



OROVILLE UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES MEETING AGENDA

Wednesday, May 18, 2022 at 5:30 p.m. at the Transportation Conference Room, located at 2139 Washington Avenue, 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/nSb-FI5fZZ4>

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, May 18, 2022, 5:30 p.m. in the Transportation Conference Room, 2139 Washington Avenue, Oroville, CA 95966 and via YouTube (see coversheet)

CALL TO ORDER

ROLL CALL

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

CLOSED SESSION

- **Personnel-Gov't. Code 54957** [Public employee employment/discipline/dismissal/release]
- **Conference with Legal Counsel-Anticipated or Existing Litigation—Gov't. Code Section 54956.9**
[Case name unspecified because disclosure would jeopardize negotiations]
- **Conference with Labor Negotiators—Gov't. Code Sec. 54947.6** [OSTA/CSEA: Dr. Corey Willenberg, Superintendent, designated representative]
- **Graduation Requirement Waiver – California Education Code Section 51225.3**
- **Pupil Discipline—California Education Code Sections 48918/35146**

RESULTS OF CLOSED SESSION

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

PUBLIC HEARINGS AND NEW BUSINESS

1. **Final Public Hearing to Consider Draft Trustee Area Boundary Maps and Select a Final Map and Associated Election Sequence for Election Of Members Of The Board Of Education to be Submitted to the County Committee on School District Organization for its Consideration and Approval (Willenberg)**

Description & Rationale

Board members are currently elected in "at-large" elections, where each member is elected by voters throughout the District. The California Voting Rights Act (CVRA) prohibits the use of "at-large" elections in certain circumstances. "By-trustee-area" elections, in which members are elected by voters in geographical subdivisions of the jurisdiction, are immune from challenge under the CVRA and may provide additional opportunities for candidates from across a jurisdiction to seek election. At its November 17, 2021 special meeting, the Board adopted a resolution indicating its intent to transition from at-large to by-trustee area elections and also received additional information about the planned process and timeline to develop trustee area boundary maps.

The law requires the Board hold at least two "pre-map" public hearings prior to the development of any maps. On February 16, 2022, the Board held its first public hearing, and on March 16, 2022, the Board held its second hearing, as part of the process to adopt a trustee area boundary map in order to transition from at-large to by-trustee area elections. At each "pre-map" public hearing, the public was asked to provide input regarding the composition of potential trustee area boundaries. During the second hearing,

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the Board received additional information about the criteria for map development, including a presentation by the District's demographer, Angela Banuelos of Cooperative Strategies.

The law requires the Board hold three public hearings prior to the approval of any boundary maps. On March 29, 2022, the Board held its first public hearing regarding draft trustee area boundary maps. On April 20, 2022, the Board held its second public hearing regarding draft trustee area boundary maps.

Tonight, the Board will hold its final public hearing, consider the draft maps and select a final map and associated election sequence to be submitted to the County Committee on School District Organization for its consideration and approval. The resolution indicates that the transition is in furtherance of the purposes of the CVRA and asks the County Committee to approve the transition without the need for an election. Upon approval by the County Committee, and submission to the County Registrar of Voters, the map will become effective for the November 2022 election cycle. More information about this process is available on the District's website at: www.ouhsd.org.

Recommendation

The Superintendent recommends that the Board first open and close the final public impact session regarding the maps. The Board will next open the Action Item, the adoption of the resolution, consider the draft maps and select a final map and associated election sequence to be submitted to the County Committee on School District Organization for consideration and approval via adoption of the resolution with the selected map identified as "Exhibit A" to the resolution.

2. **Adoption of Resolution #18-21/22 Adopting Trustee Area Boundary Map and Election Sequence for Election of Members of the Board of Trustees; Submitting Proposal to the County Committee on School District Organization to Establish By-Trustee Area Elections. The Superintendent recommends adoption of Map #1 due to the total population in each trustee areas being the most balanced and having the lowest variance at 2.4%.**

3. **Public Hearing of Proposal for Implementing School Facilities Fees as Authorized by Education Code Section 17620 and Government Codes 65995 (Watts)**

Please take notice that immediately following a public hearing on the matter, a proposed resolution(s) will be considered by the Governing Board of Oroville Union High School District at its regular meeting on May 18, 2022, at 6:00 p.m., which if adopted by the Board will implement development fees established by the District against residential construction and reconstruction at \$4.79 per square foot and against new commercial or industrial construction at \$0.78 a square foot. Education Code Section 17620 and Government Code Section 65995 authorize the proposed fees. Data pertaining to the cost of school facilities is available for inspection during regular business hours at the District's administrative offices. The fee, if approved by the Governing Board, will become effective on July 7, 2022, which is 60 days after the proposed adoption of the resolution levying such fee by the Governing Board.

RECOGNITIONS AND PRESENTATIONS

4. **Recognition of Retirees**

Bari Busby (30 years), Julie Decker (31 years), Rich Hogan (25 years), Cal McCarthy (24 years) and Jackie Sullivan (20 years) will be recognized for their retirement.

5. **Years of Service Recognition**

The following employees will be recognized for their service to the district: **5 Years** - Jacqueline Deadmore, Rebecca Denney, Geri Garrick, Kaylie Hull, Jim LaGrone, Allison Mache, Chello Metcalf, Samantha Muntifering, Aderia Napier, Ryan Rogowski, Jodi Sneeringer, Jacob Wallin, Dawn White and Judy Woods; **10 Years** - Dave Butler, Sean Fetters, Ralph Knight, Tom Lewis and Sandy Smith; **15 Years** - Sarah Aichele And Michela Monnot; **20 Years** - Jennifer Blomquist, Len Findlay, Stephanie Fridrich, Matt Kermen, Jeff Ochs, Debbie Peacock and Jacqueline Sullivan; **25 Years** - Paula Blaney, Michael Buchanan, Bridget Hamman, Rich Hogan, Jeff Horsley and Will Schierenbeck; **30 Years** - Bari Busby and Lisa Ross.

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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. 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. Presentations are limited to three (3) minutes per person and fifteen (15) minutes per subject.

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

6. College Connection Year-End Report
7. Board Comments
8. Superintendent
9. Administration
10. DOJ Update
11. 21/22 LCAP Comments from the Community and Students
12. 1st Draft of 22/23 LCAP
13. Quarterly Williams Act Report
There were no complaints received during the last quarter.
14. Graduation Details
PHS will graduate on May 31st at 10:00 a.m. at Harrison Stadium. OAE will graduate on May 31st at 6:00 p.m. at the State Theatre. The ATC Promotion Ceremony will take place on June 2nd at 11:00 a.m. at ATC. LPHS will graduate on June 2nd at 8:15 p.m. at Harrison Stadium. OHS will graduate on June 3rd at 8:15 p.m. at Harrison Stadium. The PHS, LPHS and OHS graduations will be live streamed.

OLD BUSINESS (None)

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

15. Minutes from the April 20th Regular Board Meeting
16. Check Registers Dated 4/5, 4/7, 4/12, 4/14, 4/19, 4/21, 4/26, 4/28, 5/3 and 5/5
17. Monthly Financial Report
18. Donations to the Hall of Fame
19. 22/23 Consulting Agreement with Total Compensation Systems, Inc. for Actuarial Information
20. 22/23 Contract for Services with School Steps for Psychologist Time
21. 22/23 A-G Completion Improvement Grant Plan
22. Revised ELD Course Descriptions
23. Disposal of Obsolete Equipment
24. 22/23 School-Connected Organizations – LP/O Band Booster, LPHS PTSA, OASIS, OHS PTSA
25. High Risk Activity – LPHS Senior Trip to Cal Skate Fun Land in Chico
26. Graduation Waiver Requests
27. First Reading of BP/AR 6158 (Independent Study)

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RESUME NEW BUSINESS

28. Transportation MOU with CSEA (Willenberg)

The Oroville City Elementary School District (OCESD) requested that the District begin transporting their special education students on July 1, 2022. OCESD employees would become District employees on that date. This MOU with CSEA will facilitate the transfer of employees and define each employee's rights with the District. An attorney is currently working on an agreement between the district's for the transfer of assets and the contract for transportation services. **Recommend approval**

Enclosure

29. Resolution to Increase School Facility Fees (Watts)

Education Code 17620 authorizes school districts to levy fees against any development project for construction or modernization of school facilities provided the District can show justification for levying the fees. In January, 2022, the State Allocation Board approved an inflation adjustment to the fees that can be levied, increasing them to \$4.79 and \$.78 per square foot of residential and commercial construction, respectively. The developer fee sharing arrangement between the District and its feeder districts is that 60% of the fees go to the feeder schools, 40% is retained by the District. The District also collects 3% of the fees to mitigate administrative costs related to collection of the fees. The current developer rates are \$4.08 and \$.66 per square foot of residential and commercial construction, respectively. Approval of this resolution will allow the fees to increase to the maximum level established by the State Allocation Board effective July 17, 2022. **Recommend approval of Resolution #19-21/22**

Enclosure

30. Resolution to Transfer Monies between Funds Through the Use of Temporary Borrowings (Watts)

In light of potential funding reductions and/or deferrals, this resolution allows transfer of monies between funds to avoid cash deficits through the use of temporary borrowings.
Recommend approval of Resolution #20-21/22

Enclosure

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

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

32. Support to Maintain In-Person Services for Students from 7/1/21 to 3/30/22 (Watts)

The State of California's Executive Order N-3-22 provides temporary flexibility to suspend post-retirement compensation limitations and post-retirement break requirements during the 2021-22 school year through March 31, 2022. Board approval is requested to support the District in maintaining in-person services for students despite staffing shortages caused by the Omicron-driven rise in COVID-19 cases. Approval of this declaration will allow the District's Librarian to increase the number of work days from 178.35 days to 180 days. **Recommend approval**

33. Announcement of the Hall of Fame Class of 2022 (Willenberg)

The Hall of Fame Committee is recommending the following nominees be approved as the Class of 2022: Halcia Bower, Kevin Brown, Florence Danforth Boyle, Dr. Dave Daley, Christopher Dolder, Michelle Stevens, Dr. Kendall Thomas, Anthony Walker, Sally Walker-Glaude, and Bryan Zollner. A brief biography on each nominee is enclosed. **Recommend approval of the Hall of Fame Class of 2022**

Enclosure

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34. Personnel Assignment Order

Approval is requested for the following Personnel Assignment Order:

Certificated

William McCutchen
Librarian
Increase from 178.35 to 180 days
Effective 2021/22 school year only

Katherine Bone
Teacher
Resignation
Effective 7/1/2022

Kristen Meyding Westman
Psychologist
Change to date of resignation
Effective 6/3/2022

Kaylie Hull
Teacher
Resignation
Effective 6/3/2022

Celeste Dunn
Teacher
Resignation
Effective 6/3/2022

Kyle Dahlgren
Teacher
Resignation
Effective 6/3/2022

2021/22 6th period Option

OHS

Ceramics—3rd period-Samantha Muntiferling
Effective 5/2/2022 – 6/3/2022

2022/23 Dual Enrollment

Brendan Close - \$1,040.33
Kyle Dahlgren - \$1,099.42
Laura Lafayette - \$634.58
Julie Tooker - \$634.58

2021/22 SDCOE Mentors

Rob Anderson - \$1,000
Diana Castillo - \$1,000
Patrick Cleary - \$1,000
Shaina Dickerson - \$1,000
Keely Frazier - \$1,000
Rebecca Howard - \$1,000
Laura Lafayette - \$875
Tom Lewis - \$1,000
Julie Quarterman - \$1,000
Jeff Reid - \$1,000
Alisha Weliver - \$1,000

Classified

Brooke Jurgesen
Food Service Worker
Voluntary transfer from OHS to LPHS
Effective 4/27/2022

Tom Post
Universal
Extend Medical Leave
Effective 5/1/2022 – 6/8/2022

Angel Suazo
Custodian
Termination
Effective 5/4/2022

Karl (Max) Goolsby
Para-Educator II
Resignation
Effective 6/2/2022

Ronda Cash
Receptionist/CBO Assistant
Resignation
Effective 5/22/2022

Ronda Cash
Accounts Payable & Purchasing Technician
8.0 hrs. P/day; 260 days p/yr.; AP/E05 \$4,557
Effective 5/23/2022

Fawntana Davis
Para-Educator II – OHS
Request for FMLA/CFRA/PDL
Effective 5/9/2022

Dennis Raschka
Custodian
Resignation
Effective 5/27/2022

Erica Dockery
Administrative Secretary - OHS
8.0 hrs.p/day; 240 days p/yr.
Step/Column 18/ C \$20.78 p/hr.
Effective 5/19/2022

2021/22 Summer Session

ATC Para-Educator II

Susan Taylor
Amy Rempel
SeeJay Hang
Yvonne Jensen
Jodi Sneeringer

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Certificated (Cont.)

