line B3 or \$2,400; but not greater than Line C26 or less than zero)			260,341.20			258,534.00
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			9,358,122.01			10,727,783.42
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			9,358,122.01			10,727,783.42
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			(2,561.98)			58,681.66
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			8,339,324.32			7,906,692.66
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			9,360,683.99			10,669,101.76
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			8,339,324.32			
b. State Subventions (Line D8)			9,360,683.99			
c. Less: Excluded Appropriations (Line C23)			336,134.00			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			17,363,874.31			

Printed: 9/18/2021 11:06 AM



To: Oroville Union High School District Board of Trustees
From: Dr. Corey Willenberg, Superintendent 
Date: October 11, 2021
Subject: ESSER III Plan

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval.

The attached ESSER III plan was developed with the input from stakeholders as required by law.

The Superintendent is requesting approval of the OUHSD ESSER III plan.



ESSER III Expenditure Plan

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

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan (LCAP)	https://www.ouhsd.org/cms/lib/CA02222577/Centricity/Domain/22/21-24%20LCAP%20-%20All%20Docs%20-%20BCOE%20Approved.pdf
OUHSD COVID-19 Prevention Plan	https://www.ouhsd.org/Page/3189
Single Plan For Student Achievement (SPSA)-LPHS	https://www.ouhsd.org/cms/lib/CA02222577/Centricity/Domain/198/LPHS%20SPSA%202020.21.pdf
Single Plan For Student Achievement (SPSA)-OHS	https://www.ouhsd.org/cms/lib/CA02222577/Centricity/Domain/2462/2021_School_Plan_for_Student_Achievement_Oroville_High_School_20210614.pdf
Single Plan For Student Achievement (SPSA)-PHS	https://www.ouhsd.org/Page/625
OUHSD Expanded Learning Opportunity Plan	https://www.ouhsd.org/cms/lib/CA02222577/Centricity/Domain/22/2021_Expanded_Learning_Opportunities_Grant_Plan_Oroville_Union_High_School_District_20210914.pdf

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

5,499,567

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	953,000.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	1,511,897.00
Use of Any Remaining Funds	3,034,670

Total ESSER III funds included in this plan

5,499,567

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

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 community in Butte County. Oroville 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.

OUHSD is using surveys to parents, students and community members that assisted in the development of the 2021-2024 Local Control Accountability Plan (LCAP) in the development of the ESSER III plan. At the beginning of the 2021-2022 school year, OUHSD developed a survey for staff, parents and members of the school community to gather input on the priorities for spending our ESSER III funds. Links to the survey were emailed, posted on our website, and posted on social media. OUHSD also sought input via virtual and in person meetings with groups such as Supportive School Climate Committee, and via survey with the LPO Band Boosters, OUHSD Hall of Fame, and from bargaining units.

OUHSD provided multiple opportunities to the public to provide input at OUHSD Board meetings, specifically at our June, July, August, September and October Board meetings. These governing board meetings were open to all stakeholders so that those who could not access surveys or attend meetings during the school day could provide input in person.

After reviewing all of the community input, the following are the top priorities that align with ESSER funding categories:

a. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve air quality and address safety concerns in school facilities.

- b. Activities to address the unique needs of low income students, students with disabilities, English Learners, Foster Youth, homeless students, and racial and ethnic minorities.
- c. Planning for, coordinating and implementing activities during long term closures.
- d. Planning for, coordinating and implementing activities to address learning loss.
- e. Purchasing educational technology (including hardware, software and connectivity) for students and children with disabilities, which may include assistive technology or adaptive equipment.
- f. Providing mental health services and supports, with the implementation of evidence based and research based practices.
- g. Providing safety equipment such as masks and hand sanitizer at each school site.

The majority of the actions in our ESSER III Expenditure Plan align to these priorities, especially in the strategies for continuous safe in person instruction and addressing the impact of lost instructional time categories.

A description of how the development of the plan was influenced by community input.

OUHSD used stakeholder input for the Local Control Accountability Plan (LCAP), the Extended Learning Opportunity Plan (ELO) and a survey to all stakeholders specific to ESSER III in the development of this plan. The priorities for our stakeholders gathered from their input are: 1) Provide programs and activities to address learning loss, 2) Find ways to address student social/emotional/mental well being, and 3) Improvements to facilities to improve health and safety. Based on the input from our community, OUHSD will target ESSER Funds to provide the following: 1) Academic remediation and credit recovery to all students, including access to after school programs, 2) Develop a plan to mitigate learning loss, 3) Provide tutoring, and 4) hire additional staff to push in to core classes to support instruction and learning.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

953,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunity Plan (ELO) page 5	Nursing Services	1.0 FTE additional nursing services to assist with COVID safety protocol implementation and student health plans.	207,000.00
OUHSD COVID-19 Prevention Plan	PPE for staff and students	Masks, sanitizer, shields, plexiglass for public areas.	30,000.00
Expanded Learning Opportunity Plan (ELO) page 5	School Psychologist	. 6 School Psychologist for ATC/Access/Focus programs	261,000.00
OUHSD COVID-19 Prevention Plan	COVID-19 Support	Contact Tracing/additional health services related to COVID-19	400,000.00
Expanded Learning Opportunity Plan (ELO) page 4	LINK Crew	Use of LINK Crews to help connect incoming students to their new schools and supporting their programs.	15,000.00
Stakeholder Input	Improve Health and Safety of Facilities	Develop a list of facility needs that target safety concerns, ventilation air quality and plumbing concerns.	40,000.00

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

1,511,897.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunity Plan page 5 and stakeholder input	Mental Health Supports	Social Workers to assist students with mental health supports	288,000.00
ELO page 5 and OUHSD LCAP Goal 1/Action #2 page 10	Professional Development	Quality professional development for all instructional staff focused on using technology in the classroom, Professional Learning Communities, CR-PBIS and Culturally Responsive Teaching and Learning.	20,000.00
OUHSD LCAP Goal 1/Action #1 page 10	Technology	Upgrade school Internet access, provide Chromebooks for all students, provide technology to all staff to improve and complement classroom instruction.	564,000.00
OUHSD LCAP page 8	Curriculum	Insure students are being taught using Standards Based Curriculum and instructional materials.	256,000.00
	Para-Educators	Increase hours for Para-Educators to support students.	60,000.00
ELO page 5 and OUHSD LCAP Goal 2/Action #4 and #10	Increase Parent and family supports	Using Targeted Case Managers/Family Liaisons, Social Workers, Counselors and College and Career Technicians to assist parents and families in addressing barriers to learning and developing plans for life after high school.	10,000.00
ELO page 2 and OUHSD LCAP page 3 and 8	Reduce Chronic Absenteeism	Address Chronic Absenteeism through home visits with school staff and/or SRO's, Student Attendance and Achievement Review Team (SAART), and notices sent home.	0
Stakeholder Input	Math Camp	Math camp during the summer to prep students for the next level of Math.	20,000.00
ELO page 6/Stakeholder input	Tutoring After school	Tutoring in core subjects by OUHSD teachers afterschool and 24/7 Tutoring available to all OUHSD students by Tutor.com.	252,000.00
	Indirect Costs	3.96%	41,897

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

3,034,670

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Stakeholder Input	Digital Resources	Instructional resources	399,080.00
Stakeholder Input	Supplies /Replace or Repair Equipment for classrooms	Supplies /Replace or Repair Equipment for classrooms	75,000.00
Stakeholder Input	VAPA instructional materials/supplies/equipment repair or replace	VAPA instructional materials/supplies/equipment repair or replace	30,000.00
Stakeholder Input	CTE instructional materials/supplies/equipment repair or replace	CTE instructional materials/supplies/equipment repair or replace	75,000.00
Stakeholder Input	Musical Equipment Repair, Replacement and/or Cleaning	Musical Equipment Repair, Replacement and/or Cleaning	135,000.00
Stakeholder Input	Expand Independent Study Program	Increase staffing at the Center for Independent Study to satisfy program requests	1,100,000.00
Stakeholder Input	Extracurricular activities and athletics repair/replace equipment and/or supplies	Extracurricular activities and athletics repair/replace equipment and/or supplies	50,000.00
Stakeholder Input	Upgrade weight room facilities and equipment	Upgrade weight room facilities and equipment	50,000.00
Stakeholder Input	Modernize, replace , repair cafeteria equipment	Modernize, replace , repair cafeteria equipment	25,000.00
Stakeholder Input	Additional staff to keep facilities well maintained and cleaned to prevent the spread of COVID-19.	Additional staff to keep facilities well maintained and cleaned to prevent the spread of COVID-19.	225,000.00
LCAP/Stakeholder Input	SRO's	SRO contracts for LPHS, OHS and PHS	563,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Fieldtrips	Field trips to enhance classroom instruction and tour post-secondary opportunities	30,000.00
	Transportation and Maintenance Equipment	Equipment for maintenance and transportation such as floor scrubbers, scissor lift, hot pressure washer smoke detector for diesel busses.	95,000.00
	Harrison Stadium Security	Upgrade security cameras at Harrison Stadium	15,000.00
Stakeholder Input	Indirect Costs		167,590.00

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID-19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Increase Attendance Rates	Chronic Absenteeism and attendance rates	Monthly
Increase the number of students deemed "Prepared" on the College and Career Readiness Dashboard	College and Career Readiness Dashboard	Annually
Indicators.		
Increase Graduation Rates for all students.	Graduation Rate Dashboard	Annually
Increase overall GPA's for all students.	GPA's	Quarterly and by Semester

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
- **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
- **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/te/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the 'Total ESSER III funds received by the LEA,' provide the total amount of ESSER III funds received by the LEA. In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the 'Total ESSER III funds included in this plan,' provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA's plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

"Meaningful consultation" with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement "underserved students" include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- o Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- o Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- o Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent 
Date: October 4, 2021
Subject: Request to Increase Teacher Substitute Pay

OUHSD has had a difficult time finding substitute teachers during the past two years. OUHSD has surveyed the neighboring districts and determined we are one of the lowest paying districts for substitute teachers. Our current rate is \$150.00 dollars per day and \$175.00 dollars per day for a long term substitute assignment.

The Superintendent is proposing that OUHSD increase substitute teacher pay to \$200.00 dollars a day and \$225.00 per day for a long term assignment.

Attached is the summary of substitute teacher pay for districts in Butte County.

District	Regular Day	Long Term Rate	Elongated Day	Notes
Durham	\$125.00	\$150.00		
OUHSD	\$150.00	\$175.00		
Thermalito	\$150.00	\$180.00	\$160.00	Elongated Day covers more than one school to exceed 7.5 hrs which includes a 30 minute lunch Partial day is 3.5 hrs or less at 50% of the posted rate
Biggs	\$175.00	\$200.00		
Chico Unified	\$175.00	\$200.00		
Manzanita	\$180.00	\$200.00		
OCESD	\$180.00	\$210.00		
Golden Feather	\$200.00	\$200.00		
Paradise	\$170.00	\$190.00		
BCOE	\$150.00	\$234.40		



To: Oroville Union High School Board of Trustees
From: Kevin Simas, Director of Education
Date: 10/11/21
Subject: Contract for Services with Accountable School Staffing

Background Information: OUHSD has contracted with Accountable School Staffing for a full time paraeducator. OUHSD announced open paraeducator positions but has been unable to recruit and hire staff to fill multiple positions.

Financial Impact: 37.5 hours per week at the rate of \$40 per hour. The annual cost will be approximately \$54,000.

Recommendation: Approval



Staffing Agreement

Client: Oroville Union High School District

Contact: Kevin Simas

Phone: 530-538-2300 Ext 1104

Email: Ksimas@Ouhisd.Net

Accountable Healthcare Staffing, Inc. ("Accountable") is committed to presenting the most qualified Health Care Providers ("Providers") at the best possible rates. The rates listed below reflect the hourly billing rate for each specialty, or discipline. The terms and requirements of each assignment will be detailed and agreed upon in an Accountable Assignment Confirmation ("Assignment Confirmation"), which the Client must sign, and return, prior to the assignment start date.

Please note that every Provider and their rate must be approved in writing by Client, on the Assignment Confirmation prior to starting the assignment.