2021/22 TCIP Mentors

Andree' Earley – \$1,000
Laura Lafayette - \$1,000

2021/22 PCOE Mentor

John Cuny - \$1,000

2021/22 Summer Session

Gene Wilson
Lisa Johnson
Eric Isenberg
Justin Younger
Courtney Barnett

ATC

Tim Boheme
Judy Tatom

Classified (Cont.)

ATC Para-Educator II (Cont.)

Trevor Davis
Rebecca Denney
Annie Martinez

Para-Educator II

Stephanie Friedrich
Joua Thao
Terry Reed
Andrew Bernard

35. **Expulsion Case #8-21/22**

36. **Expulsion Case #9-21/22**

37. **Items for Next Agenda**

ADJOURNMENT

The meeting will be adjourned to a regular board meeting scheduled for Wednesday, June 22, 2022, at 5:30 p.m. in the Transportation Conference Room.

**OROVILLE UNION HIGH SCHOOL DISTRICT
RESOLUTION NO. 18-21/22**

**Agenda Item No. 2 RESOLUTION ADOPTING TRUSTEE AREA BOUNDARY MAP
AND ELECTION SEQUENCE FOR ELECTION OF MEMBERS
OF THE BOARD OF TRUSTEES; AND SUBMITTING
PROPOSAL TO THE COUNTY COMMITTEE ON SCHOOL
DISTRICT ORGANIZATION TO ESTABLISH BY-TRUSTEE
AREA ELECTIONS**

WHEREAS, the Oroville Union High School District (the "District") is governed by a five-member Board of Trustees (the "Board") that has been elected by the community to provide leadership and citizen oversight of the District, provide fiscal stability, and ensure that the District is responsive to the values, beliefs, and priorities of the community; and

WHEREAS, on September 9, 2021, the District received a letter from attorney Kevin Shenkman on behalf of the Southwest Voter Registration Education Project, alleging that the District's current at-large election system violates the CVRA as it "dilutes the ability of Latinos and Asians ... to elect candidates of their choice or otherwise influence the outcome of the District's elections;" and

WHEREAS, the CVRA allows a plaintiff to file suit over violation of the CVRA and recover his or her attorneys' fees, if successful; and

WHEREAS, to date, no local agency has successfully defended against a CVRA challenge; and

WHEREAS, a by-trustee area election system, where each Board member residing in each trustee area is elected by the registered voters of that particular trustee area, is not vulnerable to challenge under the CVRA; and

WHEREAS, the Board believes that its primary responsibility is to act in the best interests of every student in the District and also has major commitments to parents and guardians and all members of the community and District employees; and

WHEREAS, the District is committed to structures that most effectively involve all community members in the democratic process of elections; and

WHEREAS, the terms of the current Board members are as follows: Scott Damon, 2020-2024; Amber Englund, 2018-2022; Bonnie King, 2018-2022; Ray Sehorn, 2020-2024; and Nannette Walker, 2018-2022; and

WHEREAS, the next election for members of the Board is scheduled for November 2022; and

WHEREAS, members of the Board are elected "at large," in which each member of the Board is elected by the registered voters of the entire District; and

WHEREAS, the California Voting Rights Act (Elec. Code, §§ 14025 et seq.) ("CVRA") prohibits the use of "at large" elections where their use impairs the ability of a protected class to elect candidates of its choice, or its ability to influence the outcome of elections; and

WHEREAS, school districts and other local agencies in Butte County, including the City of Oroville, have recently changed, or are in the process of changing, their elections to by-trustee area elections; and

WHEREAS, upon application to and approval of the Butte County Committee on School District Organization (the "County Committee"), the election of Board members may be transitioned from "at large" to "by-trustee area" elections; and

WHEREAS, where the resolution of the County Committee approving a proposal to transition the election of board members from "at large" to "by-trustee area" elections contains a declaration that the change is being made in furtherance of the purposes of the CVRA, the transition may be implemented without an election pursuant to Section 5020(a)(2) of the Education Code; and

WHEREAS, following discussion of the CVRA and the District's current at-large elections, on November 17, 2021, the Board adopted a resolution which indicated that the Board intended to make the transition from at-large to by-trustee area elections; and

WHEREAS, the District retained an experienced demographer, Angela Banuelos of Cooperative Strategies, to work with its legal counsel and staff to develop proposed trustee area boundary maps; and

WHEREAS, multiple proposed trustee area boundary maps were developed during the process and posted for public review on the District's website; and

WHEREAS, the Board considered three map options (Scenarios 1, 2, and 3) which have been posted online for more than seven days before consideration of this resolution; and

WHEREAS, all proposed trustee area boundary maps incorporate the use of a single-member by-trustee area election system; and

WHEREAS, the populations of the trustee areas in all of the proposed trustee area boundary maps considered were substantially equal in population and drawn to be compact and to contain cohesive, contiguous territory to the extent possible in compliance with legal requirements; and

WHEREAS, pursuant to Elections Code section 10010 the District held public hearings on potential trustee area boundary maps; two public hearings were held prior to the drafting of any maps (February 16, 2022 and March 16, 2022), and three public hearings were held at which public comment was sought on draft maps (March 29, 2022, April 20, 2022, and May 18, 2022); and

WHEREAS, the District posted information about the process and draft maps on its website and the Board has considered all public comment on the maps and elections sequence it received.

NOW THEREFORE, the Board of Trustees of the Oroville Union High School District hereby resolves, determines, and finds the following:

Section 1. That the foregoing recitals are true and correct.

Section 2. That the Board (i) finds that, pursuant to Section 5020(a)(2) of the Education Code, the change in the method of electing members of the District's governing

body is being made in furtherance of the purposes of the CVRA; and (ii) adopts the trustee area boundary map attached hereto as "Exhibit A" and believes that its adoption would serve the public interest of the District's residents and voters.

Section 3. That each Board member shall continue to serve their current terms.

Section 4. That the trustee areas from which Board members shall be elected in November 2022, and every four years thereafter, are Areas 2, 4 and 5.

Section 5. That the trustee areas from which Board members shall be elected in November 2024, and every four years thereafter, are Areas 1 and 3.

Section 6. That this resolution shall serve as the District's proposal to each County Committee. The Board hereby requests that the County Committee approve the establishment of the trustee area boundaries indicated on Exhibit A pursuant to Education Code section 5020, subdivision (a)(2) and establish by-trustee area elections for election of members of the Board pursuant to Education Code section 5030, subdivision (b).

Section 7. That the Superintendent and/or his designee are hereby directed to take all necessary steps to:

- (1) submit this resolution to the County Committee for its approval pursuant to Education Code section 5020(a)(2);
- (2) notify the responsible county officials of the Board's determination and provide whatever assistance may be required to implement the Board's direction for future election of Board members; and
- (3) take any action and/or execute any documents which are necessary to carry out, give effect to, and comply with the terms and intent of this resolution.

Section 8. To the extent the CVRA, as it now exists or may hereafter be amended, is repealed, or declared by a court of competent jurisdiction to be facially unconstitutional, in whole or in part, or unconstitutional, in whole or in part, as applied to the District, or is amended such that its provisions no longer apply to the District, District staff shall bring an agenda item to this Board for consideration concerning the process to transition back to an at-large District, including the requirements of Education Code section 5020, requiring action of the County Committee and/or a vote of the electorate to re-establish an at large voting system. In such event, the then-incumbent Board members elected pursuant to the provisions of this Resolution (as approved by the County Committee) under a by-trustee area voting system shall complete their respective terms of office.

PASSED AND ADOPTED by the Board of Trustees of the Oroville Union High School District, this 18th day of May, 2022, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

OROVILLE UNION HIGH SCHOOL DISTRICT

By: _____
Scott Damon
Board President

ATTEST:

By: _____
Corey Willenberg, Ed.D.
Secretary to the Board

EXHIBIT A

ADOPTED BY-TRUSTEE AREA MAP

Community LCAP Survey Responses
(6 responses)

1. Have you ever served on a district/school board or committee?

50% Yes
50% No

2. We produce a District newsletter twice per month that is posted on our Facebook page and website. The newsletter includes stories about current district and school events, introduction of new staff, school board agendas, athletic information, our Hall of Fame, new programs and more. Have you ever read our newsletters?

100% Yes
0% No

3. If you have read our newsletters, do you enjoy what we include or have any suggestions for us?

- I really like the newsletter. Keep it up.
- Yes I enjoy them
- Yes
- Not really.
- None at this time

4. How often do you check the District's Facebook page (OrovilleUHSD)? You don't need to have your own Facebook account to do this. Just scroll to the bottom of our website (ouhsd.org).

50% Regularly
16.7% Occasionally
33.3% Never

5. For those of you who have seen our Facebook page, do you enjoy what we post or have any suggestions for us?

- Great postings. One of the best things to happen in OUHSD.
- The highlights of the kids!
- It's great! No suggestions.
- Yes

6. How well do you feel that you are informed about what is happening in the district?

50% Very Informed
50% Well Informed
0% Very Uninformed

7. Unfortunately, getting positive newspaper coverage on our events is nearly impossible. Please share any suggestions you have to help us improve communication with the community.

- Maybe have Corey contact Mike Wolcott, editor and let him know about the newsletter and Facebook page. Suggest Mike pass this on to his reporters who could use items for the paper.
- email newsletter, text, weekly monthly principal live feed videos
- I don't really have any. I'm not very educated on that stuff myself.

8. How do you feel the district and its schools are perceived in the community?

33.3% Positively

33.3% Good

33.3% Negative

9. If you answered "Negatively" for the previous question, please provide some examples of why you believe the district or its schools are perceived this way.

- Because our community is full of ignorant hillbillies who don't understand how districts work. So when they don't get their way they think the district sucks and blast it on Facebook. So, while that is the perception it isn't based in reality.
- For example the way the school handles situations like vaping for smoking in bathrooms like I heard they have go to counseling for it. Some people have real issues and when they can't get in because someone is forced to go is sad. Also the lunch and food. Many of us are growing and might not be able to buy some food so we go to school and it's just not enough, then we have such a short lunch and only one line that takes like 10 to 15 min off our lunch time. And the janitors get paid as far as I've seen only to take trash, where's the mopping and wiping. I've heard from a teacher that she has to clean so much and other teachers ask to use her vacuum and broom all the time. Thank you

10. What three things do you think our district and/or schools are doing well?

- Public Relations; Good Management Team, Communication between Board, Admin and Staff.
- Supporting young people's education, and social emotional well-being, connecting with youth in schools, finding creative ways to reach all young people in Oroville
- Following COVID guidelines; continued instruction improvement; and Teacher support.
- Being very accepting of our sex and preference. It's very nice to feel heard and not ashamed.
- Newsletters are great!
- Sharing information

11. What three things do you think we need to improve in our district and/or schools?

- Keep raising the Teacher Hiring Bar; keep improving Professional Development; and Improve OHS Athletics.
- Great job and making strides
- You need to shut down the idiots at the board meetings. What a waste of time they are! They offer theories and speeches based on non-facts and the board actually listens?! And takes their suggestions?! Ridiculous! Education over sports needs to be prioritized by the board.
- The learning, I don't even learn no more because of so much work we are being assigned and how fast it's due, I don't worry about actually learning it I'm worried how fast I can do it so my grade doesn't go down. This is too much we are all so overwhelmed. The SEL days, it's uncomfortable for most to talk about in front of others, I think it's great that we bring it too attention but it's a personal topic that should be with professionals.
- Clear procedures and protocols regarding absences and tardies.

Student LCAP Survey Responses
(713 responses)

1. Which school do you attend?

77.18%	Las Plumas High School
15.48%	Oroville High School
6.2%	Prospect High School
1.3%	Oroville Adult School
0.2%	Independent Study
0%	Adult Transition Center

2. What grade are you in?

31.1%	9 th
25.7%	10 th
30.3%	11 th
11.6%	12 th
1.7%	Adult

3. Please indicate all programs that you participates in:

3.4%	504 Plan
20.3%	AP or Honors Courses
34.1%	Athletics
20.8%	Clubs
3.5%	Counseling/Social Worker Services
4.1%	English Learner
0.8%	Foster Youth Services
0.3%	Homeless Services
2.8%	Special Education
43.6%	None of the above

4. In an effort to ensure that the district receives input from a variety of stakeholders, please indicate your race/ethnic origin.

5.8%	American Indian/Alaskan Native
3.2%	African American
10.8%	Asian
0.8%	Filipino
16.8%	Hispanic/Latino
0%	Pacific Islander
41.4%	White
16.8%	Two or more races
3.9%	Declined to state

Goal 1 - Provide equitable educational opportunities to every student.

5. How satisfied are you with the level of instruction your student(s) has receive from their teachers this year?

15.7%	Very satisfied
76.9%	Satisfied
7.4%	Not satisfied

6. What can we do to improve instruction at your school?

- In certain subject I feel like sometimes we go a bit too fast but overall I still can keep up.
- Put less stress on the kids. Every day I come to school there is a new assignment that day due, I'm so stressed and many people I have talked to are as well, I was sick and came back to many missing assignments that brought my grade down and it was so stress full. Also more time to relax, lunch is so short and same with passing periods, I rush to use the bathroom and are almost late, then get told to use it during that passing time when I didn't have class. Thank you
- Nothing, I'm very satisfied with the instruction at this school.
- Don't give so much homework it makes kids fall behind
- Shorter days or start later for more rest/sleep
- Start school early and get out early.
- Try helping students who actually need help mentally and don't be so strict.
- A majority of the teachers don't actually teach. They give packets and book work, so for a majority of classes I've been teaching myself.
- It would be nice if teacher's were more understanding when students are absent because it's not fair for those kids who were really ill and have to make up tons of work when they get back.
- The instruction is excellent. Ed Chesser is the best!
- Nothing the teachers are awesome!!
- The teachers I had and have were very good and I can't think of anything that would improve them.
- Nothing really - the packets could be shorter
- I think everything is perfect
- Stop talking off topic so much
- Be more clear and specific.
- Teachers should be more open with lessons
- Let students work more independently
- More hands on projects and field trips
- Better teachers
- Start school later, 9:00 am
- Have more opportunities for students in clubs, for fun like volleyball club for people who want to play for fun. A friendly game of volleyball with friends and other students would be a great idea.
- Better explain and take time and be patient.
- More time
- We could start school later like maybe at 9 am.
- Making students feel more open to ask questions
- When we ask something to not get mad because we asked something you just said
- Maybe go slower some classes go super fast
- More stuff to do at lunch
- Nicer teachers, less annoying
- Allow us to get help from other teachers
- Its good
- Don't think that there's anything more to improve.
- Nothing, it perfect the way it is.
- Change the principal
- Do the work with us after.
- More programs or more budget
- Don't be so strict on the dress code!
- How we need to improve the instruction in the school is if I can't park in the parking lot, that are for "teachers" only they need to put up signs to let the students know that they can or can't park there.
- Be real teachers not just post assignments and due dates.
- I think we should be able to leave campus at lunch
- Change the material and add more interactive things to do.
- Be louder just annoying.
- Teachers could do more activities

- The instructions are fine the way they are right now.
- Nothing, it's the students they have enrolled it makes it very hard to work when there is so much drama.
- Not focusing on the problem or so loud kids.
- I'd say I'm content with the methods, there are improvements, and I just can't name them.
- Sports
- Just keep being awesome and kind to us.
- Take time with your students, we are all coming from our homes which some are good and some are bad
- In my opinion, everything is good.
- Nothing, Prospect is a wonderful school
- Do less work with book and more slides.
- Longer breaks
- More clubs
- More sincerity
- Just more time
- More budget to P.E
- Help the kids a tad bit more.
- More time on subjects such as mainly math
- They could probably try to sit down with some of the kids and teach how to do the stuff like step by step instead of just writing it on the white board and assuming we know what to do
- We do a lot of work sheets in my classes. I would like to do more but things and more things that will help me learn more.
- More discipline
- For teachers not to bring personal beliefs into education because it shouldn't matter
- More individual help
- Longer breaks
- Get a better secretary!!!
- I think teachers need to be more controlling of the class
- Be more hands on.
- Teachers should give us more time to do assignments, or not assign so many assignments at once. It gets overwhelming to do hours of homework a day along with sports. Or at least give us more time in class
- Use more paper, it's hard to focus much online in my opinion
- I think all the instructions are fine the way they are.
- Shorter class periods
- I think the instruction on campus is satisfactory. I've never had a problem with the amount of instruction provided for a class.
- The teachers need to help us more and not just give us an assignment and expect us to be able to do it and get it done in 10 minutes.
- Give instructions
- Get teachers that actually teach and not talk about their life half of class
- Probably just explain more of the work
- The instruction capability is good enough, though there are some tiny bits of things that could be improved, although I can't remember which.
- Maybe have more electives to choose from, so more teachers.
- More in depth explanations
- Explain it more
- To improve instruction at LP would be that some not too many teachers would rather sit on their phones then teach. I get to learn anything and when I get handed a test I don't know what to do because my teacher would rather sit on their phone then teach the students in their class.
- Give more of it and, some teachers don't give instruction.

- Improve teachers. What I mean is get teachers that are professional and don't make the class feel eternal by making students uncomfortable. Along the lines of: racism, trans-phobia, homophobia, it makes students feel anxious and not alright in those classes.
- Explain it more, don't just give us work without good instructions.
- I just feel like some of the teachers need to be more open and have some more 1 on 1 face to face action so kids can understand more.
- To find tutors to help students more with instructions that involve school work
- Teachers should stay on topic. It's okay for a teacher to chat sometimes but if they are talking to the class for over 30 minutes about something unrelated, it gets frustrating. Teachers should also give more work time in class. A teacher I had would go over instructions for the majority of class leaving 15-20 minutes to do what we need to work on.
- Make sure everyone knows what they need to do and explain well.
- I think something that would help students would be to be aware that some students learn at a faster pace than others.
- More breaks.
- More hands on. More fun and visual. Less quiet textbook busy work. It's hard to keep focused our attention span is not super long and it's not the best way to learn for most kids.
- Critical thinking
- Less unneeded violence.
- More electives and less part time subs. Get teachers that are not coming in and out.
- If teachers could go into more depth while teaching; and to also not be put down when asking for questions.
- More social interaction with our peers
- Where teachers listen to students more
- Tutoring for math and English.
- Make sure that teachers are providing adequate information and teaching
- I think shorter class periods, but work harder during the time we have.
- Have the teachers teach more on the subject
- Ask private if some students can't speak up to ask more questions
- Give teachers better pay.
- Preparation for tests; encourage flashcards and more Quizlets
- Hire teachers who know the subject they're teaching and I know it's been hard due to the lack of teachers and COVID but I wasted my time in some classes learning nothing.
- Make classes more interactive. Some of my classes feel like I'm just listening to someone rambling for 50 minutes.
- Have teachers be more involved
- I think we are expected to know much more than we do because of (last year's) distance learning. So certain classes that move quick may need to make sure we understand the things miss from last year, first.
- Better discipline to poor behavior(expulsion, detention, suspension)
- Eliminate excess busy work.
- Make learning a challenge and not just allowing us to move on without having retained enough knowledge. More focus on lessons.
- Choose a more interesting curriculum.
- Give more time to complete assignments outside of the classroom to ensure that students can turn in quality work that reflects their academic capabilities.
- Actually give instruction
- More time to work on things
- Make it more intriguing. It seems some of the work is so boring that it starts becoming confusing.
- Make it cleaner and more colorful.
- The teachers make us feel like elementary students
- Have a reminder for when the students have something due
- Having better teachers
- hands on help

- A smaller group of people, or a smaller room to learn in.
- More strategies on how to solve a problem and not just one might help students understand math a little more than they usually do.
- We need more teachers to stay around and not leave so the students don't have to go from one class to another and can actually learn instead of sitting in a classroom with no teacher.
- Don't do the same lessons. Mix it up instead of it being different day same thing.
- Have teachers speak louder and more clearly, explain what the class agenda/assignments are more clearly than previously, and speak slower for the people who cannot comprehend what the teachers/instructors are saying as quickly as other people.
- Having more support within the teachers
- Some of my teachers who teach core subjects, aren't the best at teaching. I suggest getting better trained teachers to come and teach us. In my math, I often get work that has never been taught to the class, my grades weren't updated until a month later, and the main teacher is usually never there to teach us and we are extremely behind. In my art, I am always afraid to ask any questions to my art teacher because I know she will get extremely mad for no reason at all and start cursing me out. This does not feel right, we should never be afraid to ask a TEACHER any questions, and we should never feel like our time is wasted throughout the year.
- I believe that the instruction should allow and encourage other students to interact more with one another and to collaborate more.
- Make the student parking lot safer by watching the students better
- Be more down to earth on the students capabilities
- Talk about things more
- I think it's good.
- I had two classes without teachers at the beginning of the year so maybe try to have teachers in the classes.
- Instead of assigning 6.022×10^{23} amounts of homework actually teach the stupid subjects
- Have janitors to clean
- Less work and have more time to work together and help us understand.
- Focus of things for a long time that we might need by the end of the school year for the important tests like SAT AP and or Finals.
- Have more school events and have rally's
- Fix up the bathrooms and more electives we should add
- Give us less work or more to do the amount of work give.
- Improve the ability to switch classes if need be.
- Have teachers be more accessible to reach and ask questions, and have better goals to reach and have actual discipline if you aren't doing what you should be.
- Rework some the classes required.
- Do more interactive projects. Trudging through worksheet after worksheet encourages cheating because it's not fun to do.
- More teacher that care to teach
- Direct one on one help, and clear/better instructions when a student is missing or is not able to do work while sick.
- Reevaluate staff and how they treat students.
- More projects/ways to teacher each other
- Be more engaging
- I feel as though the communication between administration and teachers/students is subpar at best and a complete joke at worst. The ability to give information to students- especially seniors- lacks any sense of structure. The classroom for our class was completely nonsensical, there was no true form of instructive ability and I feel as though I missed a lot of great opportunities due to this fact. I'm extremely dissatisfied with my experience with this school in that right. Implementing more sure fire ways to ensure students are getting the information they need would greatly improve future student's experiences.
- Have more incentivized rewards or goals
- I don't really have anything to say except that some teachers should probably be a little more organized about when things should be turned in and what all is needs to be turned in.