DISCIPLINE	Weekday Per Hour Billing Rate*
School Psychologist	\$85-\$90
SLP	\$85-\$90
PT	\$85-\$90
OT	\$80-\$90
SPED Teacher	\$78-\$80
Social Worker/Counselor	\$80-\$85
Paraeducator	\$38-\$40
Rn	\$60-\$80/
LPN	\$40-\$45

Other disciplines priced upon request.

- **Overtime:** All hours worked in excess of forty (40) hours in a workweek are billed at 1.5 times the applicable hourly rate when pre-approved in writing, except in California. In California, all hours worked in a single workday up to and including eight, to a maximum of 40 in the workweek are billed at the applicable hourly rate; hours worked after eight and through twelve in a workday, and the first eight hours on the 7th consecutive day of work in the workweek are billed out at 1.5 times the applicable hourly rate; and hours after twelve and through twenty-four in a workday, and hours nine through twenty-four on the 7th consecutive day of work in the workweek are billed out at 2 times the applicable hourly rate.
- **Quarantined Guarantee:** If an Accountable healthcare provider ("Providers") is placed in quarantine any time during the scheduled assignment at Client, Client shall nonetheless pay Accountable for HCP scheduled hours at its bill rates while Provider is quarantined ("Quarantine Obligation") in connection with exposure at Client facility, provided that Client's Quarantine Obligation shall not exceed shifts scheduled during a fourteen (14) day consecutive period.
- When transportation between schools is required, the time in transit is billable at the applicable hourly rate. There are no additional charges for mileage.
- Bilingual positions may require a higher billing rate.



Terms and Conditions

This Staffing Agreement (hereinafter referred to as the "Agreement") is made and entered into between Oroville Union High School District (hereinafter referred to as "Client") and Accountable Healthcare Staffing, Inc. (hereinafter referred to as "Accountable"). The individuals employed by Accountable and furnished to the Client are hereinafter referred to as "Provider(s)." Accountable is in the business of recruiting therapists, nurses and other employees in the health care field, and providing their services in a temporary capacity to client employers throughout the United States. Client will, upon request, receive such services based on the provisions outlined below.

ACCOUNTABLE RESPONSIBILITIES

1. Accountable will provide the Assignment Confirmation to be completed, signed and returned by the Client regarding each assignment. The Assignment Confirmation works in tandem with this Agreement to define the responsibilities and arrangements of the assignment. In the event of a conflict between this Agreement and the Assignment Confirmation, the Assignment Confirmation will control.
2. Accountable will provide a copy of any available licenses, resume and appropriate documentation for each Provider when requested in order that Client may determine if the Provider meets Client's requirements.
3. Accountable will dismiss or reassign a Provider, if necessary, based on receipt of **written** notice from the Client of unsatisfactory performance.
4. Accountable is responsible for salary, withholding applicable federal and state taxes, unemployment insurance and worker's compensation for Providers. In addition, Accountable will provide proof of general and professional liability coverage with a minimum of One Million Dollars (\$1,000,000.00) per occurrence and Three Million Dollars (\$3,000,000.00) in the aggregate, when requested.
5. Provider(s) will be considered an employee of Accountable working under the supervision of the Client.
6. Accountable will not be considered in breach or violation of this Agreement if prevented from performing its obligations due to any reason beyond its control.
7. Accountable will invoice Client weekly.

CLIENT RESPONSIBILITIES

1. Client will confirm any specific needs, such as facility, shift or specialty, start dates, duration, work site, and report times for each assignment in the Assignment Confirmation.
2. Client will provide orientation to Provider(s), which will include all relevant rules and responsibilities necessary to perform satisfactorily.
3. If Client, or an affiliate, hires said Provider within a one (1) year period subsequent to the end date of Provider's assignment, Client will pay Accountable a placement fee as specified in the Assignment Confirmation.
4. Client is responsible for verifying, approving and signing Accountable time cards for Provider(s).
5. Client agrees to pay each invoice upon receipt. Failure to pay within thirty (30) days of invoice date will result in a 1.5% finance fee per month and may result in withdrawal of Provider's services to the Client.
6. Client agrees to retain Provider(s) according to the specified facility, dates, times and hours, as well as particular minimum billing requirements, as detailed on the Assignment Confirmation.
7. Assignments may be extended or renewed by mutual written agreement, no later than five (5) working days before the end of the assignment. If extended or renewed, the fee to Accountable will be at least the amount set forth in the Assignment Confirmation.
8. Client agrees to comply with all applicable federal, state and local laws, rules and regulations.

TERMS OF AGREEMENT

1. This Agreement will commence when signed by authorized representatives of both Client and Accountable. Once signed, the Agreement will remain in effect until terminated, in writing, by either party. Upon termination of this Agreement, any Provider(s) on assignment at that time will complete said assignment as outlined in the Assignment Confirmation.
2. This writing and the Assignment Confirmation constitute the entire Agreement between the parties.



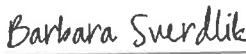
3. Both parties agree that the prevailing party in any litigation arising from this Agreement is entitled to be compensated for all related court costs and attorney fees.
4. Payment shall be made to: **Accountable Healthcare Staffing, Inc., PO Box 732800, Dallas, TX 75373-2800.**

IN WITNESS WHEREOF, this Agreement has been duly executed by Accountable and Client on the dates set forth below.

CLIENT:


Authorized Signature
Print Name: Kevin Simas
Title: Director of Education
Date: 10/4/21

ACCOUNTABLE HEALTHCARE STAFFING, INC.:

DocuSigned by:

Authorized Signature
Print Name: Barbara Sverdlik
Title: Vice President, Clinical Services
Date: 10/5/2021



To: Oroville Union High School District Board of Trustees
From: Dr. Corey Willenberg, Superintendent
Date: October 11, 2021
Subject: Contract with Tutor.Com

OUHSD is exploring ways to mitigate learning loss for our students. We have hired teachers to hold tutoring sessions after school during the 21-22 school year.

OUHSD would like to use Learning Loss Mitigation funds to contract with Tutor.Com to offer all OUHSD students access to tutoring services with qualified tutors until June 30, 2024. Access to tutoring was a common request from respondents to the OUHSD ESSER III survey.

Learning Loss Mitigation funds will be used to fund the \$252,000 contract until June 30,, 2024.



The
Princeton
Review

tutor
.com™

K-12

October 5, 2021

Your Partner in College and Career Readiness

KEISHA HELLON
DIRECTOR, WEST REGION
K-12 EDUCATIONAL PARTNERSHIPS
THE PRINCETON REVIEW
KEISHA.HELLON@REVIEW.COM
(909) 278-4441

ONLINE ACADEMIC TUTORING PROPOSAL FOR:

OROVILLE UNION HIGH SCHOOL DISTRICT

Dr. Corey Willenberg
Superintendent
Oroville Union High School District

Dear Dr. Willenberg,

Thank you for this opportunity to explore a partnership with your district for online tutoring! Helping students learn and progress is the goal of education, but achieving that goal can be a challenge, especially today.

Tutor.com can help your schools meet this challenge by providing your students with timely and essential support: 24/7 one-to-one tutoring (on-demand, scheduled, and asynchronous) for 200+ subjects, test prep, and career readiness. This includes all AP and IB coursework.

Your students will be able to access this anywhere, via any Internet-connected device, which further ensures that they can connect with educational experts and resources at any time. This is particularly important now as schools struggle to maintain educational continuity and equity of access due to COVID-19.

WHO WE ARE

Tutor.com is a trusted and reliable academic partner that's been helping students for more than 20 years. Since our inception in 1998, we've delivered more than 21 million tutoring sessions – more than any other provider – and currently provide our award-winning services to hundreds of schools and thousands of students nationwide.

In addition to K-12 schools, our solution is used by colleges and universities, libraries, and companies. We're also the official tutoring and homework help provider for the U.S. Department of Defense, serving U.S. military families in the Air Force, Army, Marines, Navy, National Guard, Reserves, and Coast Guard.

HOW WE HELP

Tutoring is provided in our easy-to-use virtual classroom by more than 3,700 rigorously vetted and trained experts, with each session tailored to a student's unique needs and learning style. Once connected with a tutor, which occurs within *seconds* of an on-demand request, your student receives the tutor's undivided attention.

These services are designed to supplement the hard work your faculty and staff already do. They not only provide personalized, targeted learning, as well as access for those with disabilities, but the data necessary to help students, teachers, and schools excel.

Our services are also scalable, ranging from a full-service 24/7 solution to other options. The attached proposal further describes these and our promise to provide positive and measurable outcomes.

Thank you for considering Tutor.com. We would welcome the opportunity to assist Oroville Union High School District and look forward to further discussion.

Keisha Mellon
Director, West Region, K-12 Educational Partnerships
The Princeton Review
(909) 278-4441

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Tutor.com for K-12

OUR MISSION

Our mission is to help all students reach their full potential. We accomplish this by providing access to exceptional educational support, which enables students to gain the knowledge, skills, and confidence they need to succeed.

OUR PROMISE

Tutor.com will provide expert and encouraging tutoring that your students will love, through a proactive and supporting partnership that you'll love, with positive and measurable results that everyone will love.

OUR DIFFERENCE

- Tutor.com is the most **trusted and reliable** online tutoring service in its industry, providing support to hundreds of clients and thousands of students, for over 21 years.
- We connect students to tutors within seconds of their on-demand tutoring requests, **24/7, in over 200 subject areas**. Once connected, each student receives a tutor's *undivided* attention until the session's educationally sound conclusion.
- We provide access to **bilingual Spanish-speaking tutors** to further assist English learners in math, science, and social studies.
- We always deliver on our **promise of quality and transparency**, consistently providing service levels that exceed expectations. There are no smoke and mirrors.
- We select only the **best tutors**, fully orient them to our methodologies and philosophies, then continuously monitor and mentor them to ensure **optimal student outcomes**.
- We can connect **parents** with student coaching guidance to help them support children learning at home.
- We provide clients with **proactive, high-touch support**, empathizing with their needs and working with them to meet these, while also being responsive to any questions or concerns.
- We **utilize data effectively** to continuously **monitor and improve** our services and inform our clients of opportunities for **early student intervention** and program success.



How We Support Students, Teachers, Parents, and Schools

Tutor.com's processes and approach, which include targeted learning and feedback, helps students, teachers, and schools on multiple levels. We also offer student coaching assistance to parents!

We help students by:

- Assessing skill knowledge and mastery and providing targeted learning engagements with carefully vetted subject matter experts
- Facilitating understanding of critical concepts via critical thinking and positive reinforcement
- Using multi-modal instructional methods targeting the different learning styles of students, including on-demand tutoring, scheduled tutoring, and asynchronous assistance
- Providing a range of accessibility options and an accessibility classroom that's fully ADA and Section 508 compliant
- Protecting student privacy at all times; Tutor.com complies with all requirements regarding student data and privacy, including FERPA and others

We support teachers by:

- Extending instructional moments to help save valuable classroom learning time
- Reinforcing core learning principles for students that helps teachers stay on track with core curriculum and whole-class learning
- Providing insights into student knowledge and progression through diagnostic data
- Identifying learning needs and providing notification for any student at risk of falling behind

We serve schools by:

- Identifying vital elements that need reinforcement at the school level, including core curriculum, professional development, and/or instructional strategies
- Offering prompt intervention for students to effect positive change
- Increasing persistence in students with higher GPAs and instilling the confidence needed to continue in college-ready/college-going advancement

We assist parents by:

Helping them to help their kids! Tutor.com tutors also work with parents to help them coach their K-12 student. They provide resources, suggestions, techniques, and support for the following areas of focus:

- Scheduling and organization
- Using resources
- Setting expectations and finding balance
- Studying techniques and managing knowledge gaps
- Motivation and goals

About Our Tutors

Tutor.com takes great care in selecting and supporting its tutors. We understand that the service we provide is representative of Oroville Union High School District and must reflect your high standards of exceptional service. To that end, our greatest investment is in our tutors. Here are the components of our tutor selection and management process:

Qualifications: Tutor.com tutors for have a minimum of a bachelor's degree in the field or subfield in which they tutor. Many have advanced degrees and many are faculty members, adjuncts, or teachers, or are employed in the fields for which they tutor.