- Have more strict rules.
- Reevaluate staff's attitude towards students and their needs
- The instruction is fine as is in my eyes.
- More teachers to answer my questions in class
- Talk to the students.
- Add a sign language club or class for those who are shy or are mute. Add a creative writing club or class for those who want to be authors.
- Everything is satisfied
- I think the instruction here is pretty well done.
- Don't let as many people skip into classes there not supposed to be in.
- More break
- Help incoming students
- In history classes, I believe that we need to have a more inclusive view on history. We learn only how our country views events, and it is extremely hard to learn anything from that.
- Help more
- Make it not seem so strict because the more you make it seem strict the more kids don't want to do it. For example if a parent tell a kid want to do something that's bad and is very strict about it they are more likely to try to do it because people don't want them to.
- Better class supplies
- Less school
- Hire nicer teachers
- More outside activities
- Give proper instruction even the smallest things.
- Try to be more thorough with instruction.
- Try helping more with the students and have more activities
- Communicate with students that are struggling, give more examples on a subject the teacher is teaching to the class and if teachers could use other teaching methods so everyone in the classroom understands the subjects.
- When we do outdoor things
- History class is really hard for some people because of how boring and un-fun it is.
- Put consultation in the middle of the day so my parents won't drop me off at the end of consultation
- Maybe explain things better.
- Maybe have some teachers that stay for the rest of year
- Have more visual demonstrations and focus more on learning other than memorizing
- Less student TAs or subs.
- Having more outside fun class, doing more fun stuff at school
- They try the best so nothing to do.
- Some classes need to be more engaging instead of just writing notes all class or just being quiet the whole period doing a worksheet.
- I feel like some of the teachers could explain things better. If the student has a question then the teacher should answer no matter what. A teacher assigning homework over the weekend then saying if we have any questions that she will not be available over the weekend because she is not a teacher over the weekend and she has a life, but she is assigning homework over the weekend or break we have away from school.
- Have more honors/AP classes
- Some teachers seem less eager to teach me than they do to other students. Or they grade me differently (when I compare my work with others no matter how similar or different, I always get graded a lower score) as well as being punished for small things that other students are not punished for. Otherwise, with my better teachers, I feel they are doing great.
- By helping
- They need to improve on some teachers having more control over their students because some classes have students that walk all over their teachers.
- More electives
- Have more science classes available

- Be hands on. When it's more hands on learning, students are more engaged and we can remember things much better which improve learning.
- Teachers need to take more interest in their students it feels like 80 percent of the teachers couldn't care less
- There should be more explanation on certain instructions, so we know what we need to do.
- Remove kids from classrooms who actually don't want to learn. Have the teachers give us a realistic amount of homework for classes. I want some of the teachers to actually enjoy their class for once
- Have work done in class more often, and no separate homework assignments.
- Have more involving teaching activities.
- It's fine the way it is
- Start school later
- Filter out a lot of the bad kids
- Get more patient teachers so they don't get mad so easily and spend more time explaining.
- More thorough with material and answer any questions we may have.
- More tutoring
- More proper books in English classes
- More time in class
- Different classes for people who learn at different speeds
- Make the teachers less racist towards the non-white kids
- Understand people who don't know English
- Get rid of dirt-bags.
- Have a help teacher in every class so some of us can get help and when we ask them they will be a little quiet just so that one person can hear them not everyone else
- Have teachers for every class.
- Consultation after school for athletes.
- To not have long term subs.
- Instead of teachers giving us stuff to do they should interact with us more. Plan more things to be able to actually connect with us.
- There's not much more we could do its pretty good
- We can improve the teaching
- Make sure that the kids are off their phones until after they are done with all their work then they could be able to be on their phone.
- Letting kids be on their phone IF they are done with all their work in current class for other classes.
- By giving kids more lenience to stuff they do wrong. (depending on what it is)
- I'm a slow learner and need to be taught at a certain speed, so maybe teach more thoroughly?
- Having more teachers so that every student can get an equal learning.
- I believe I have a great instruction
- Not give so much homework because after a week of not doing something you can get behind really fast and it would make it hard to get your grades back up from them being super low
- Seems good to me.
- More hands on learning and going outside more
- Providing more one on one instruction such as tutoring or time better managed in class.
- Bring back late start and have SEL after school
- I don't think there's anything in particular that can be improved.
- Give teachers a budget for supplies
- Nap time
- Allow school to start later because a lot of people have a hard time waking up at 7
- You can make wording better and explain it more.
- Teachers can better explain things so the students can better understand how to do it.
- Less work more talking for better understanding.
- Deeper explanation
- Listen to your students complain about teachers, you'll learn about what your teachers are actually teaching.
- Get more subs.

- Clarification on instructions
- Maybe have a better controlled classroom
- Get some better teachers
- Get better teachers.
- You could explain in more detail and do some problems with us.
- I would say just be more thorough
- Smaller amount of homework so students can focus on their class work, and what they're studying in that class.
- In my opinion I started out fresh and had good grades at the start of the year, then more towards the middle I started to get lazy and I lacked motivation and started not doing my work. I struggled to get motivation to complete my work, currently I am one of those freshman that enjoyed school at the start of the year and then I just gave up. I need more motivation to get missing work done!
- Stop giving out as much work.
- Just give more instruction
- Don't try to always do/explain things your way, not everyone is going to understand so try to explain it in a more simple/less complex way.
- Try your best to reach out to certain students teachers see are struggling. Sometimes children are too scared or embarrassed to ask for help no matter their age it's hard being wrong and we hate confrontation and making a fool of ourselves. So I guess asking if we need help. Going out of the way to make sure this student is okay and to figure out what they are struggling with and why. Don't ignore the obvious cry for help. We act out because we need help or attention, its human.
- Teachers could not drop so much schoolwork on students and give them some time to catch up.
- I'm not quite sure everything has been well for me.
- I think my teachers are doing a good job.
- Some teachers use a method of assigning work without really teaching any lessons on it. Fortunately I only had one teacher who did so, but I still think it would be helpful for student success if that were changed.
- Make it harder, prepare students for college
- Teachers letting students know more of what's going on in the school.
- Suspended kids who get in fights, and not just give them a one day structure
- More in class time to do home work
- Fix the schedule a little bit more, it's kinda chaotic.
- Give more direct instructions.
- Instruction is good and don't need any improvement.
- Suspend kids when they get in trouble. Instead of just giving them structure days. Where they just ride around in a golf cart all day.
- There isn't anything you can do to improve education unless hiring new teachers
- Make less homework and no finals for seniors
- Oroville high school needs better staff at the front office. They're usually so rude and unwelcoming. I never feel welcomed or comfortable there. I feel like I'll get called out for anything and always get question a lot in a rude way. I also feel like the principal needs to talk to the teachers that work in the Art department. There's a lot of problems there that's usually the teacher's fault and the teacher there gives off bad vibes and energy. I over hear the art teachers talk bad about their colleagues, about kids they don't like, talk about other student's own personal problems, etc. I honestly feel like the art teacher don't really care about the student, instead they're just curious about our personal problems to go gossip about with others. So please, if anything tell the people in the front office to fix their attitudes and check on the art department.
- Help students with reading more
- By getting support from teachers.
- Better food
- A teacher that I used to have made sexist and derogatory comments. It made the girls really uncomfortable to be in his class. He's the only teacher of a subject I have to take to get into college so I have to take his class again next year. None of us want to say anything to the counselors because this teacher makes subtle comments that the counselors might not think are a big deal, but it makes us really uncomfortable.

- See to the teachers that they treat most of us as decent people and not complete idiots.
- Make sure kids understand the work
- I have really good teachers that instruct their students well.
- Hire diversity teachers
- Get more diverse teachers
- More engaging work with more class discussions
- Make sure that teachers are trying to help students that need help.
- Make it easier for us to understand, and take some harder lessons slower
- More help for the newer teachers
- Hire a physics teacher. Necessary for some majors. Also, this is with each teacher but making English, or other subjects, more engaging for students.
- Unlock the bathrooms
- Have teachers be more strict on the bad students in classrooms.
- Maybe make it just a bit more fun.
- The instruction at my school is fine.
- I think that more interactive activities with the things we are learning will help improve the memory of the things we have learned.
- Not lock all of the bathrooms and expect us to be on time if most of them are locked.
- Not lock all the bathrooms, because we get in trouble when we have to go across the school to go to the bathroom because the closest one is closed.
- Nothing, my teachers teach me enough.
- One thing that can be done to improve instruction at my school is that there should be more breaks because high schoolers cannot pay attention for an hour long.
- Better sports equipment.
- A better structured culinary arts teaching system.
- 10 minutes between each class
- Have personalized courses that can shift depending on what a class is struggling with in terms of the curriculum
- Have more security
- To explain more for kids who are slower
- Better tech like Chromebooks.
- Give simple work since we got back from COVID
- Make sure students understand what they're being taught before moving into a different subject in class.
- Different ways of showing how things can be taught.
- More hands stuff than Chromebooks.
- They can get teachers who will actually take their time to teach the students instead of giving them worksheets and reading the instructions. When we ask for help they can help instead of telling us to read the instructions more.
- Maybe make more classes interactive like in classes we just do packets after instruction making after a while classes getting confused and everyone needs help and there is only one teacher or a teacher and an assistant teacher making it hard on the students who are trying to learn being significantly slowed down the learning.
- Better help. Teachers sometimes jump around questions instead of actually answering, and it makes doing work difficult.
- Take some time to explain some school stuff more clearly
- What you can do to help this school (in general) is not allowing the staff at this school abuse their authority in order to gain control of a student or students property, In the past I have had important prescription medications (needed for daily function) taken from me while being falsely searched due to someone else vaping 8 feet away from me (I was without this medication for 5 days) until the principal finally gave it back after 5 days of me begging and pleading for staff to help me with the situation. My friends are also constantly being searched on the daily without context nor proper reasoning, if the school wants to search me or anyone else that's 100% fine and within their right to do so but searching me or anyone one of my peers on false grounds with (absolutely no evidence

nor logical reasoning to back it up) will not be tolerated, this is a classic case of authority figures abusing their power, and it's not being overlooked, this school has broken many laws, (including health violations for a time)