Subject expertise: Tutor.com invokes a stringent vetting process to ensure that our tutors meet our standards for effective tutoring. This multi-step process begins with a rigorous subject exam. Less than 10 percent of applicants succeed on this critical element.

Interviews and reviews: Applicants meeting our minimum education requirements and passing our subject examinations then participate in an in-depth interview and introduction to Tutor.com. The process includes gaining experience in our online classroom, a review of our policies and expectations, and a thorough explanation of our pedagogy and methodologies, all led by our expert facilitators who have vast tutoring experience themselves.

Background check: Upon completion of the interview and introduction, Tutor.com conducts an extensive third-party background check. All tutors must satisfactorily pass this, which includes a multi-tiered criminal history check and education verification. **Background checks are repeated multiple times a year for all tutors.**



Daria S.



Scott R.



Rachel N.



Jamarius W.



Shelly V.

Ongoing monitoring: The quality of our tutoring service is a key component of our success. Once tutors are selected, they're assigned to a Quality Specialist (QS). The QS reviews each tutor's sessions on a regular basis, providing constructive feedback and helpful resources while also tracking performance.

The quality reviews are supplemented by several other quality assurance systems such as student comment reviews and automated transcript reviews. New tutors (those within their first 30-60 days) receive quality reviews, on average, every 7-10 days. More advanced tutors also receive regular feedback from their QS on an ongoing basis.

Resources: In addition to the above, we also provide our tutors with an extensive resource center containing videos, articles, and documents ranging from tutoring techniques to subject-specific resources. These resources are constantly updated to reflect changing practices and newly developed

subjects. We also provide our tutors with a monthly newsletter containing additional articles on tutoring strategies and student successes.

Professional development and support: Tutors are rewarded and supported through awards and status changes. Awards are given to those who exhibit exceptional student support in their sessions. Tutors also earn merit-based status changes through multiple levels up to Master Tutor. In fact, several of our full-time team members in multiple departments first started with us as tutors and many of our Master Tutors have been working with Tutor.com for over a decade—some are even approaching their 20-year anniversaries as Tutor.com tutors.

Student Survey Feedback

Here are just a few examples of the feedback we receive on our tutors from K-12 students:

- *"Liz was wonderful. She helped me and walked me through my question. She saved me a night of frustration."*
- *"I am so lost with algebra. I am so grateful for this resource."*
- *"The tutor really took the time to help me understand the question well and helped me format my answer. I had a complete understanding of the concept after we were done with our chat."*
- *"This tutor was a great help. She made me be actively involved, which helped me better understand what I was actually doing."*
- *"The Spanish tutor helped me understand some grammar issues I was struggling with and allowed me to type a sample essay, while he corrected me. I really enjoyed the time I spent with this tutor and felt more confident in writing compositions in Spanish."*

Tutor.com's Online Classroom

Tutor.com for K-12 has been designed to meet the needs of students in grades K-12 and offers a range of instructional options, further described below.

As noted, all tutoring sessions take place in our online classroom, a collaborative Web-based space that's also accessible via mobile device. This is a safe, secure, and anonymous learning environment where learners of all ages can ask questions without fear of judgment. It's easy to use, even for those with limited computer skills, while being sophisticated enough to support advanced users in need of more functionality.

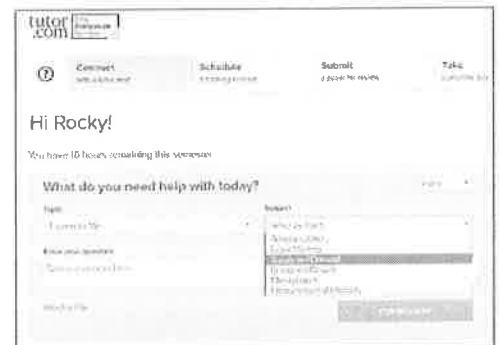
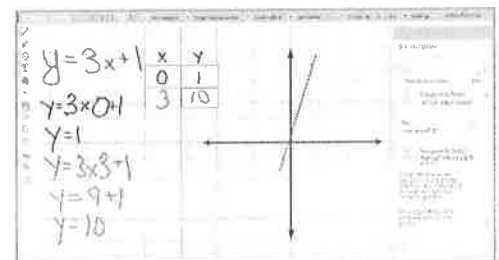
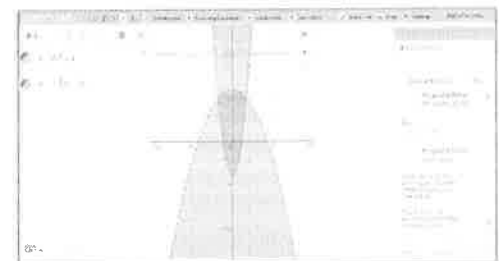
The Tutor.com Online Classroom includes:

- Instant chat
- **Optional two-way voice chat** (via VOIP, the device's microphone/ speakers, or by calling into a conference line)
- Two-way shared interactive whiteboards with file and application sharing
- Shared Web browsing
- Specialized tools for advanced applications
- Two-way graphing calculator for STEM subjects
- Two-way code editor for computer science courses
- Two-way text editor for active brainstorming in composition sessions

Whiteboard: Our interactive shared whiteboard allows students and tutors to draw problems together, import content and images, and share files and applications. It includes various drawing tools, the option to add lined or graph paper, and the ability to import math and science expressions from our library of whiteboard objects.

File and application sharing tool: This is one example of our whiteboard features. It allows students to send their tutors files and documents in any commonly used formats (Word, Excel, PowerPoint, etc.) for review in the online classroom. All documents and files shared during a session are also sent to the student as chat messages; these are then archived so students can review later if needed.

Shared Web browsing: This allows tutors enrich any session with third-party Web content, or to refer to institution-specific resources like syllabi or grading rubrics during a session. All URLs accessed are also sent to the student as chat messages, which are archived along with the rest of each session's chat log so that students or faculty and/or administrators may review this third-party content later.



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View Feedback

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本表为初步统计, 数据仅供参考, 不作为法律依据。如有变动, 以最终统计结果为准。

Our tutors then provide feedback that consists of detailed comments and a summary of the document's strengths and weaknesses. This focuses on both higher-order concerns (e.g., thesis, audience and purpose, organization, and development) and lower-order concerns (e.g., grammar, syntax, and citations). Tutors also recommend next steps and any relevant resources.

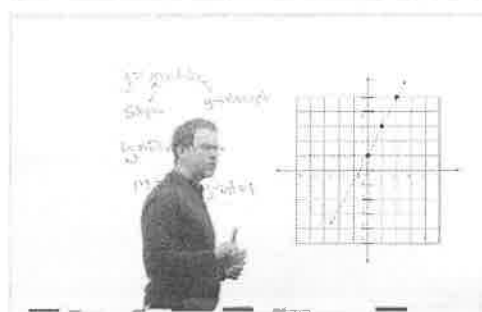
Writing Projects: To provide assistance with longer papers, we also offer a service called Writing Projects. This lets students to send their document to the same tutor for multiple drafts, if desired, for consistent feedback.

WriteTutor™ Resource Center: The WriteTutor Resource Center houses several proprietary Tutor.com resources related to the writing process. Topics include tips and FAQs for general essay writing, writing mechanics, use of sources, and rules for MLA, APA, and Chicago/Turabian formats. View the WriteTutor Resource Center at www.tutor.com/writing-center for more details.



Supplement Learning with Optional Self-Study Tools

Video lesson libraries: Tutor.com offers a range of proprietary, high-quality instructional videos on numerous topics. These include Early Edge instructional videos that focus on basic academic skills in reading, writing, English language arts, and mathematics. These are designed to help students lock in their learning, confirm their understanding, and achieve the proficiency needed to succeed academically.



Diagnostic quizzes: Other resources include over 100 asynchronous quizzes to help students test their core competencies and focus on any areas where prerequisite knowledge is a requirement. If help is needed, students can quickly connect to a tutor.

We also provide real-time access to quiz score reports to faculty and advisors. This lets them identify incorrect responses from both individual students and in aggregate to enable additional assistance and to inform curriculum and instructional design. Quizzes are available in the following subjects:

- Algebra I
- Algebra II
- Biology
- Calculus
- Chemistry
- English I
- English II
- English III
- English IV
- Geometry
- Liberal Arts Math
- Math Fundamentals
- Physics



Tutor.com Client Care

Building an effective tutoring program requires a considerable amount of staff, time, and resources. We help lighten that burden. Our dedicated Client Care team will guide your staff through a smooth and efficient implementation, offering technical support and best practices to launch your program on time. Going forward, your Client Services Manager will then provide proactive, timely communication to help you reach your quantitative and qualitative program goals.

Marketing Support

Our Client Care team will also work with you to build a customized marketing plan based on your outreach goals, community needs, staffing resources, and marketing budget. We will then provide marketing materials to help you build awareness of your Tutor.com program. Our clients often tell us that we provide the best marketing and promotional support of any provider with whom they work.

Data and Insights

Tutor.com provides easy access to learning analytics data (**Predictive Insights™**) for your faculty and administrators through a custom dashboard. This easy-to-use dashboard is accessed through our secure client portal by users you designate. It lets you review usage statistics and pull on-demand reports, which let you drill down for even more data. Through this dashboard, you can also receive monthly reports, which can be customized.

All reports can be exported to common formats (e.g., Excel, CSV, XML, or PDF). Additionally, all data can be directly sent to your data warehouses through an API.

ON-DEMAND REPORTS

Student usage: This includes the number of sessions requested and total minutes consumed for each student in each subject. Report parameters also include specified date range and the lifetime of each student's account. Reports may be filtered by student email, username, first name, last name, or student location.

Individual student sessions: A granular breakdown of all tutoring sessions within the requested date range. This report includes the following data for each session: unique student and tutor identifiers, student location, session start and end times, the student's subject and course ID, session length, and link to session transcript.

Program snapshot: A high-level summary of overall program usage, including total sessions served and total tutoring hours consumed. This report also includes unedited student comments and aggregate



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student satisfaction metrics. It is typically used to measure overall program adoption and to track usage against purchased tutoring hours or budgets.

MONTHLY REPORTS

These reports can also be pushed to you via a monthly subscription. They include:

- Total number of sessions and hours by college center for the month
- Total number of sessions by subject and course section
- Average length of tutoring session and total minutes in session
- Usage breakdown of live tutoring and diagnostic quizzes
- Usage from month to month
- Usage by mobile device
- Early Alert data (see below for details)
- Post-session survey indicating student satisfaction ratings
- Un-edited post-session student comments
- Individual student and aggregate usage reports

EARLY ALERTS FOR INTERVENTION

In addition to on-demand and monthly reporting, we will also provide you with instant notifications (Early Alerts) that identify students who may be struggling, to enable timely intervention. According to our clients, students who receive extra help based on Early Alerts have higher pass rates.

Early Alerts are available through the client portal or can be emailed and can be set up according to your preferences. They are generated by both the tutor and our system and include the following:

- Student level of knowledge and/or content mastery – tutor generated
- Frequent requests for tutoring, in which students request multiple sessions within a week (system generated), and/or unusually long sessions – system generated

Tutor-generated alerts not only tell you that a student may be struggling, but also why. For example, if a student demonstrates a lack of prerequisite knowledge of algebra, her math instructor could quickly receive an Early Alert notification noting where prior knowledge is lacking.

Our Results

Tutor.com maintains high student satisfaction and recommend rates. Please see below for our student ratings for the first half of this year. These are based on the survey students are asked to complete after each tutoring session.

2020 Post-Session Student Survey Results (Jan. 1 – June 30)	
Tutor Rating	4.6/5.0
Classroom Rating	4.6/5.0
Are you glad your organization offers this service?	98%
Would you recommend this service to a friend?	97%
Is this service helping you complete your homework assignments?	96%
Is this service helping you improve your grades?	96%
Is this service helping you be more confident in your schoolwork?	97%

Integration and Support

Key components of the services we provide include integration with your curriculum and student management system and multiple options for responsive and timely support.

CURRICULUM INTEGRATION

Your dedicated Tutor.com team will conduct an implementation tailored to your students' needs and integrate Tutor.com's predictive analytics into your systems and workflows.

Our platform can easily support your specific learning objectives. During implementation, you can select the subject areas, as well as the individual, skill, and group reports that are most important to you.

INTEGRATION WITH YOUR STUDENT MANAGEMENT SYSTEM

Tutor.com integrates with a variety of student information systems, ERP platforms, and learning management systems. This provides flexibility for school and/or district IT leaders and easy access for eligible students.

Student rosters may be imported manually or through an automated process, or students may register for accounts using pre-approved email domains. Students may also access the service through a variety of secure single sign-on methods, which provision new accounts for eligible users in real time using their credentials from a trusted student management system.

Your Client Services Manager will work with district and/or school IT representatives during implementation to determine the best authentication method for Oroville Union High School District.

SUPPORT

All Tutor.com programs come with premiere support coverage:

- Toll-free telephone support from our Tutor.com certified technical support team seven days a week
- 24/7 email support by Tutor.com's certified technical support or client care staff member, 361 days a year (excluding New Year's Day, Fourth of July, Thanksgiving, and Christmas)
- Real-time 24/7 classroom support from tutors for any classroom issues, 361 days a year
- Detailed answers to the FAQ; these are available on each of your Tutor.com program pages, including solutions to common technical problems
- An online repository of customizable outreach resources, including postcards, flyers, posters, and seasonally updated digital media images, some available in Spanish
- A dedicated Client Services Manager to proactively provide information and updates, address any concerns, and respond to your questions

Pricing

The package: fair, flexible, and no surprises

Tutor.com charges only for the actual time in sessions between a tutor and a student for our hourly model. We do not bill any minimums for a tutoring session based on subject or type of session.

Below is our estimate for the option needed to provide services to specific programmatic operations at Oroville Union High School District. The Princeton Review/Tutor.com's quote for this is as follows:

Hourly Option	
Number of Hours	Per Hour Pricing
0 – 2,500	\$35.00
2,501 – 5,000	\$33.00
5,001 or more	\$31.00

License Option	
Number of Students	Per License Pricing
500 – 999	\$45.00
1,000 or more	\$35.00

Student Usage Fee: Student usage fees are calculated using the tiered rates above. Each tier, and associated price, corresponds with the number of hours purchased. Alternatively, a license-based option can be purchased at the listed per-student rate.

Predictive Insights Fee: Fees for the Tutor.com Predictive Insights product are billed annually at 10% of contract value. **This fee will be waived for Oroville Union High School District.**

Implementation Fee: This is a one-time fee of \$2,500 and includes cost of all standard implementation related webinars, training, materials and events. Clover integration will require additional set-up time and fees.

Fee Summary:

License Fees	7,200 licenses at \$35/license (2,400 licenses per year) Program Dates: Nov 1, 2021 to June 30, 2024	\$252,000
Predictive Insights Annual Fee	10% of Contract Value	\$18,600 (waived)

Standard Implementation Fee	\$2,500	\$2,000 (SSDA discount)
Total:		\$254,000

We will also include the following in our agreement to provide maximum flexibility to Oroville Union High School District:

- Oroville Union High School District will be able to add additional licenses at any time during term of agreement at original purchase price.

**Pricing is valid for up to three months after proposal date.*

Program Snapshot

Your Tutor.com program for K-12 will include:

- 24/7 On-Demand and Scheduled Sessions
- 3,600+ Fully Vetted, Expert Tutors
- 250+ Academic & SAT/ACT/AP Test Prep Subjects
- Asynchronous, Drop-Off Writing Reviews
- Extremely Low Wait Times
- Diagnostic Quizzes & Video Lessons
- Purpose-Driven, Proprietary Classroom
- Mobile Access on any device
- Princeton Review SAT/ACT Test Prep Resources
- **Section 508/ADA Compliance**
- Actionable Data & Measurable ROI
- 24/7 Client Portal Access
- Expert Implementation
- **Single Sign-On (SSO) Integration option**
- Proactive Individualized Client Care & Support
- Extensive Outreach Resources for Students, Staff and Parents
- Faculty Training

Our 1-to-1 classroom and asynchronous Drop-Off Reviews include:

- In-Classroom "Tour Guide"
- Instant Messaging/Chat
- **Two-Way Audio (optional to student)**
- Interactive Whiteboard(s)
- Graphing Calculator
- Code Editor & Text Editor
- Screen & Application Sharing
- Full Recording for Transcript Review
- Emoticons & Celebratory Graphics
- Asynchronous Drop-Off Writing Reviews
 - Covered subjects, 24/7
 - Special Writing Project Features
 - 12-Hour or Less Turnaround
- "Favorite Tutor" Tags for Reconnecting
- Saved Session Transcripts & Replays
- Virtual Locker for Shared Files
- Post-Session & Post-Review Surveys
- Transcript Sharing via Email

Our data analytics and reporting include:

- 24/7 Access through Client Portal
- Fast Facts Dashboard
- Detailed Monthly Reports with Trends
- Archive of all Monthly Reports
- Student Usage Report
- Individual Student Session Report
- Predictive Insights™ Data Analysis
- Early Alerts for Faculty & Admins
- SOAP API or FTP Repository Options (custom implementation, additional fee may apply)



To: Oroville Union High School District Board of Trustees
From: Dr. Corey Willenberg, Superintendent
Date: October 11, 2021
Subject: Contract with Education Advanced Inc.

Education Advanced has a software program called Cardonex that assists districts in streamlining the master scheduling process as well as identify certificated hiring needs sooner during the process. The process will also reduce the staff hours required to develop a master schedule.

This product will also assist the district in improving access and equity in course access for all students which is an LCAP requirement.

The Superintendent is requesting approval to contract with Education Advanced until June 30, 2024 for the Cardonex program. LCFF funds will be used to fund the contract.



EDUCATION ADVANCED

Education Advanced, Inc
2702 E. Fifth St, #372
Tyler, TX 75701
(903) 858-4497
accounts@educationadvanced.com
<http://www.educationadvanced.com>

Sales Rep Robyn Machac

Contact Name Corey Willenberg
Bill To Name Oroville Union High
Bill To 2211 Washington Ave.,
Oroville, CA 95966
USA

Quote Number 00003105
Created Date 10/6/2021
Expiration Date 10/31/2021

Product	Line Item Description	Sales Price	Quantity	Total Price
Cardonex Implementation, Training, & Technical Assistance	School Year 2021-22	\$8,750.00	1.00	\$8,750.00
Cardonex Implementation, Training, & Technical Assistance	School Year 22-23	\$6,563.00	1.00	\$6,563.00
Cardonex Implementation, Training, & Technical Assistance	School Year 23-24	\$4,375.00	1.00	\$4,375.00
Cardonex Setup and Integration	School Year 2021-22	\$1,250.00	1.00	\$1,250.00
Cardonex Subscription	School Year 2021-22	\$20,000.00	1.00	\$20,000.00
Cardonex Subscription Renewal	School Year 22-23	\$20,000.00	1.00	\$20,000.00
Cardonex Subscription Renewal	School Year 23-24	\$20,000.00	1.00	\$20,000.00

Quote for Services has been submitted for your approval. Terms of agreement for services will be governed by Company's Subscription Services Agreement.