- Gives subs better instructions.
- Get more involved with the kids and help them.
- Add long term subs when a teacher goes out for a leave
- Hire more teachers so we don't have subs for every class.
- Maybe trying to spending more money by things that will affect us in the long run instead of raffles and stuff.
- Maybe giving Bathrooms Mirrors again.
- We need more teachers/staff to clean and watch over students, because way too many kids are getting away with stuff.
- Keep a teacher in a classroom
- Spend more time on topics than rushing through them
- Hire more staff
- Long term subs
- Have long term subs when needed or subs in general
- Better grading process and long term subs
- less group projects
- Explain stuff in more than one way
- Las Plumas High School is doing great no need for improvement.
- A way to improve instruction at school would be to actually have long term subs available when needed and not having teachers have to cover during their prep period or not having a teacher to cover the class at all.
- Hiring adequate amount of staff, listen to student complaints of particular teachers and inspect the claim
- Probably pay more attention to the teachers because a lot of them aren't very good at teaching and it makes it worse for the students. Also I didn't have a teacher for three months and we didn't have a substitute.
- In English our teacher was out for 3 months and there was no long term substitute, more substitutes should be hired
- Get more subs
- Teachers pretty much do a good job all together.
- Get more teachers
- Get better subs
- Cheer team. Busses for the cheer team.
- One of my teachers is sexist towards guys and if she doesn't like you she will keep you at a lower grade and she do not care if you are having a problem or a break down.
- More materials for learning. More Subs.
- Make people go to class
- Have more subs
- We need more teachers
- Maybe have admin sit in on class once a month or something like that.
- Hire teachers that can find effective ways to teach everybody so that they don't get overwhelmed having to teach students individually when they don't understand.
- Teachers that bond with students more not only just be teachers but understand that our life outside of school can impact what goes on in school and try to help instead of just assign and grade work.
- Talk to students. Don't instruct. Talk
- More into growing classroom environment
- I just think it needs to improve I don't know how but I know it can do better
- One of my teachers tells me "DO better try harder' When I DID SUPER GOOD ON THE ASSIGNMENT HE JUST DOESN'T WANNA READ IT.
- Have more teachers
- The school could provide more help at better times because sports are after school.

- WE NEED BETTER FOOD
- Give time to study, listen to what students have to say.
- give the anatomy teacher a good budget
- Have teachers make the lessons more creative as most students are unmotivated to learn from traditional way of learning
- Counselors could help us better, Consultation could be later, teachers could assign less work and actually make sure every student understands the work instead of just handing us a test.
- Pay attention more and listen
- Teach more
- Be more helpful
- More one on one help.
- Make the teachers actually help us without getting pissed off
- Maybe have the teachers get more involved with the students and have more hands on learning.
- Teachers should be more lenient with students and teach us in the way that we learn best instead of giving pointless lectures that only induces stress and anxiety for us to try to understand.
- Have teachers that actually care.
- Our Spanish program needs lots of work. The teachers assign busy work and make kids memorize things but do not teach what the work actually means in depth.
- Asking us if we understand the subject.
- Some teachers follow state rules too religiously which makes it a lot harder to learn, like not giving work days or just too much instruction packed into a single week
- Time
- I guess, motivate the students to learn something
- We just need more teachers and staff
- I recently had a death in my family and I had so much work to catch up on. I feel like if someone is not at school because of a death, then teachers should not give them so much work and split it out so that they can pay attention in class instead of doing their late work.
- Understand that some kids learn very different than others
- To have more security to watch around campus.
- Actually teach well, make sure we all understand. Just because one student does, does not mean we all do. Giving out no homework/less homework would be helpful, all students have a life out of school.
- Answer questions that students ask to the teacher and don't just move on
- Make sure that we have many subs for backup. And enough long term subs as well
- Every teacher is pretty good at teaching but some of the math teachers absolutely cannot.
- Hire well trained substitutes
- Less homework
- Give breaks sometimes when we're doing some work or something. Or teach a little more or something
- Have more substitute teachers when other teachers need to be gone.
- Have more substitute teachers so there isn't anybody left without learning abilities in classes.
- To teach more and not really learning because some teachers don't really explain well.
- Sometimes when all teachers are occupied and one is gone there might not be a teacher to fill
- Don't assign a lot of homework with little time limit to turn it in, have students respect teachers and classmates, and teach in different and efficient ways.
- Instructions maybe on google classroom as well is nice
- I think that we just need to work on providing the same amount of instruction that we have in the past. Like before COVID happened.

7. Las Plumas High School and Oroville High School offer classes in the following career pathways: agriculture, engineering, food service and hospitality, graphic design, transportation and welding. Does your student plan to go into any of these career fields?

- 13.7% Agriculture
- 7.3% Engineering
- 13.9% Food service and Hospitality (Culinary Arts)
- 4.2% Graphic Design
- 3.8% Transportation (Automotive)
- 8% Welding
- 49.1% None of the above

8. Are there any academic or career courses not currently offered that would be beneficial to your student's college or career plan?

- Cosmetology
- A higher level of anatomy and physiology.
- Psychology
- Welding
- More subjects and programs that have to deal with the medical or law field.
- Nursing and health field would be a good program for students who want to become a nurse.
- Security Guard and protection course...
- Registered nursing
- Teaching
- Animal Care
- Medical
- Cosmetology
- Something that does with law but I'm not 100 percent sure
- I would think band wouldn't be beneficial for my college plans.
- if we don't have it a class to help students learn about taxes
- Pediatrician
- I don't know what career I want I don't have a plan
- French class
- Something to do with real estate.
- Army
- A welding class at prospect
- Production
- The career courses that are not currently offering in architecture.
- Business
- Welding
- Auto
- Nutrition class
- Automotive
- Fashion design, business or other careers other students would like.
- Medicine
- Fashion Design
- I would say help with day to day things that we could go thru for the future like things that we would use later on in life
- Mechanic, I really like working on cars so just wondering if you guys had that so can get my dream job
- Something about child care, or child development classes.
- I plan on going to trade school (lineman and electrician school) so electrical classes would be pretty cool.
- Yes, French, I was so hoping to be able to speak French more than I already do and I plan on moving to France.
- Well I don't really know if being an artist is a job, but I am going to study art in college.
- Whatever gets me to building inspector I guess
- Life management

- Learning a different language other than Spanish.
- Business
- A medical course
- To have more options to choose from.
- Doctor or nursing programs.
- Maybe add more language options. For example, German, French, Russian etc.
- Medical programs
- I would like to see an Architectural and Interior designing class
- A medical career path. I'd like to have that more than any of the options.
- Probably a drama class for acting and such.
- I would like to have law/legal career courses by saying this I might help other students out that want to get into a law career and helping them before they get into college.
- nursing/ medical program and law/criminology program
- Nursing/medical
- A law class that would help me with judiciary
- Technology courses
- Anatomy, physics
- A psychology class or something in medical.
- Medical field.
- Physics class
- More psychological classes
- I think some sort of health or nursing program would be a program that a lot of students would take if offered.
- Business
- Medical class
- More language learning opportunities.
- Anything to do with medical careers, I would love to have an AP Psych Class
- I wish there was a different language we could be offered.
- An engineering class would be beneficial. I also think they should have a judicial class for an elective at least.
- Psychology
- Engineering, computer programming, physics
- Maybe a therapy or psychology class
- Courses or classes for nursing
- Clothing design
- Medical classes
- I think more science or Spanish courses would be beneficial.
- Law
- A Boys Volleyball Team because I know there is many who enjoys and wants to go pro in volleyball but will not have a chance too, other schools has it but LP. Something that would be able to let me have Education in some other country like, studying abroad would be nice too.
- A law path way would be nice to have.
- Business Classes
- Nursing
- Business Management.
- I feel that 2-D animation, Japanese, and entrepreneurship courses would be beneficial to my career plan.
- creative systems engineers
- Nursing
- I think there should be more relevant courses for the time we live in like crypto currency, nft's and more because there is immense amounts of money people can make in that but people just don't understand how it works so they just stay away from it.
- Coding and maybe writing.
- Graphic design

- Learning how to program would be an interesting class and also because it's a growing field, with lots of opportunities.
- LPHS doesn't offer engineering or graphics design classes anymore. Computer science/programming
- Something that involves fashion and sewing.
- Finance
- There isn't actually a graphics design class at my school at the moment, this was exceedingly disappointing on account of my desired choice of career.
- Construction. Electrical line work. ****Heavy equipment****
- Coding, French, and probably more
- Nursing
- While engineering is listed above it is not available as an option, not that I would be in there any way.
- I am taking graphic design but it is not actually like graphic design, so I'd like to take an ACTUAL graphic design class that offers digital art.
- More variety of AP classes, and a medical course.
- A coding class would be good.
- Medical
- Computer Science
- Medical classes
- Medical classes at Las Plumas, not everyone can easily be transported.
- I feel as though offering more AP classes could be very helpful, such as biology and chemistry. Offering plant science classes that aren't about floral arrangement and are more focused on food production could also be beneficiary.
- A psychology class would be beneficial to my career plan.
- Photographer
- Business
- Psychology
- Makeshift Crafting such as sewing or woodworking.
- Electrician and engineering would be what I want to do for my career.
- Instead of just having life management our school should provide money classes or how to save money while going to college and get good credit.
- Career courses that prepare students for law-based jobs.
- Different language classes
- Physics
- Medical training or something in the field of firefighting.
- Medical Field
- One could be law enforcement
- Computer science, Programming classes.
- Medical classes
- Law school
- Psychology
- HVAC, Heating and Air
- A class about how to manage finances and how to invest, understand the stock market, and things like building a credit score
- A class mainly focused on marine life
- Geology
- Psychology or another language
- They don't offer medical classes
- Things with film or fashion
- Medical/doctor teaching or class
- Psychology
- Medical or law program
- They should offer more art courses.
- French

- AP Bio
- Interior design class curriculum
- Business 101, I have no clue how the most efficient businesses work and it's important information about how to leverage deals and be your own boss
- There should be AP Bio, or any other medical courses. There should also be other languages to learn.
- I think that actual engineering classes, and a robotics class would help some people's career plans.
- Astrology
- A marine biology class
- Medical
- Medical
- Fashion and drama
- JROTC
- Pilot
- Heavy equipment
- Medical, Psychology
- Plumbing
- I would like to have a law class at this school.
- Medical
- Criminal Science/justice class
- Like a housing class. To teach kids how to buy a house, buy a car, etc.
- Music lessons I know we have band but I feel like that would be better.
- I want to go to NYU and study to become a doctor, so maybe some classes that is like a doctor path.
- A gaming career course
- Law enforcement
- Carpentry class.
- Acting classes
- Providing a nursing program or nursing classes would benefit my career plan and many others
- Computer Engineering
- Law class
- An anatomy class with an actual anatomy teacher or astronomy
- Medical
- Medical
- French
- Business
- I think we as students would better benefit from more vet programs.
- A medical class
- Boxing would be a wonderful addition to the school academics
- Law practice
- Animation Class and Anime art class.
- Physiological or mental health courses maybe? Give student a broader perspective on disabilities both mental and physical kind of like a modern health class or for those going into college or a career of/for counseling, to be someone's physicist or therapist, and all that.
- Learning about cattle, and how to ranch cattle.
- Physics
- An animal-focused course that is not directly associated with farming and agriculture would be very helpful, like zoology. Something broad spectrum. Another beneficial class would be psychology.
- Medical
- Sign language
- Different type of welding class
- Wood cutting
- Maybe more classes that involve hands on experience.
- Horticulture
- Medical Class