Subtotal \$80,938.00
Discount 0.00%
Total Price \$80,938.00

Notes Please send PO to
accounts@educationadvanced.com

Quote Acceptance Information

Accepted By _____

Signature _____

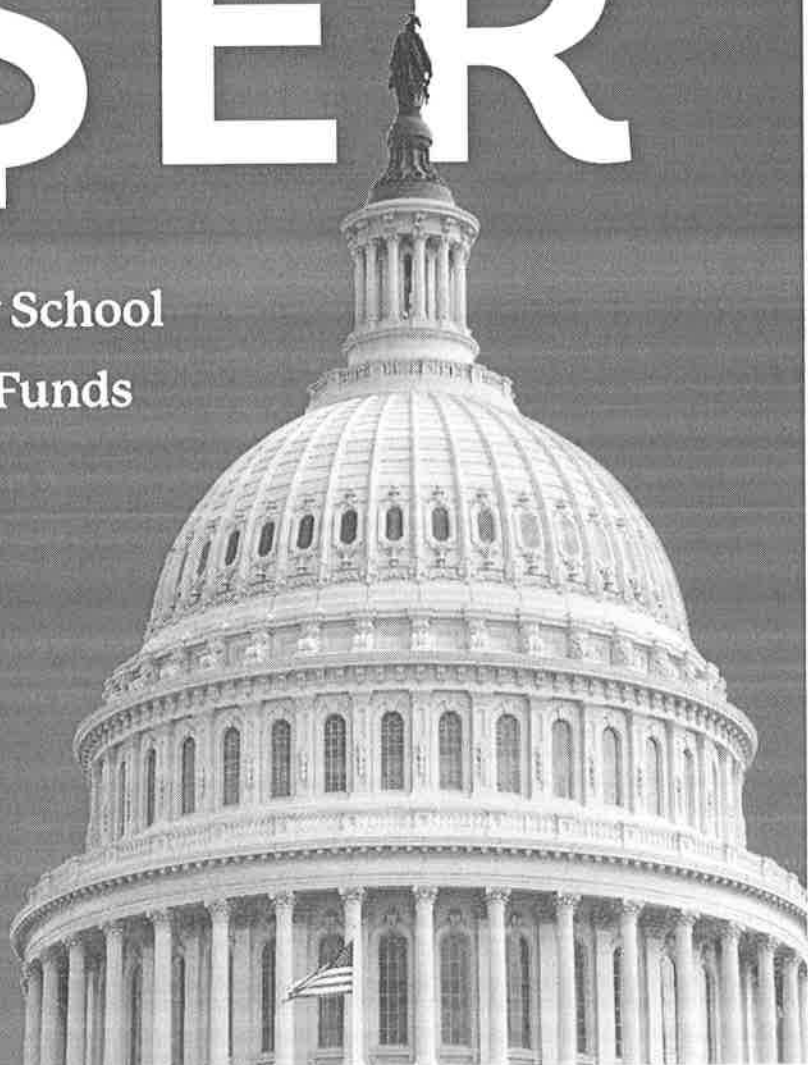
Accepted Date _____

March 30, 2021

ESSER

Elementary and Secondary School Emergency Relief (ESSER) Funds

A White Paper on Legislation and Leverage



Elementary and Secondary School Emergency Relief (ESSER) Funds

A White Paper on Legislation and Leverage

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ESSER

Elementary and Secondary School Emergency Relief (ESSER) Funds



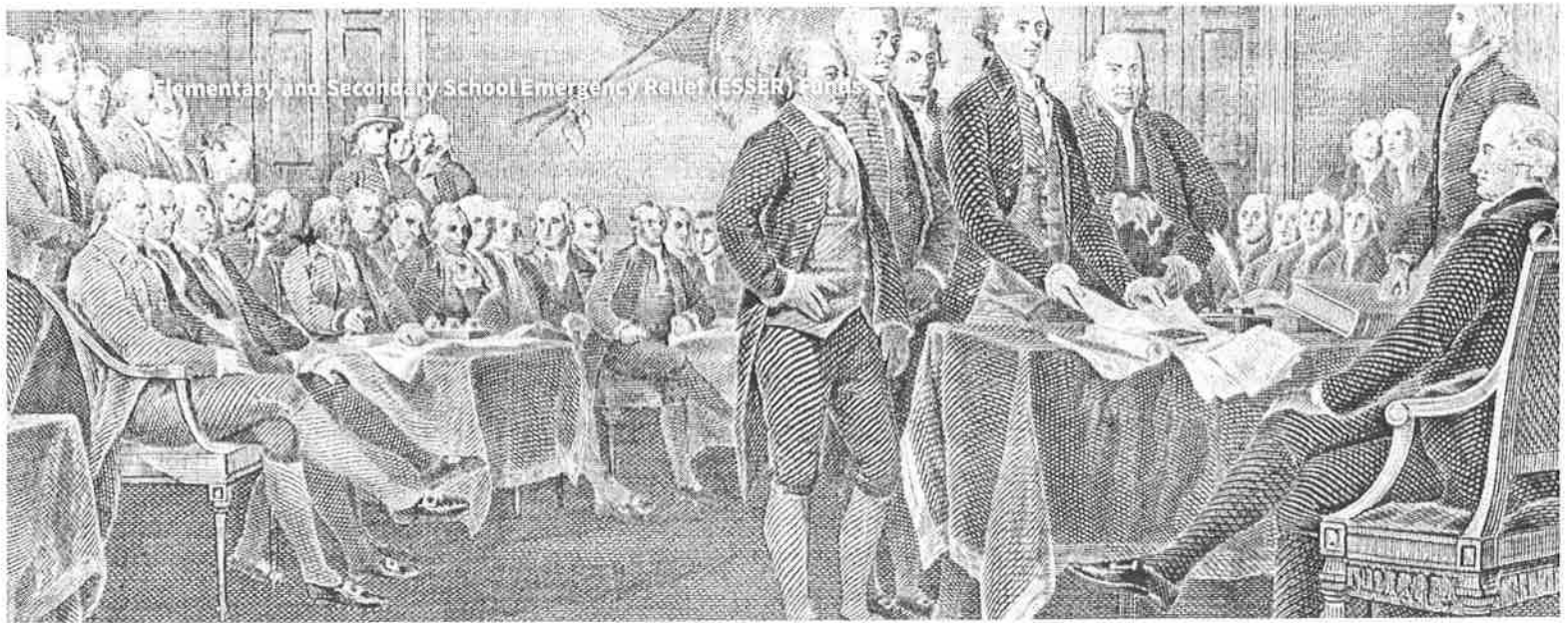
Introduction

On March 11, 2020, the Novel Coronavirus Disease 2019 (COVID-19) was officially declared a global pandemic by the World Health Organization. The United States leadership began to take immediate health and safety steps with business and school closures as a part of the response. On March 27, 2020, the US legislature enacted public Law 116-136, 134 Stat. 281, the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), the third phase of Congress's coronavirus response. Of the nearly \$2 trillion appropriated through the CARES Act, an allotment of \$30.75 billion to the Education Stabilization fund included \$13.2 billion set aside for grants to States through the Elementary School Emergency Relief Fund (ESSER). ESSER provided assistance to states, districts, and schools to address the effect of closures on learning and student outcomes.

At first, what seemed like an extended spring break dragged into summer, stretched across vacations and summer school, and continued to climb through fall and winter. In response to the ongoing pandemic, HR 133, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021, was signed and became Law 116-250 on December 27, 2020. The additional \$2.3 trillion spending bill included an additional \$54.3 billion in ESSER funding, referred to as ESSER II.

As spring break for schools began, on Thursday, March 11, 2021, the first anniversary of the pandemic declaration, HR 1319, the American Rescue Plan Act (ARPA) of 2021, was signed and became Law 117-2. The ARPA, a \$1.9 trillion plan, included an even larger relief package for ESSER III than ESSER I and ESSER II combined, providing \$123 billion for schools to tackle unfinished learning and prepare to reopen in the fall. These funds provide critical assistance to help schools and districts maintain a high-quality learning environment, continue establishing innovative learning methods, and combat and recover unfinished learning related to COVID-19.





Purpose

The Elementary and Secondary School Emergency Relief Fund (ESSER) was established as part of the Education Stabilization Fund to provide State educational agencies (SEAs) with grant awards for local education agencies (LEAs) to address the influence of COVID-19. ESSER I and II directed States to disburse 90% of the allocation to LEAs utilizing the Title I formulas. Although awarded using the same procedure, ESSER funds are not part of the Title I A funds and must be granted and tracked separately. States were allowed to reserve $\frac{1}{2}$ of 1 percent of the total allocation for administrative purposes and not more than 10% for COVID-19 related emergency needs.

The distribution of ESSER III funds to districts will follow the Title I A plan, with 90% of the funds awarded in grants. However, the remaining 10% allotted to the state requires a more specific allocation formula. Of the SEA funds, 5% must provide “evidence-based activities” to address unfinished student learning, for example, state-funded summer school programs. Also, 1% must implement a summer enrichment program to address students’ academic, social, and emotional needs. Another 1% should implement evidence-based afterschool programs. The SEA allotment includes an administrative allowance of no more than 0.5%, with the remaining 2.5% of the funds reserved for other COVID-19 related emergencies. New programs should target the needs of students disproportionately affected by the pandemic, including racial and ethnic minorities, economically disadvantaged students, students with disabilities, English learners, students who are migratory or experiencing homelessness, and students in foster care. The ARPR also provides funds directly for non-public schools. Therefore, public schools are not required to provide funding assistance to non-public entities from the ESSER III distribution for the LEA.

“Now, this is not the end. It is not even the beginning of the end. But it is, perhaps, the end of the beginning.”

—Winston Churchill





Allowable Uses for Esser Funds

- » **(NEW – III) LEAs shall reserve not less than 20% of funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer entrenchment, extended day, comprehensive after school programs, or extended school year programs, and ensure that such interventions respond to students' academic, social and emotional needs and address the disproportionate impact of the coronavirus on student subgroups including low-income students, children with disabilities, English learners, racial and ethnic minorities, migrant and homeless children, and youth in foster care.**
- » Any activity authorized by the Elementary and Secondary Education Act, the Native Hawaiian Education Act, the Alaska Native Educational Equity, Support, and Assistance Act, the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act, the Carl D. Perkins Career and Technical Education Act, or subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act.
- » Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments and other relevant agencies to improve coordinated responses among such entities to prevent, prepare for and respond to COVID-19.
- » Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- » Activities to support special populations' unique needs (English learners, low-income children or students, children with disabilities, racial and ethnic minorities, migratory and homeless students, and foster care youth) including how outreach and service delivery will meet the needs of each population.
- » Developing and implementing procedures and systems to improve preparedness and response efforts between LEAs and other governmental agencies.
- » Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases.
- » Purchasing supplies to sanitize and clean the facilities of the LEA, including all buildings operated by the LEA.

- » Planning for and coordinating during long-term closures, including how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under IDEA, and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- » Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
- » Providing mental health services and supports.
- » Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant and homeless students, and children in foster care.
- » **(I-only)** Planning for how to provide technology for online learning during closures.
- » **(NEW – II)** Address learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, migrant and homeless children, and youth in foster care, of the LEA, including by –
 - Administering and using high-quality assessments that are valid and reliable to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction.
 - Implementing evidence-based activities to meet the comprehensive needs of students.
 - Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
 - Tracking student attendance and improving student engagement in distance learning.
- » **(New-II)** School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards and to support student health needs
- » **(New-II)** Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.
- » **(New-III)** Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- » Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.
- » Any funding that is not used within one year must be returned to the US Department of Education so that it can be reallocated to other states.



ESSER Allocations

In 1965 with the passage of the Elementary and Secondary Education Act, the Title I provision created a program for distributing funds to schools and school districts with a high percentage of students from low-income families. Title I intends to develop programs that properly support children with intervention programs aimed to improve student outcomes and retention rates, among other projects. CARES Act funds must be obligated or returned by approximately May 30, 2020. The CRRSA funds must be obligated by September 30, 2022, and the ARPA funds must be obligated by September 30, 2023. The table below provides the approximate amount allocated to each state from each appropriation act. For example, for FY 2021, Alabama received 10.9 times more funding through ESSER than its annual Title I allocation. This document's reference page includes information on the locations for the data used in the table below.