- I am currently into cosmetology.
- More music classes
- Psychology class PLEASE!!!!
- Study of specific branches of animals (reptiles, birds, fish, etc.)
- Having more opportunities for health care working would be great because they are very essential and there are so many different jobs in that field of work. There should be more science classes in LP like an AP biology or something like that.
- There should be drivers ed for students who missed it freshman year.
- Law
- Multiple language classes other than Spanish
- A different language class besides Spanish.
- A physics class. And AP Physics class. Anything medical and CSI related
- Coding
- Driving
- Physiology
- Cosmetology
- I think having other languages as an option would be helpful for going places for collage.
- More science based courses?
- Photography
- Nursing course.
- Business management. Even simple basics would be helpful.
- Music production
- FFA
- Computer hardware engineer
- An academic course I would like to try is maybe coding.
- Nursing
- Software engineer and business 101
- Psychology. I am highly interested in it and would like to pursue it.
- Law, argumentative writing, psychology, literally any other subject is more useful than the common high-school class, (I can learn more from a singular one hour YouTube video, than I can from a whole school year. (I exaggerate a lot but this is no exaggeration)
- More foreign language classes like French would be nice though.
- Cosmetology courses
- Debate class
- Something that leads you in the path for criminal justice
- Dental
- Movie production.
- Bringing back medical field classes
- I think a lot more students would take foreign language if there was more variety like German or French than just Spanish
- A marine biology class
- A Human behavior or psychology class would be both interesting and beneficial to my college career plan.
- Engineering class no longer exists
- Comic creator or artist
- Maybe more teachers in Anatomy that actually teach the class.
- Art
- Metalworking
- Nursing interning
- Medical classes
- Physical Science (Periodic Table, Space, Chemistry, Motion, Forces, Energy, Velocity)
- Heavy equipment
- Business
- Financial education

- HVAC, or different foreign language.
- Computer science
- Video gaming
- A class that is electronic based or coding based would be cool since those are the careers of the future.
- Business class
- I want to be something in the medical field and we have health so that's great.
- Some sort of class for teaching.
- Yes, a carpentry or woodworking class
- Woodshop
- Law
- By being a doctor or a lawyer.
- Medical/ nurses program, fire fighter program, business, accounting, fashion design class teaching us how to sew and create our own designs, classes that teaches you about life (not life management) we need to know how to pay bills, how to apply jobs, how to get cars, what papers do we have to sign, how do we pay for that, what do we do at the bank, how to plan our life, what jobs pay the best, we need to know things that will help us in the long term, not quizzes here and there that we won't need in life. Programs that would actually be beneficial to us, and lead us in a good career.
- Study of law
- French/ more foreign language classes.
- Medical
- Nursing
- Other types of languages.
- Coding would be beneficial for me but I do know that it is rather difficult to get a class or students that would even want something like this.
- Landscaping
- Anatomy Labs with hands on experiments
- Video design

9. How does you get to school?

- 11.5% Ride the bus
- 70% Parent or other family members drives me
- 11.1% Carpool with another family or friend
- 1.5% Ride a bike
- 5.9% Walk

10. We are seeking ways to improve student attendance, including tardiness. If your student is often tardy to first period, what is the cause?

- 34.1% Transportation issue
- 29.9% Oversleeps due to staying up too late
- 36% Lack of motivation or uninterested in school

Goal 2 - Provide a safe, nurturing and supportive environment to every student using Culturally Responsive Positive Behavior Intervention Supports as a framework.

11. Having students feel safe on campus is a top priority. How safe do you feel your student(s) is at school?

- 13.2% Very safe
- 71% Safe
- 15.8% not safe

12. What can we do to improve school safety?

- Have security walk around campus
- I would like to Go to Counseling when I get angry
- I personally feel very safe on campus.
- Maybe add more yard duty's or people officers, I'm not that sure because there's always a little fear when coming to school.
- Better security and rules can improve this school's safety.
- Not do lockdown drills for in case of a school shooter because it's letting them know exactly what's happening and where everyone will be
- Not get security guards that can't even run or talk to people.
- Punish kids that deserve it
- More campus security guards
- School safety is great.
- You guys are on it!
- Make sure to ask students if they've heard news, quiet students will normally comply with an answer you need to hear
- More Guard Duties.
- Be more aware of the kids barking at the LGBTQ+ kids in the hallways.
- Maybe add a couple more yard duties to patrol the campus.
- Deal with a problem when its reverent
- We need more school guards around our school.
- Be stricter with students about bullying and fighting other students
- Less people out to put you down
- Get rid of the thugs
- Keep a gun
- Stop annoying us
- Relax school dress codes.
- Have the facility staff carry hand guns.
- The school is safe already all the teachers need to do it just keep watching out for anything suspicious.
- really listen to students
- It's certain people who go here
- Having more therapists, and wellness centers open
- Have a more secure campus.
- You guys are fine
- What you have going is good
- Prospect is the only school that has ever made me feel safe. So therefore nothing.
- Aside from the police patrols I think that is about it.
- Kick people out
- More security
- Just less fights and stuff
- Not let children bring guns and weapons. Better security.
- Some situations cannot be controlled by the adults at our school.
- Can improve on put more cameras around the campus lien putting in places that you don't think have cameras
- More security
- Watch students more closely. fine more security
- Make it online or have less kids that are in or want to be gangs/trouble makers.
- More security but other than that no comment.
- Take violence and conflict more seriously.
- Less stupid people
- Deal with problems better
- Better counselors

- Get rid of ghetto kids.
- Have wannabee gang bangers do homeschool. We shouldn't get harassed because we accidentally wear a gang color. People pull on try and jump you for wearing red
- Have security.
- Remove the use of drugs.
- I feel as LP is doing the best they can to improve the safety it's just many kids are different and some are worse than others that make the school unsafe at some points
- Have more supervising adults around the school.
- I don't know how but there's been a lot of weapons being brought in
- More people on the watch maybe campus security guards
- Probably increase the amount of security.
- Add more security guards.
- Remove kids that start fights
- Having more security to help out on campus
- Harsher punishments for people doing a crime instead of just like 2 days suspension.
- More campus security
- Make people more aware of what mental health is and to not go around school saying "kill yourself" because that's really messed up. Make people aware that fighting is immature and fighting will be taken to the highest extent.
- There's not very much you can do but I would say hire more security
- To hire more campus supervisors/ security
- I have witnessed many fights in my first year of high school. One of them nearly getting me hurt. I was on the bus and two kids were fighting, one of them fell on me. So I guess just find some way to prevent fighting.
- I think to improve school safety we should have stuff to check kids with stuff or teachers taking a class to show what vapes or other stuff students use some teachers are very unaware of how much stuff happens in front of them and they don't even know them.
- It's mainly the kids and not the school.
- Actual punishment for bad behavior
- Decrease fighting
- Tell parents when kids bring guns to school
- Less unneeded violence
- Inform people of the LGBTQ community and have a policy about acceptance
- Maybe there could be more easily accessed counseling.
- More discipline on the kids who make others feel unsafe.
- Paying attention to the right students,
- Enforce manners, less fights, and have more security.
- Provide more security people
- Kick more people out if they keep causing issues
- Maybe go on an actual lockdown the next time someone brings a gun to school???
- Easy access to counseling
- More punishment for kids that act out
- Better discipline to bad behavior
- Harsher punishment for fights
- Not sure maybe try and reduce fights? Higher consequences without letting people slide.
- I don't know. A kid brought a gun there's so many fights obviously something more I'm not sure but change things.
- Get better security that can actually control a teenager when they are fighting.
- More security
- Better security
- More security men/women
- There should be more directness on those who challenge school safety.
- Campus security heightened
- Put the people who don't care about school in independent study's

- Better patrols around the school to prevent fights.
- Students will fight no matter what. If a weapon is involved we must teach others to speak up.
- Metal detectors stationed near or at the various student entrances.
- Talking to kids about the safety they have to follow and make sure/ have an eye on the kids at all times
- Check social media, some people are threatened on the school's social media platforms. This makes them feel unsafe and the things people say on the platforms are very hurtful, nasty, and racist.
- Reducing vandalism, reducing gun threats, hiring security to ensure safety, and place strict penalties for vandalism or using/bringing a gun on school grounds.
- More security
- Try to get kids to stop doing drugs.
- Have more security at the school like cops
- Honestly I have no idea, maybe have better security than just a few cameras from 2000 that are black and white.
- Have safer bathrooms. I don't care how you do it
- Have more teachers patrolling.
- Making sure no weapons are being brought to school
- Quiet the loud people
- Not sure. Some kids here are not the type I would feel safe around. Also the area but that can't be changed
- More cameras in school student parking lot.
- More discipline to those we violate school rules.
- Get rid of loud people
- Crack down more on students.
- Police or sheriff officers being on campus
- Ensure privacy and give people anonymity
- Bag searches
- Metal detectors
- Actually discipline students when they are reported for harassing/bullying another student. Some students are scared to speak up so their friends will say something but rarely are things ever done.
- Reduce violence and better communication if there is some sort of threat to students.
- The most beneficial practice, while highly improbable for the size of our school and resources, is to find connections between students that could result in a conflict, possibly one that could cause injury to students or staff alike. Students, or student groups who grow distaste to each other are most likely to attack one another in one way or another, regardless of any past attempt to quell aggression. It's best to locate students who have a history of violence to certain other students, and make sure the proper security is in place to distance them apart.
- More security
- More security
- Implementing a system that actually punishes offending students would be a great start. With all the weapons scares I know of many kids whose parents considered just pulling them out of Las Plumas and Oroville; including my own.
- Just have better safety precautions.
- Just make sure everyone is not doing anything their not supposed to.
- Stay on top of fights
- Regularly check in on students
- Add a more prominent security force.
- More security
- Have more severe punishments for people telling trans/gay/LGBT kids to kill themselves, punish anyone for harassing trans kids when they go to the bathroom/locker room
- Have it feel safer. Maybe by having stricter rules.
- More cameras, more staff, and smoke detectors in the bathrooms (Mostly the girl's bathrooms)
- More security

- I think having an actual cop on campus would be nice and would help me feel safer.
- Look out more
- Check some kids bags
- Security increase
- More security
- Try to heighten security or take more precautions.
- Don't smoke, have weapons, no bullying
- Inspect the campus more often because there are many kids using drugs, connect with students for them to be able to talk about problems; this could prevent any problems, prevent a way where kids don't vape or use other drugs in the bathrooms, talk to the students about any social media platform that it is not healthy, observe students because there are many students going through abuse, drugs or depression and have students respect the teachers.
- Make punishments instead of Structural day.
- Have more serious consequences
- Teachers ignore bullying.
- More discipline or more action being taken
- We always have something happening on campus. Never in my other 8 years of school has someone brought a weapon on bus or there be 4 fights in a day for like 2 weeks. There is always squad cars outside the office and sometimes it scares me because of all that has happened.
- You guys make everything safe.
- Many students say hurtful things to groups of people (lgbt,poc) or if they have different views
- Dogs
- Making sure that no one is being bullied and just too to speak up.
- Punish kids for wrong doing instead of keeping them at school endangering us all
- When I was experiencing bullying, the school claims to have a "No Tolerance Policy" when they did absolutely nothing about it, and I myself (after months of experiencing this) had to deal with it. Kids are doing drugs everywhere, no matter how severe or not, there are needles on campus (mostly in the back) and police recently had to come because a kid had brought a gun on campus. There are pages on Instagram dedicated to cyber bullying, and there are fights every other day.
- By not throwing trash on the ground
- Go back to having people direct the traffic on the streets around the school.
- Security people. Teachers break up fights all the time and I know security is doing their best but it's not supposed to be the teacher's job to break up fights.
- Take action whenever you see actual problems like harassment and not just chase the kids that smoke pot on the bleachers, they're going to find somewhere else if you continue anyway.
- There should be more security, so people don't bring illegal things to school.
- I'm not sure but I don't think it's wise to not expel kids who constantly get in fights and then they are still at school 😊
- Actually suspend and expel people that carry or have been caught carrying weapons or drugs on them.
- Having more cameras.
- Metal detectors at school entrances
- Take school treats more serious
- More security
- Not allow kids with criminal records on campus
- Have a place to relax so when you're irritated and feel the need to fight you can go calm down and take a break.
- I don't know much more that you can do it's really up to the students but maybe enforce consequences more.
- More security
- Get better security equipment
- Respect people from other country with their cultures
- Confiscate guns
- More security

- Get rid of dirt bags.
- Stop having fights all the time
- Stop having fights in school
- Actually get kids in trouble for bad things.
- More people working on campus.
- Spread out the guards.
- Give actual punishments don't let them off the hook
- Have better security and punishment. Kids don't get punished as much as they need to so they continue to do what they're not supposed to.
- Maybe more security guards
- Every teacher should have a radio to communicate
- don't let kids bring weapons to school
- make sure that the people that start a fight get in trouble like getting suspended for a few days so they when they come back to school they will not get into any more fights with students because some students get into fights for no reason.
- Watch out for school threats.
- Probably better safety rules they just kind of suck
- Better security in school.
- Maybe more staff members.
- I feel safe most of the time. I think we should have metal detectors at the door so just in case a student tries to bring a weapon to school.
- Making sure that the area is clean so that students feel safe.
- Police
- Change the school starting time to at least 9:45 and end at 3:15 and cut the classes shorter by like 20 minutes
- I would get vape detectors. I know that they are 1000 each but having them in the main bathrooms would be very beneficial. My sister has Asama and she can hardly go through a day without having problems because of how much vape is used on school campus.
- Push for more of a punishment rather than "structured days" such as getting walked to class or getting a ride to class by one of our security guards. If there was a stronger punishment for kids doing things that deserved to be punished that problems would not occur as often.
- Calling students up to the counselors office once in a while to check up on them
- Allow teachers to carry
- More security guards because there are a lot of fights
- Having more campus security and going through roll call to see what students have what class.
- Keep an eye out for different students.
- More security, less violence.
- Security officer
- Take better actions if there is a threat
- Let people know EXACTLY when there is a gun threat. Not after, tell people when there is a person with a gun on campus. It is absolutely ridiculous that as I student I have to walk on campus not knowing if I'm safe or if there is a gun on campus.
- Maybe there can be more people watching out on campus like more security guards.
- Control behavior better and vaping is a huge problem. I have asthma and I cannot go to the bathroom at school because I will have an asthma attack.
- To stop having school security focusing on the kids that vape
- Reduce school fights
- Have more security at our free times I guess.
- Have more campus security and allow them to use some brand of force to stop an altercation if it becomes too escalated.
- I feel that we should bring back campus police because not many people are afraid of security and still do bad things but I feel if there was police people would act better.
- Take action against the gang related kids at are school.

- Take care of the students at our school that smoke or drink on campus which can mess with how they act towards other students. Sometimes these behaviors can lead to fights and /or even people getting into arguments and getting hurt. Or the people that drink or smoke will try to do something that can affect everyone (Example): Bringing weapons to campus = possible threat.
- Put vape detectors in the locker rooms and all the bathrooms. Anytime I go to the bathroom there a group of kids vaping.
- Put cops at school not just people on golf carts
- Be alert of your students. Students can sneak items into school and no teachers know of it.
- Less fights
- Maybe don't keep people who commit felonies or have burned down homes or are a threat/danger not only to themselves but others and have some security guards or a council that enforces the schools rules maybe a disciplinary club. Maybe inforce the school rules but settings examples, you can't just keep people who break laws on a strict school day they will end up hurting someone and it's not business to tell you to do your job but you need to gain control of these situations, where kids die because of this.
- Maybe have actual security guards that do their jobs, and not just sit there.
- Bathrooms can be kind of suspicious lol but other than that it feels safe.
- Have classes that are appropriate to their needs.
- Having more involvement in stopping bullying would make our school safer in my opinion.
- Get rid of ghetto girls standing in the bathroom vaping.
- Make the security guard actually pay attention, some of them are sometimes too busy talking
- Reducing fights
- More police
- Suspend kids
- Don't let certain kids come here
- New principal, new vice principal
- More adults on campus
- Kick kids to prospect that want to fight or stop problems.
- Break fights up more
- Make sure that students with bad behavior is being observed and discipline if their behavior get worse.
- Make sure kids who get in fights aren't just walking around school doing whatever they want.
- Teachers should have their right to bear arms to protect their students in case of an active shooter.
- Get a bit more security and cameras around and check the bathrooms once in a while
- More security
- Discipline kids more
- Please have staffs check bathrooms.
- No fights or vaping in the bathrooms
- By getting rid of negative or dark students.
- More cops around campus
- Cops
- You can't. It doesn't matter what people have, everyone is able to harm you one way or another.
- You need to give students more punishment for their actions because then they think its okay to get in fights or bring weapons to school.
- Maybe have more people on campus meant to supervise
- Have less violent students.
- Decrease the amount of bullying
- More Campus Police presence during and after school hours to prevent fights
- Bathrooms. Too many people do drugs and vape in the bathroom.
- Get mark back
- Armed guards
- Hiring more social workers
- Make spots for kids to go.
- Make fences around the school.

- More security and more serious punishment.
- Increase security.
- Have cameras in the bathrooms
- Make sure the school buildings are more protective
- Metal detectors
- More yard duty's
- Put more cameras
- Having a few on campus cops around once in a while.
- When students cross the street. The advisor doesn't help cars or students cross the street. I think it is dangerous because there are bad drivers that may cause an accident to me or other students.
- More campus supervisors.
- Open up more bathrooms. Many times only one is open and it is often very crowded with many people.
- Deal with the homophobia issue. As a queer person I deal with homophobia a lot and its stupid
- Address issues quicker
- I use to feel safe and welcomed by all teachers and staff, but due to power hungry staff members I feel unsafe almost at all times, I feel as if I can be touched or searched at any time (without a logical explanation) I feel as if I don't get the same respect that I give to every staff member at this school.
- More security guards
- Discipline harder instead of just letting someone get in a fight and then talk to them about anger issues problems
- More planned out systems that will actually work in case of an emergency.
- Quite literally... metal detectors.
- If a kid has a gun maybe get it from him the first day he has it not a couple days later
- Have more staff monitoring the campus
- Suspend the kids that do bad things
- Just pay more attention to people and the things going on around us
- Watch the kids entering, so many accidents have happened due to kids bringing unassay items to not feel safe.
- There have been many threats that the Sheriffs have had to come out to handle. I feel like an officer could be assigned to the school as the elementary school district has done to help deter such threats.
- I think there could be more campus security around.
- Identify areas that are often gathered at, particularly in fields, dugouts, the nature reserve, or less visited, hidden areas, and possibly increase monitoring or deter gathering there
- Be aware, fights can happen almost every week
- I just have social anxiety and don't feel safe in a lot of places
- Increase security activity
- Not let kids that got out of juvy for attempted murder go to school.
- Have police here
- It's safe to an extent because there are random events that occur that are pretty scary like the guy with the gun on the bus.
- Don't let bad kids enroll
- Punish bullies more
- Better security.
- We should have officers on campus to increase safety.
- Make harsher disciplinary actions
- Install security cameras that not blurry when looking at the video
- Put MAXIMUM security on people who like fighting for dumb reasons
- Nothing really to improve it feels fine
- More discipline
- Just be more perspective/ look better
- More security guys and kids who are known to be trouble need a body guard.

- Help people with counseling
- tell us when somethings going on and notify teachers better
- More supervisors around the perimeter.
- crack down on people that get into fights and stop punishing the defender it should be the starter that gets in trouble you shouldn't be punished for defending yourself
- The students that say threats or are failing most of their classes and don't do anything should be supervised better.
- PAY attention to what is going on
- Check the bathrooms more often.
- More security
- More cameras to catch fights.
- Actually eliminate possible threats
- Take notice in kids that compromise safety
- More security guards
- More parking regulation, the lot is crazy.
- We need staff to pay closer mind to those who like to mess around in the bathroom or just around the corner of school.
- By having really good securities to watch around campus.
- Make sure that kids are being smart with not bringing weapons to school
- Stop promoting school and the world to be a safe space when it's not, we are making kids soft and it cripples our society.
- suspension for bad kids
- Start suspending more students who make our school not safe
- I think there should not really be a lot of people fighting in the halls.
- Put more security guards
- It is already a safe enough place for me but I wouldn't know what it would be like for other students that feel in danger.
- Watch out for the kids that do have a record of not being safe at school.
- Start opening all restrooms
- Don't let kids with a record come to school, and don't keep information from our parents.
- More guards
- You got to start suspending people man, people are getting way to comfortable
- I think just having more communication with the teachers and students and keeping us updated.

13. Does you feel connected to your school by having an adult mentor you can talk to or by participating in school activities?

68.2% Yes
31.8% No

14. Are you aware that we have School Social Workers, Targeted Case Managers and wellness centers at LPHS, OHS and PHS to assist you with any issues you may be having?

86.4% Yes
13.6% No

15. For LPHS and OHS students, are you aware that we have a College/Career Readiness Technician at your school?

58.7% Yes
41.3% No

16. How comfortable do you feel talking to your counselor?

- 8% Very comfortable
- 60.3% Comfortable
- 31.7% Not comfortable

17. If you are uncomfortable speaking to your counselor, can you please tell us why?

- It depends on the subject of the conversation like about my mental health I get shy and tend to not talk about it but if we talk about my academics then I'm more comfortable.
- Because they don't listen to what you have to say, and wave you off. They also act like they could care less about your well-being.
- I have a boy counselor, it's harder for us to understand each other.
- I have social anxiety lol I don't like talking to anyone
- I don't like that they will tell what we tell them to our parents when we don't want them to know.
- I don't do counseling
- I haven't talked to anyone for a very long so I scared.
- I don't like talking to strangers about my issues
- I don't like talking to people
- I don't know why I just feel that way
- I'm not uncomfortable I just don't feel safe saying everything because she legally has to report things
- Just very nervous
- I don't want to share my problems with people outside of my circle.
- I just don't want to talk to anyone.
- Just don't like talking to people
- They are cops.
- I'm more used to dealing with things myself.
- She's very pushy and is quite manipulative when she speaks.
- Too many questions they ask
- Because they don't say nothing
- I feel as though everything they document is used to flip the agenda against us and our families.
- They communicate well, make us feel same.
- None, I am actually kind of comfortable talking to a counselor.
- Yes, I don't need a counselor
- Just never met them
- They don't talk to me or don't make an effort too
- I don't like talking to people I don't know
- don't like talking about my feelings and if I did I know that they tell other people and it isn't a 1 on 1 thing
- Most of the time they can't help.
- The reason I don't feel okay with talking to my counselor is that I don't know that we'll and sacred that of I talked to them they might get made or be disappointed in what I tell them
- I haven't talk to my counselor since the beginning of the school year
- I don't like sharing my personal information to a stranger that I do not know.
- I'm an introvert I talk better to robots rather than people
- Because I don't know them that well.
- He makes me uncomfortable and doesn't really listen to what I say
- They make it feel like your opinion is invalid.
- Never have before and don't know how.
- I don't think they help very much or they just don't understand
- They always seem annoyed and unwilling to help me.
- He's a male and sometimes it's hard for people in general to understand what you're going through
- I don't even know who my counselor is.
- Because she works at a school