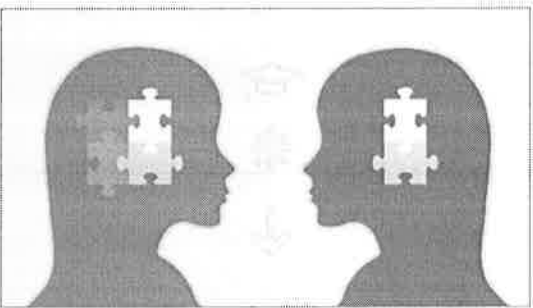
State	CARES Act 3/27/2020		CRRSA 12/27/20		ARPA 3/11/21		Grand Total Award Amount	FY 2021 ESSER		FY 2021 Title I		Increase
	Award Amount		Award Amount		Award Amount			Sub-Total		Preliminary Award		
Alabama	\$ 216,947,540		\$ 899,464,932		\$ 2,020,070,466		\$ 3,136,482,938	\$ 2,919,535,398		\$ 286,756,773		10.9x
Alaska	\$ 88,407,917		\$ 159,719,422		\$ 358,707,144		\$ 556,834,473	\$ 518,426,556		\$ 47,236,990		11.0x
Arizona	\$ 777,477,944		\$ 1,149,715,947		\$ 2,582,098,697		\$ 4,009,292,588	\$ 3,731,814,644		\$ 316,164,670		10.8x
Arkansas	\$ 128,758,638		\$ 558,017,409		\$ 1,253,227,833		\$ 1,940,003,880	\$ 1,811,245,242		\$ 186,712,569		10.9x
California	\$ 1,647,306,127		\$ 6,709,637,866		\$ 15,068,884,546		\$ 23,425,824,539	\$ 21,778,518,412		\$ 2,001,305,355		10.9x
Colorado	\$ 120,993,782		\$ 519,324,311		\$ 1,166,328,632		\$ 1,806,646,725	\$ 1,685,652,943		\$ 153,678,112		11.0x
Connecticut	\$ 111,068,059		\$ 492,426,458		\$ 1,105,919,874		\$ 1,709,414,391	\$ 1,598,340,332		\$ 144,720,180		11.0x
Delaware	\$ 48,492,753		\$ 182,885,104		\$ 410,733,965		\$ 637,111,822	\$ 593,619,069		\$ 51,682,225		10.9x
District of Columbia	\$ 42,006,354		\$ 172,014,174		\$ 388,112,154		\$ 600,136,682	\$ 588,440,178		\$ 50,814,996		11.0x
Florida	\$ 770,247,851		\$ 3,113,878,723		\$ 7,038,246,438		\$ 10,942,373,012	\$ 10,177,175,161		\$ 922,111,589		11.0x
Georgia	\$ 457,169,852		\$ 1,892,092,618		\$ 4,249,371,244		\$ 6,598,633,714	\$ 6,141,463,862		\$ 567,192,823		11.0x
Hawaii	\$ 43,385,229		\$ 183,595,211		\$ 412,328,764		\$ 639,309,204	\$ 595,923,975		\$ 54,139,551		11.0x
Idaho	\$ 47,854,095		\$ 195,890,413		\$ 439,942,041		\$ 683,687,149	\$ 635,832,454		\$ 58,591,308		10.9x
Illinois	\$ 569,467,218		\$ 2,250,804,891		\$ 5,054,988,054		\$ 7,875,260,163	\$ 7,305,792,945		\$ 665,909,339		11.0x
Indiana	\$ 214,472,770		\$ 888,783,517		\$ 1,994,734,056		\$ 3,097,990,343	\$ 2,882,917,593		\$ 264,855,604		10.9x
Iowa	\$ 71,625,561		\$ 344,864,294		\$ 774,516,216		\$ 1,191,006,071	\$ 1,119,380,510		\$ 102,841,111		10.9x
Kansas	\$ 84,520,061		\$ 369,825,794		\$ 830,585,182		\$ 1,284,944,037	\$ 1,200,414,976		\$ 109,913,272		10.9x
Kentucky	\$ 193,186,874		\$ 928,274,720		\$ 2,084,773,157		\$ 3,206,234,751	\$ 3,013,047,877		\$ 266,720,051		11.3x
Louisiana	\$ 285,980,175		\$ 1,160,119,378		\$ 2,605,463,335		\$ 4,052,562,879	\$ 3,705,582,703		\$ 345,068,561		10.9x
Maine	\$ 43,793,319		\$ 183,138,601		\$ 411,303,282		\$ 638,235,202	\$ 594,441,883		\$ 55,214,844		10.8x
Maryland	\$ 207,834,058		\$ 868,771,243		\$ 1,951,116,802		\$ 3,027,722,103	\$ 2,819,908,045		\$ 253,660,151		11.1x
Massachusetts	\$ 214,894,317		\$ 814,890,396		\$ 1,840,178,073		\$ 2,859,912,786	\$ 2,645,018,469		\$ 283,871,164		10.8x
Michigan	\$ 389,796,984		\$ 1,656,368,286		\$ 3,719,833,128		\$ 5,765,938,398	\$ 5,376,141,414		\$ 494,115,190		10.9x
Minnesota	\$ 140,137,253		\$ 588,036,257		\$ 1,320,645,901		\$ 2,048,819,411	\$ 1,908,682,158		\$ 173,377,645		11.0x
Mississippi	\$ 105,883,002		\$ 724,532,847		\$ 1,627,197,854		\$ 2,521,613,703	\$ 2,351,710,701		\$ 212,888,898		11.1x
Missouri	\$ 208,443,300		\$ 871,172,291		\$ 1,956,529,215		\$ 3,036,144,806	\$ 2,827,701,506		\$ 258,909,738		10.9x
Montana	\$ 41,796,740		\$ 170,899,465		\$ 382,019,746		\$ 594,715,951	\$ 552,118,701		\$ 50,604,135		10.9x
Nebraska	\$ 65,085,085		\$ 243,073,530		\$ 545,908,619		\$ 854,067,234	\$ 788,982,149		\$ 74,683,515		10.6x
Nevada	\$ 117,185,045		\$ 477,327,438		\$ 1,071,298,392		\$ 1,666,505,875	\$ 1,549,370,830		\$ 138,968,578		11.1x
New Hampshire	\$ 37,641,372		\$ 156,065,807		\$ 350,501,633		\$ 544,208,812	\$ 506,567,440		\$ 46,125,406		11.0x
New Jersey	\$ 310,371,213		\$ 1,210,971,757		\$ 2,764,587,703		\$ 4,305,930,673	\$ 3,995,559,460		\$ 369,114,804		10.8x
New Mexico	\$ 108,574,786		\$ 435,938,638		\$ 979,056,256		\$ 1,523,569,680	\$ 1,414,994,894		\$ 130,818,300		10.8x
New York	\$ 1,037,045,604		\$ 4,067,481,748		\$ 8,988,780,848		\$ 14,078,308,199	\$ 12,991,182,574		\$ 1,187,142,815		10.9x
North Carolina	\$ 496,311,607		\$ 1,602,590,987		\$ 3,599,191,706		\$ 5,598,094,300	\$ 5,201,782,698		\$ 475,604,842		10.9x
North Dakota	\$ 33,297,599		\$ 135,024,393		\$ 305,266,879		\$ 474,488,871	\$ 441,191,222		\$ 40,348,745		10.9x
Ohio	\$ 489,205,200		\$ 1,991,251,095		\$ 4,472,067,097		\$ 6,952,523,392	\$ 6,463,318,192		\$ 692,540,843		10.9x
Oklahoma	\$ 160,950,476		\$ 665,038,753		\$ 1,493,582,570		\$ 2,319,571,799	\$ 2,158,621,323		\$ 200,022,828		10.8x
Oregon	\$ 121,099,019		\$ 499,153,891		\$ 1,121,028,734		\$ 1,741,281,644	\$ 1,620,182,625		\$ 150,325,157		10.8x
Pennsylvania	\$ 923,807,198		\$ 2,223,964,040		\$ 4,998,953,151		\$ 7,946,724,389	\$ 7,271,917,181		\$ 663,421,796		10.9x
Puerto Rico	\$ 449,114,105		\$ 1,420,626,161		\$ 2,965,948,760		\$ 4,835,689,026	\$ 4,786,984,921		\$ 48,704,104		11.0x
Rhode Island	\$ 46,350,444		\$ 184,791,567		\$ 415,015,610		\$ 646,157,621	\$ 599,807,177		\$ 56,873,003		10.8x
South Carolina	\$ 216,311,358		\$ 940,420,782		\$ 2,112,051,487		\$ 3,268,783,427	\$ 3,052,472,260		\$ 278,251,705		11.0x
South Dakota	\$ 41,295,230		\$ 170,099,465		\$ 382,019,216		\$ 593,413,931	\$ 552,118,701		\$ 50,504,135		10.9x
Tennessee	\$ 259,891,154		\$ 1,107,056,022		\$ 2,487,638,081		\$ 3,855,185,257	\$ 3,595,294,103		\$ 328,294,009		11.0x
Texas	\$ 1,785,886,064		\$ 5,529,552,209		\$ 12,418,588,778		\$ 19,733,977,051	\$ 17,948,140,987		\$ 1,629,805,488		11.0x
Utah	\$ 67,871,787		\$ 274,071,684		\$ 615,528,070		\$ 957,471,541	\$ 888,997,254		\$ 81,815,076		10.9x
Vermont	\$ 31,148,360		\$ 126,073,363		\$ 285,164,138		\$ 442,285,661	\$ 412,117,501		\$ 37,852,888		10.9x
Virginia	\$ 238,509,192		\$ 939,280,578		\$ 2,109,499,751		\$ 3,287,370,521	\$ 3,048,771,329		\$ 278,448,079		11.0x
Washington	\$ 210,892,447		\$ 824,852,250		\$ 1,852,501,871		\$ 2,888,246,568	\$ 2,677,353,361		\$ 250,009,534		10.7x
West Virginia	\$ 86,640,471		\$ 339,032,096		\$ 761,417,928		\$ 1,187,090,495	\$ 1,100,456,024		\$ 101,133,874		10.9x
Wisconsin	\$ 173,777,274		\$ 686,056,248		\$ 1,510,783,853		\$ 2,370,617,375	\$ 2,238,831,092		\$ 206,973,939		10.9x
Wyoming	\$ 32,582,651		\$ 145,240,900		\$ 391,709,493		\$ 570,533,044	\$ 538,440,291		\$ 40,125,059		10.9x
TOTAL	\$ 13,219,695,003		\$ 54,311,004,000		\$ 121,974,820,000		\$ 189,515,519,003	\$ 176,285,804,600		\$ 16,125,440,178		10.9x



Greatest Needs

Recovery of Unfinished Learning

Address the “COVID-19 slide” and meet students’ academic needs through an aligned, coordinated educational experience.



Over the past year, there have been nearly 1,000 scholarly articles written about the impact and disruption that COVID-19 has had on student learning. Articles in EdWeek, almost all 50 state governments, a variety of colleges, educational organizations, newspapers like the Wall Street Journal, assessment, and curriculum vendors, and the US Department of Education have addressed everything from the response to COVID-19 and distance learning to a variety of inequities and effects on social-emotional outcomes. As educators, we have a calling. We do not enter classrooms and

administrative offices for fame, glory, or riches; we go into them to care for, serve and grow students into well-rounded, educated adults. As educators, we have all experienced students who needed encouragement. We helped them believe in themselves, and we watched them grow to live up to our expectations and even surpass them. Telling students that they have lost a year only causes discouragement and attitudes of failure. The American Relief Plan Act provides educators with an opportunity to put on their capes once again and become the heroes of children they signed up to be.

BuildYourOwnCurriculum	TestHound	Cardonex
Measure student academic progress	Monitor student academic progress	Mitigate disparities in student academic progress
The BYOC standards map report helps teachers analyze the curriculum and prepare for lesson planning that focuses on areas of unfinished learning.	TestHound’s Performance Tracker captures each student’s testing history, including exemptions and necessary retest requirements.	Cardonex can purposefully schedule students in support classes with specific teachers throughout the day.
The Learning Target Analysis provides course information by unit, topic, or standard with the taught curriculum.	Campus and district staff can prevent errors before they happen with real-time access to data and reports for reliable, efficient, and accurate oversight in scheduling interim, formative, and summative assessments.	Cardonex’s patented scheduling algorithm based on particle swarm optimization theory reduces course conflicts in all courses, including special programs, ensuring the students receive the correct number of minutes per their IEPs.

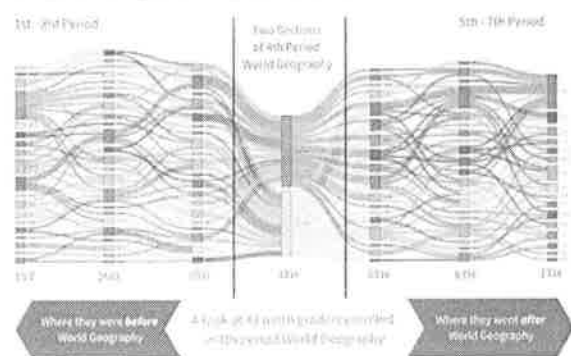


Student Scheduling and Staffing

Build a flexible master schedule and staffing plan that addresses student academic progress disparities, accounts for teacher shortages, and facilitates your safe reopening strategy.

The Complexities of Master Scheduling

A day in the life of 48 ninth grade students



For the past year, schools around the country have experienced changes in the environment and classroom dynamic to maintain the health and well-being of students, faculty, and staff. Plans to return to school buildings were interrupted, and recalculating schedules became necessary to accommodate mixtures of distance-learning and traditional classrooms. In ordinary circumstances, pre-COVID-19 building schedules took weeks or months of setting up classes, moving students around, adapting for special programs, and making sure that staffing and courses were balanced. As a result of the stress throughout this year, teachers have retired or left the profession in record numbers. Students seem to have disappeared over-night during distance learning. Schools

are entering the scheduling season, determining the who, what, when, and where for classes in the 2021-2022 school year. The American Relief Plan Act requires reopening schools for next year, in-person and full time.

Cardonex	TestHound	BuildYourOwnCurriculum
Safely reopen schools and address staff turnover	Safeguard that students are where they need to be	Simplify a successful return to school
Cardonex will designate the exact number of students you want in each classroom, providing you with the flexibility to meet required safety measures and additional requests from your community.	TestHound provides multi-session scheduling functionality that allows for efficient coordination of testing.	BYOC provides curriculum alignment with state and national standards with a clear course layout that eliminates the need to create a new curriculum from scratch, so your teachers are ready to go when the doors open.
Schedules generated using real-time data from the SIS reduce time, allowing schedules to be created and updated quickly and easily to accommodate tight timelines and changing safety needs to open schools swiftly.	Multi-session scheduling allows the utilization of rooms and test administrators across multiple days and tests.	The centralized platform enables teachers to share best practices, activities, and resources for consistent curriculum delivery; districts can ensure that all students experience the same path regardless of teacher or school.



Assessment

Monitor student academic progress, ensure all students have access to personalized accommodations and prepare for student assessments' safe administration.

In a letter to the state chiefs on February 22, Ian Rosenblum, the delegated authority to perform the functions and duties of the Assistant Secretary of Office of Elementary and Secondary Education, outlined the department's plans related to accountability and school identification; transparency, and public reporting; and assessments. The letter indicated that the department would consider waiver applications for accountability. However, the letter clearly defined the administration's commitment to the importance of assessing all students and providing reports to parents and educators with information regarding the effect of COVID on student academic progress. This experience has shed light on issues in classroom management, curriculum development, and assessment design. As educators, we have two choices, do we educate students or not? For those of us called to the profession, we will educate them. In doing so, assessment is part of our daily routine, asking questions, writing assignments, quizzes, and unit tests. It is time that we treat all student evaluations the same, from a spelling test on Tuesday to the interim test next month or a unit test on the independence of the United States to the summative test at the end of the year. They are all aligned to the standards and curriculum taught in our classes every day. The Department of Education is not waiving the requirements of the Every Student Succeeds Act. Testing should be scheduled and safely administered to ensure that students, parents, and educators clearly understand student progress.



TestHound	Cardonex	BuildYourOwnCurriculum
Check that testing logistics run smoothly, and students have equity via accommodations	Certify appropriate student course selection and staffing	Coordinate and monitor aligned instruction
TestHound accepts nightly downloads from SIS and accommodation vendors to ensure up-to-date information is available for instruction or testing.	Maximize teaching staff utilization and deliver a high majority of students' first-choice classes in less time.	Provides over 60 reports to analyze instructional patterns at the student classroom, campus, or district level.
Scheduling provides class rosters with student accommodation requirements to inform staff of student supports. Logs also provide inventory for test books or laptops to make materials management easy and accurate.	Districts have visual access to the exact number of teachers needed in each department on every campus based on student course needs.	Flexible design guides customized curriculum to meet student needs and help target areas in need of strengthening.





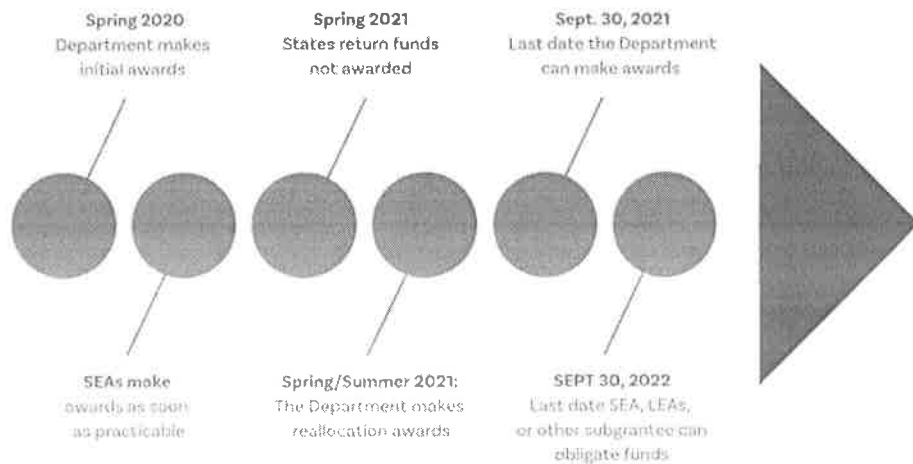
2021

JANUARY	FEBRUARY	MARCH	APRIL
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
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SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Timeline

ESSER Timelines

ESSER I and II:



ESSER III:

- Law executed: March 11, 2021
- Fund availability: Appropriated as soon as possible in 2021
- Obligation deadline: September 30, 2023
- Distribution: Utilizing the Title I A calculations, SEAs must provide a minimum of 90% to LEAs



Conclusion

It will take years of research to understand the overall influence of COVID-19 fully. As educators, we do not have years to take care of the students currently in our schools. Education Advanced is a family of educators. We began in 2007 when an overworked testing coordinator approached “the tech guy” and asked for help in managing ‘all the tests’ she had to administer. With that cry for help, TestHound was born. In the ensuing six years, TestHound grew, and we heard another cry, help us with master scheduling, and with that, the mathematicians studied particle swarm optimization theory and built the patented algorithms for Cardonex. In 2020, the need for help with curriculum management came to the attention of our CEO, Dr. Eli Crow, and he set out to find the best-aligned software available, adding BuildYourOwnCurriculum (BYOC) to our platform of services.

While it is essential to address the immediate needs of returning students to classrooms, the other aspect to consider in using these one-time federal dollars is how to leverage the funding towards long-term goals in creating instructional systems that will serve beyond today. Whether it is genuinely developing and managing a curriculum-driven instructional model or efficiently providing staff and students with an effective master schedule, Education Advanced has the resources to help move towards those goals. ESSER III provides an opportunity to provide professional development and work to address the recovery of unfinished learning due to COVID-19. It is a great time to reward teachers by providing the time, tools and paying them for the necessary work to design a quality curriculum. With the purchase of technology tools, software, and interventions, what is the assurance that they are utilized and accessible in a few years? How do teachers, especially those new to the profession, know these new and innovative tools’ existence and purpose? Additional staff allocations, while allowable, may be difficult to sustain after the usage of ESSER funds. However, investing in software that provides logistical support for instructional systems development, master schedules, staffing, and test management will last beyond the funding and provide long-term benefits and cost savings.

As former educators, our hearts focus on empowering current administrators and teachers with tools that save your most precious commodity, time. Whether you are a superintendent, principal, assistant principal, counselor, department head, or classroom teacher, you know that building efficiency and providing more effective management will ensure better outcomes for students. The solutions from Education Advanced will provide you with the data you need to make informed decisions, create efficiencies for staff, and provide better opportunities for students. The American Relief Plan Act’s announcement comes when schools are preparing for spring testing, scheduling for next year, and creating new budgets. The team at Education Advanced will work with you to justify using these federal funds and identify ways to show a return on the investment that ensures sustainability beyond the ARPAs funds.

Key Takeaways

- » Identify and meet student academic needs with **BuildYourOwnCurriculum**.
- » Create a schedule that ensures a safe reopening plan with **Cardonex**.
- » Develop a staffing plan that allows for the most efficient use of resources and generates savings with **Cardonex**.
- » Monitor student academic progress ensuring accurate support with **TestHound**.





References

Office of Elementary and Secondary Education

Elementary and Secondary School Emergency Relief Fund: <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund>

CARES Act certifications: <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/esser-certifications-agreements/>

CRRSA Methodology: https://oese.ed.gov/files/2021/01/Final_ESSERII_Methodology_Table_1.5.21.pdf

Title I funding: <https://www2.ed.gov/about/overview/budget/titlei/fy19/index.html>

FAQ: <https://oese.ed.gov/files/2020/05/ESSER-Fund-Frequently-Asked-Questions.pdf>

Fact Sheet – ESSER I and II: https://oese.ed.gov/files/2021/01/Final_ESSERII_Factsheet_1.5.21.pdf

Guidance: <https://oese.ed.gov/guidance/>

Letter on Assessments: <https://oese.ed.gov/files/2021/02/DCL-on-assessments-and-acct-final.pdf>

Congressional Acts

Coronavirus Aid, Relief, and Economic Security Act: <https://www.congress.gov/bill/116th-congress/house-bill/748/text?q=%7B%22search%22%3A%5B%22cares%22%5D%7D&r=9&s=3>

Consolidated Appropriations Act: <https://www.congress.gov/bill/116th-congress/house-bill/133/text>

American Rescue Plan Act: <https://www.congress.gov/bill/117th-congress/house-bill/1319/text>

National Organizations

National Conference of State Legislatures

Funding Tracker: <https://www.ncsl.org/ncsl-in-dc/standing-committees/education/cares-act-elementary-and-secondary-school-emergency-relief-fund-tracker.aspx>

Education Commission of the States

Key Issues of COVID-19 Pandemic: <https://www.ecs.org/covid-19-pandemic/>

COVID-19 Guidance: <https://www.ecs.org/wp-content/uploads/COVID-Response-07.30.2020.pdf>

K-12 Funding Policy Responses to COVID-19: <https://www.ecs.org/k-12-funding-policy-responses-to-covid-19/>

Learning Policy Institute

Learning in the time of COVID-19: <https://learningpolicyinstitute.org/blog/covid-second-round-federal-relief>



September 9, 2021

Las Plumas PTSA

Amber Englund – Treasurer

299 Sunnybrook Lane

Oroville, Ca 95965

Dear OUHSD Board of Trustees,

On behalf of the current Las Plumas PTSA, I am requesting use of the two Las Plumas gymnasiums for the upcoming Safe Grad event which is scheduled for June 2, 2022. Last year we were able to utilize these facilities and it was a huge success. There was plenty of space to spread out and provide an array of activities for the students to participate in. We felt that the facility also offered a level of safety and security that we have not been able to attain at other facilities in years past. This issue is obviously very important to us. When students come to an event like this, we would like to keep them there. We felt that the use of these gyms provided an easier way to monitor the coming and going of students than in the past at facilities such as the gymnasiums at Feather Falls or Gold Country or the bowling alley.

We are also aware that the bowling alley is no longer available for events such as ours. This limits our choices and has made continued use of the LP gyms our best option for the future.

We are requesting waiver of the rental fee again for this year. We understand that we would still be responsible for paying staff to monitor use and clean the facility after we have completed our event.

We appreciate your consideration of this matter.

Cordially,

A handwritten signature in dark ink, appearing to read "Amber Englund, D.C.", written in a cursive style.

Amber Englund, D.C.

OROVILLE UNION HIGH SCHOOL DISTRICT
2211 Washington Avenue • Oroville, CA 95966 • 530-538-2300 Ext. 1105

APPLICATION AND AGREEMENT FOR FACILITIES USE

Facility Requested: LPHS Gyms

Requesting Organization: LP PTSA

Non-Profit ☒ Yes ☐ No

Contact Name: Amber Englund

Phone: 530-828-2942

Address: 299 Sunnybrook Ln., Oroville CA 95965

Event Details: LP S

Date(s) Requested: June 2, 2022 Time Requested: 6 am thru 8 am
on 6/3/2022

Will contributions, registration fees, admission, donations or other receipts be collected for this event? ☒ Yes ☐ No

Expected Attendance 150 est. Equipment or set up request (must completed form) ☐ Yes ☒ No

STATEMENT OF INFORMATION

It is understood that the use of facilities must be in compliance with the rules and regulations of the Governing Board and the laws of the United States and the State of California. No smoking or use of tobacco or alcohol is allowed in or on any Oroville Union High School District facilities or grounds.

The undersigned, as a duly authorized representative for the organization listed above, states that, to the best of his/her knowledge, the school property for use of which application is hereby made will not be used for the commission of any crime or any act which is prohibited by law.

The undersigned further declares that the organization on whose behalf he/she is applying for the use of school property upholds and defends the Constitutions of the United States and the State of California.

HOLD HARMLESS & INDEMNIFICATION AGREEMENT

The undersigned organization agrees to defend, indemnify and hold harmless the Oroville Union High School District, its board of trustees, agents and employees, individually and collectively, from and against all costs, losses, claims, actions, and judgments arising from personal injuries, property damage or otherwise, however caused, that may arise from or be alleged to be caused by the undersigned's use or occupancy of district facilities, furniture or equipment.

INSURANCE REQUIREMENTS:

The undersigned further agrees to provide a Certificate of Insurance for \$1,000,000 liability naming Oroville Union High School District as an additional insured.

The undersigned agrees to the charges indicated on page two and will pay in full prior to the event.

Contact Signature: Amber Englund, D.C. Date: 9.9.2021

RULES AND REGULATIONS FOR PUBLIC USE OF FACILITIES
(Applicant must initial each line below)

- ☒ N/A 1. I have read, understand, and will comply with the Harrison Stadium Turf Field and Track Rules. (Appendix A)
- ☒ 2. NO alcohol, tobacco or controlled substances on school property at any time.
- ☒ 3. NO profane language, fighting or gambling are permitted.
- ☒ 4. When the school district needs to use a facility that has been scheduled for public use, the facilities user understands that school business takes precedence.
- ☒ 5. Groups permitted to use District facilities must accept the responsibility for the conduct of their members and invitees. **Proper supervision must be provided at all times.**
- ☒ 6. All facilities and equipment requested by the permitted group must be listed on the application form and approved by the district. School furniture, equipment or supplies shall not be used, removed or displaced without written permission. .
- ☒ 7. Facility use is granted for specific areas and for the hours shown on this application. It is the responsibility of the organization to ensure that unauthorized portions of the building or grounds are not used and that the premises are vacated as scheduled.
- ☒ 8. Animals of all types and kinds are prohibited on all District facilities with the exception of a properly licensed service animal.
- ☒ 9. OUHSD staff will inspect the facility after each use. If additional time is required to clean/repair the facility, the named organization will be responsible for the time and materials necessary.

To be completed by district office / site:

Group: I / II / III

Certificate of Insurance: ☐ Approvals: Site ☐ Maintenance ☐ District Office ☐

	# of Hours	Rate		Total
First Hour:	<input type="text"/> x	<input type="text"/>	=	<input type="text"/>
Additional Hours:	<input type="text"/> x	<input type="text"/>	=	<input type="text"/>
Add'l Hours w/ Lights:	<input type="text"/> x	<input type="text"/>	=	<input type="text"/>
Additional Custodial:	<input type="text"/> x	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	<input type="text"/> x	<input type="text"/>	=	<input type="text"/>
Total Facility Charge				<input type="text"/>

Invoice #

Security Deposit Received: ☐ Payment Received: ☐

Attendant Assigned:

Key Level: 1 2 3 Key #

Comments/Special Requests:

Approval Signature: Date:

Requesting Organization: LP PTSA

Facility Requested: LPHS East & West Gyms

Date Requested: 6/2/22 @ 6am to 6/3/22 @ 8am

Facility Charge East Gym	# of hours	Rate	Total
First Hour	1.0	80.00	80.00
Additional Hours	25.0	50.00	1,250.00
			1,330.00

Facility Charge West Gym	# of hours	Rate	Total
First Hour	1.0	80.00	80.00
Additional Hours	25.0	50.00	1,250.00
			1,330.00

Total Facility Charge **2,660.00**

Additional Custodial	# of hours	Rate	Daily Total
Harrison Stadium	0.0	48.34	0.00
Gym		48.34	0.00
Classroom		48.34	0.00
Other		48.34	0.00
	0.0	38.00	0.00
Not calculated at this time			

Extra help during event	# of hours	Rate	Total
Additional Attendance for large events		48.34	0.00
Sound System		0.00	0.00
District Security		48.34	0.00
Oroville Police Dept.		57.51	0.00
			0.00

Summary of Charges	Total
Total Event Charges	\$2,660.00

Facility Use Deposit (separate check)

\$100 Classroom \$500 Library/Gym \$1,000 Harrison Stadium

The facility deposit may be forfeited in the event of damage to the facility or excessive trash being left.

**Oroville Union High School District
Facility Rental
Waiver, Release, and Assumption of Risk Form**

On behalf of myself, as the renter, LP PTSA, I hereby agree to rent to both LP gym (room), LP (site), Oroville Union High School District. As the renter I assume any and all risks associated with renting the school spaces on the campus.

I specifically assume all risks and hazards associated with renting the school including but not limited to, the risks associated with the novel COVID-19 virus. I understand that as a renter, my area of occupancy along with the group I am bringing in to utilize the space may contract COVID-19, and other viruses and diseases, during my rental agreement. Although the children and adults may have their temperatures taken upon entering the school, that precaution is not nearly adequate to prevent the spread of COVID-19 given, among other things, the relatively long incubation period, and the fact that many infected persons are asymptomatic. I understand and voluntarily assume the risk that myself or any one that utilizes the rental space I have agreed to use may acquire COVID-19, and that COVID-19 may subsequently be transmitted from my participants to me, my family, and members of my household.

I certify that I am in good health, have no fever, and have no current issues that make it unsafe for any or my participants or staff to utilize the rental space. I will notify the school and suspend any rental agreement if I or my staff or participants develops a fever or illness or tests positive for COVID-19.

To the fullest extent permitted by law, I hereby agree to waive, release, and discharge any and all claims, causes of action, damages, and rights of any kind against the school, the school district, its insurers, the district's governing board, and all of their respective employees, agents, representatives, and volunteers (the "Released Parties") arising from or relating in any way to any damage, injury, trauma, illness, loss, unwanted contact, harassment, disability, dismemberment, or death that may occur to me, staff, participants or my household members—whatever the cause—due to my rental and use of facilities. This includes, without limitation, any claim arising from any act, omission, negligence or other conduct of the Released Parties.

I further agree not to sue the Released Parties, and to defend and indemnify the Released Parties for all claims, damages, losses, or expenses, including attorneys' fees, if a suit is filed concerning an injury, illness, or death to me, my child, my household members and any user of the facility or participant in the activity resulting from the use of the facility.

Renter Name (Printed) LP PTSA

Renter Signature  Date 9.9.2021

October 13, 2021



Jim LaGrone
Facilities, Technology, Transportation Director
Oroville Union High School District
2211 Washington Ave.
Oroville, CA 95966

Dear Mr. LaGrone:

Thank you for the opportunity to present this proposal to assist the Oroville Union High School District (District) with the development of a strategy for electric bus fleet transition. We formed ARC Alternatives to serve the energy consulting needs of local governments, school districts, and institutional clients in California. Our mission is to help our clients cost effectively achieve their critical environmental, fiscal, and operational goals. Our approach is agile and responsive to client needs with a singular focus on project execution. ARC Alternatives has no relationships with technology or service providers, which enables us to be completely independent and represent only our clients' best interests.

Understanding

The District currently has six electric school buses and Level 2 chargers at the bus yard to charge them. As part of the rollout of the electric buses and charging infrastructure, the District entered into an agreement with PG&E to perform upgrades to PG&E-owned infrastructure serving the bus yard. The agreement assumed the District would purchase additional electric buses. However, the current electric vehicles are underutilized and District staff have concerns that additional electric buses may not be needed. Moreover, electric buses may be unsuitable for the type and length of bus routes operated by the District.

OUHSD is looking for assistance with PG&E to determine if the District has any liability under the agreement to pay for the upgrades, which have been provided at PG&E cost up to this point. Additionally, the District would like advice about the State mandates (and funding) for electric buses and whether it will be required to purchase additional electric vehicles at some point in the future. As part of our proposed scope, ARC Alternatives will evaluate the PG&E agreement, facilitate a meeting with PG&E to discuss options, investigate State electric bus mandates, and evaluate what battery capacities and charging infrastructure would be required to support District bus routes.

Reference Projects and Client References

ARC Alternatives has deep experience evaluating assisting California K-12 schools with energy projects and programs, including supporting OUHSD with Prop 39 and solar project implementation. We encourage you to contact any of the following clients to discuss our work.

Merced Unified School District

Contact: Rosalind Cox, Director of Facilities Planning and Construction Management

Phone: (559) 675-4548

Scope: Feasibility study, development of RFP, procurement support, vendor contract negotiations, program management and technical support during design and construction.

San Bernardino City Unified School District

Contact: Tom Pace, Director Facilities Planning and Development

Phone: 909-388-6100

Scope: Feasibility and procurement support of a District-wide solar and energy storage program.

El Dorado Union High School District

Contact: Ron Carruth, Superintendent

Phone: (530) 622-5081 ext. 7225

Scope: Feasibility and procurement support of a District-wide solar and energy storage program.

Washington Unified School District

Contact: Angie Nichols; Facilities, Maintenance and Operations

Phone: 916-375-7604 ext. 1025

Scope: Third-party review of solar and energy efficiency proposal, including pricing. Design review. Construction oversight, testing and system performance verification, O&M support and solar system performance management.

Colton Joint Unified School District

Contact: Owen Chang, Facilities Manager

Phone: 909-213-0030

Scope: Feasibility study, development of RFP, procurement support, vendor contract negotiations, program management and technical support during design and construction.

Chico Unified School District

Contact: Julie Kistle, Facilities Director

Phone: (530) 520-5642

Scope: Feasibility study, development of RFP, procurement support, vendor contract negotiations, program management and technical support during design and construction.

Key Personnel and Responsibilities

Mr. Russell Driver, Principal and Co-Founder of ARC Alternatives, will be the Principal-In-Charge and overall project manager for this engagement, and will have primary responsibility for continuity with District staff. Mr. Driver has over 26 years of experience managing large-scale programs in complex institutional settings. Mr. Driver specializes in the development and implementation of energy programs in the public sector, with an emphasis on solar deployments in California. Mr. Driver currently leads ARC energy consulting efforts at the Madera Unified School District, San Bernardino City Unified School District, Fremont Unified School District, and Riverbank Unified School District. He also leads solar projects for Tulare County, Kern County, and the City of Lincoln. These programs have seen the implementation of over 100 MW of generating capacity at over 400 sites. Mr. Driver's expertise includes solar technology, energy economics, public sector procurement, design-build contracting, system design review, construction oversight, project management, and data management. Mr. Driver has a Bachelor of Arts from Stanford University and a Master's Degree from UCLA. He is an active volunteer in the community and has served on the Contra Costa Sustainability Commission overseeing the development and implementation of the County's Climate Action Plan. Mr. Driver previously chaired the Town of Moraga Planning Commission and Climate Action Plan Task Force and was a member of the Contra Costa Transportation Authority's Citizens Advisory Committee.

Simon Olivieri, P.E., Senior Engineer, specializes in data analysis and mathematical modeling. Using his background in energy engineering, he has developed whole building energy analysis and statistical modeling tools used by technical reviewers for the UC/CSU IOU and CCC/IOU MBCx programs. In addition to data analysis and energy engineering, Mr. Olivieri has worked with many California local governments to identify, develop and install solar systems and he has overseen the installation of over 20MW of generating capacity at over 30 sites. Mr. Olivieri has a Bachelor of Science in Mechanical Engineering from the University of California San Diego and Master of Science in Civil Engineering-Building Systems from the University of Colorado Boulder. He is also a registered Professional Engineer (Mechanical) in California.

Kim Courtney, Senior Project Manager, will provide project management oversight and coordination and assist with development of deliverables. Ms. Courtney currently provides project management support to local governments and K-12 school clients in California, including the development of project plans, submittal tracking and review, management of expenditure plans and budgets, and development other client-facing reports. She has overseen and been engaged in the implementation of over 27 MW of generating capacity at over 42 sites. Ms. Courtney previously worked as a project manager for EDAW/AECOM Inc., Kimley-Horn and Associates, and the Metropolitan Transportation Commission. She holds a Master's Degree in Urban Planning and Policy from University of Illinois and a BS in Urban Planning from University of Utah.

Additional technical resources will be assigned as necessary.

Schedule and Cost

ARC Alternatives can begin the work upon receiving Notice to Proceed (NTP). The entire effort should take approximately six weeks. Assuming NTP is issued by the end of October, we anticipate the work to be complete in early December 2021.

Our cost estimate to deliver the work is shown below.

Scope and Estimate for Electric Bus Support

Task	Hours	Amount
1. Assessment of PG&E Agreement	7	\$ 1,505
a. Review agreement	2	\$ 430
b. Schedule and facilitate call with PG&E	5	\$ 1,075
2. Electric Bus Policies and Regulations	16	\$ 3,072
a. Conduct research on State & Fed policies and funding	7	\$ 1,321
b. Develop results and recommendations memorandum	9	\$ 1,751
3. Electric Bus Operations Analysis	25	\$ 4,769
a. Collect data regarding bus routes and operations	7	\$ 1,349
b. Model bus performance given required range	4	\$ 762
c. Develop charging model that supports bus operations	8	\$ 1,518
d. Develop bus operations analysis memorandum	6	\$ 1,140
Total	48	\$ 9,346

Our proposed cost estimate utilizes current rates based on expected staffing. Hours will be billed at actual staff rates shown below:

ARC Alternatives Staff Rates

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

This proposal includes the engineering and analysis to provide the District the critical information needed to develop a strategy for the transition of its bus fleet to electric vehicles.

We are excited by the prospect of assisting the Oroville Union High School District with this important project. We believe our qualifications and experience are aligned with the District's needs and our proposed approach to the work will cost effectively deliver results of the highest quality. We look forward to working with you and the District team to confirm our understanding of the project scope and refine this proposal as might be required. Please contact me at 415-420-5727 or russell@arc-alternatives.com to arrange a time to discuss.

Sincerely,

A handwritten signature in cursive script, appearing to read "Russell Driver".

Russell Driver
Principal
ARC Alternatives

OROVILLE UNION HIGH SCHOOL DISTRICT

Resolution #5-21/22

RED RIBBON WEEK

WHEREAS, tobacco, alcohol and other drug use and abuse is rampant in California and throughout the United States; and

WHEREAS, It is imperative the members of the education community launch unified and visible tobacco, alcohol, and other drug prevention education programs and activities to eliminate the demand for these substances; and

WHEREAS, Californians For Drug-Free Youth, Inc. (CADFY), coordinates the California Red Ribbon Celebration in cooperation with National Family Partnership to offer our students the opportunity to demonstrate their commitment to healthy, drug-free lifestyles; and

WHEREAS, the Red Ribbon Celebration will be observed across America during RED RIBBON WEEK, October 23rd – 31st; and

WHEREAS, parents, youth, government, business, law enforcement, schools, religious institutions, service organizations, social services, health services, media and the general public will demonstrate their commitment to drug-free communities by wearing and displaying Red Ribbons during this week-long celebration; and

WHEREAS, the Oroville Union High School District commits resources to ensure the success of the RED RIBBON CELEBRATION and year round tobacco, alcohol and other drug prevention efforts.

NOW, THEREFORE, BE IT RESOLVED the Governing Board of the Oroville Union High School District does hereby support the Red Ribbon Celebration.

BE IT FURTHER RESOLVED the Oroville Union High School District encourages all students and community members to pledge: I'VE GOT BETTER THINGS TO DO THAN DRUGS!

Adopted this 20th day of October, 2021.

President of the Board