- I don't think she likes me
- I tried to talk to her once and it seemed like she didn't even want to talk and was on her computer the whole time and not even listening
- I haven't talked to her enough for me to be comfortable.
- Because I don't know how to
- Don't know her well so it's hard to talk.
- Bad experience in the past talking to a school counselor
- I don't know her and I don't like talking about my feelings in person.
- Because I don't talk to my assigned counselor I talk to some other counselor and I just like her more.
- Don't know them
- My counselor doesn't seem very friendly and every time I go to meet her it makes me feel like I'm wasting her time.
- Never done it
- Not sure who it is and not sure how to set up meetings.
- Nothing against my counselor, but every time I speak with her she makes me feel that I don't know what I'm doing and that she knows my way to everything.
- counselors aren't trusted
- My counselor cares about nothing but their lunch breaks.
- My counselor is creepy
- Never met them and haven't had a reason to speak with them.
- I don't want to interrupt them.
- She's not very confrontational. Her personality and the way she is kind of steers me the other way. Definitely not an easy person to talk to.
- Don't speak to them
- Because she doesn't know how to be counselor, and doesn't really hear you out all the way.
- My counselor is for my classes.
- Awkward
- He doesn't answer emails or calls when we ask him something he seems too lazy to do it
- I don't like talking to people about stuff and feel like they would tell the staff.
- I don't know them
- I look at them as a cop
- I have not had a reason to go talk to my counselor.
- I don't know my counselor and I don't feel the need to.
- I don't like telling people who are not close to me my problems.
- I feel a bit comfortable talking to my counselor depending on the subject. I do not talk about certain or personal things unless I have to because I may not trust them entirely.
- it's not that I'm uncomfortable it's just I really don't know my counselor/ never talked to her before
- Sometimes the things we say to our counselor go out to our parents or other people's ears, which makes us feel uneasy to spill out everything to our counselors.
- haven't tried to much but when I do I get a little anxiety (Don't know them much)
- I don't know her.
- Sometimes she doesn't listen to what I say and goes off on a tangent but otherwise she's chill and I like her.
- She makes me wanna die it took 4 times to get to switch classes at the start of school and she told my teacher each time
- Because I don't trust school counselors
- I just don't trust them.
- They seem non trustworthy, I feel like they don't care for students but they act like they do
- I feel like I'm not listened to and nothing ever gets changed or done whenever I talk to her and she takes a while to respond.
- I feel indifferent about it.
- I don't know any of the counselors well enough to feel comfortable talking to them about personal issues.
- Hard to get a hold of

- Why would I tell them anything?
- Nervous
- Idk just don't really like talking to my counselor all that much
- She doesn't listen
- They do not assist me in the right way when I have an issue and do not listen to me like I am another person.
- He talks to fast and I can't understand what he says most of the time
- Counselors very much push the idea of college, and while I do plan on attending, I am a 10th grader. I am not looking for colleges to go to right now and that is really all that they push.
- It's really weird and if you'd tell them not to tell anyone they'd probably tell you parents.
- My counselor doesn't even listen to what we're talking about and thinks only about himself.
- I honestly have never talked to my counselor before and I don't know who he or she is.
- I'm not uncomfortable
- I do not like talking about my grades.
- They're academic counselors, and mine tries to make me hang out with her during lunch anytime I see her.
- I don't know the counselor.
- I just don't know her and talking to a pretty much stranger is a no, and I have a harder time talking to people in general.
- I don't know who my counselor is.
- I don't know them. I'm not just going to tell some random person my issues
- My counselor makes it seem like the only thing that matters is my grades and doesn't listen to how I feel.
- I've never met my counselor
- I can never talk to her, and I don't even know who she is.
- When I've tried talking to him about changing my future and current classes, he avoided my questions, didn't change my class plans, and said he couldn't do anything about my current classes. Overall not helpful at all.
- I don't know who my counselor is.
- I've only talked to her once so I don't really know her at all and I never see her around campus or anything like that.
- Because it's some random person who doesn't know anything about me. Sure I'm getting stuff off my chest but it's different when it's a friend
- The people in the office are never there in the morning.
- I don't know her or him.
- Don't like the way they handled my situation when having quarrels with another student.
- There should be an anonymous way to communicate with staff if you need advice.
- I have only talked to her a few times but she just talks more than listens and seems to try to hurry me.
- All the counselors don't make students feel comfortable to speak to them, they always have a bad attitude.
- I'm not sure how to properly contact them.
- I have very bad anxiety
- I barely know them
- From students, I heard that counseling doesn't keep things private between them and the counselor, the counselor doesn't provide helpful tips/information on the student's issue(s)/problem(s), and having to inform (or insisting) to contact the student's parents about their issues. Contacting the student's parents is a critical issue if they are not willing, or uncomfortable, to talk to their parents about their problems. You do not know the situation and/or the relationship the student has with their parents/family, and speaking to them without the student's consent will not only worsen the severity of their situation, but will also violate their feeling of safety and security.
- Maybe I don't really like talking to older adults
- I don't trust new adults
- I don't even know who it is

- I have never seen or met them.
- I don't know him
- I don't know who my counselor.
- I have social anxiety and it makes it hard to talk to someone I don't know well face to face.
- I don't know who they are and never had to talk to them
- I don't even know who mine is
- You don't really know who they are. You are just assigned to them based on the first letter of your last name.
- Because for one when I ask them about something about when I want to change a class into this class they decide to put me in something I never even asked for that just tells me there something wrong with that person.
- I don't know my counselor.
- I just don't like telling strangers my feelings.
- I don't know my counselor.
- Just because they are always too busy
- My counselor kind of sucks at his job and doesn't really respond to students on time. He's kind of too nice but doesn't really put his students' priorities first making it a hassle to even talk to the guy.
- I have never spoken with my counselor before so I have no clue
- Because of who he is.
- They tell your parents
- I don't know them. They talk too much.
- Don't even know their name
- I do not like talking to people about my own problems. I would rather solve them on my own.
- I am uncomfortable because I don't know who they are and because I have problems when I don't know someone.
- I do not to talk about my personal life to someone I do not trust or even personally know
- I just don't talk to her a lot
- I don't really talk to my counselor about things I usually talk to my friends about my problems, or I talk to our campus security guard Will.
- They don't reply, they're rude, and they complain that they have "too many students".
- She's a women. I'm a girl. She makes me the most comfortable because I have collected trauma from men.
- Cause I've only talked to him about my schedule that he messed up.
- Not really, I mean I don't necessarily talk much to my counselor
- I have trust issues and I don't open up to adults very easily.
- My academic counselor can be overbearing at times and at first did not take my academic goals into consideration when we met. However the social counselor is very welcoming and easy to trust, so I am comfortable speaking to her when needed.
- They don't get us sometimes
- Not very talkative
- Scary
- I've talked to Olivia before
- Fear of being judged
- I don't know who they are
- Because, I don't know he person and lot of the counselors are jerks and think they know better than us.
- I just don't like talking to them.
- Because half the time he doesn't know what he's doing, and he's make switching classes stressful.
- I've never talked to my counselor.
- I don't know them and they don't reach out.
- I am not that uncomfortable with talking to adults at school.
- Because I just don't like talking to people I don't see on average.
- There isn't much help they can provide since i already have people to consult
- I don't know the person

- I don't wanna say the wrong things and accidentally get put into a mental institution.
- Don't want to talk to a stranger about my problems
- I only confide in those I trust and have a relationship with.
- I haven't really talked to her on my free will.
- I talk to my friends instead of my counselor
- I have a lot of stuff going on and I'm afraid they might tell my grandparents or one of my family members that work at the school.
- I don't like talking to adults about my problems. They always assume something else or just don't understand.
- I don't really know them yet. I don't like talking to people I don't not really know.
- Counselor's get paid for "helping students". Not all but most don't actually care about you, just want to get paid.
- It's weird I can't just open up to someone like that and I've heard that they tell your parents what you say even when they are not supposed to.
- I'm shy and awkward when I talk to people.
- I have not talk to my counselor
- Counselors lie sometimes.
- I'm always a little nervous speaking with people I don't talk to or interact with often.
- I don't even remember their name so maybe more interactions with students.
- I don't know them very well, my counselor outside of school I'm okay with because I know her better but I don't know my school one.
- Not to be rude but I feel like he does not do a good job but I don't want to seem rude.
- I do not trust them.
- I am not, Amy Baird has not been a good counselor from my and many other people's experiences.
- They are feds.
- Sometimes they are not nice or helpful
- I do not know her and I don't like talking to people
- My counselor given is very stubborn, judgmental, and rude on a real note. I don't feel comfortable towards a teacher that was like that towards me.
- Because they think they know you and know what you're going through when they really don't. And try to tell you things that don't help at all.
- I'm not as comfortable with talking to people about my problems I've always had trust issues.
- Because I don't like talking about my feelings
- My counselor is always super busy and I feel like I'm rushed every time I happen to get an appointment in.
- I don't know them well, and I have personal trouble reaching out.
- I'm not close or haven't even talked to my counselor.
- He's weird
- Don't talk to them enough to feel comfortable
- He did nothing to help me succeed and when I told him I was struggling he did nothing.
- Cause I never talk to her and all the people in the office are not notice and don't let talk to her
- They are usually busy with a lot of stuff so when you have a problem, sometimes it feels like they push aside or give to another person to deal with.
- Sometimes, talking to a counselor can give me anxiety.
- They aren't there to listen. they're just there to tell you parents or other faculty
- Because it's a school counselor
- I have problems talking to adults or people I don't know
- I don't like her she's scary and everyone says she's mean.
- He doesn't listen or help.
- He is kind of old and out of touch with how things are run now. Hess a good guy but it's hard to talk to him and feel like your thoughts are being heard.
- I do not like talking about my problems.

- He doesn't really help and I entered 10th grade in the wrong math class because my counselor moved me up on their own because they said since I had a A+ in my last math class he moved me up 3 math classes and I am currently almost failing and nothing is being done about it.
- I don't want to say
- I don't feel like they really care.
- Because I don't like them
- He's not too helpful with guidance.
- He's an odd duck
- My counselor kinda makes it seem like our problems aren't hers and is difficult to talk with in person, she's professional over email
- We all have our reasons but they don't keep things to themselves from what I hear
- I don't feel comfortable considering I don't really know her.
- Just because he is a guy and I feel more comfortable talking to Miss Hull who is my old softball coach or Jessica in the student store
- He's nice, but he doesn't do his job the way he should be. I've had previous experiences where he has been rude.
- He is incompetent. Nice but dumb as a rock.
- I don't like sharing my private feelings and opinions with others that I am not close with.
- I don't really like talking about personal stuff to other people who are not my family.
- I haven't spoken to my counselor yet

18. How comfortable do you feel talking to your teachers about needing extra help, catching up on missed assignments, etc.?

27.2% Very comfortable
 57.6% Comfortable
 15.1% Not comfortable

19. If you are uncomfortable speaking to your teachers, can you please tell us why?

- Social anxiety.
- Because I feel dumb
- Social anxiety, I have to mentally prepare and usually have to ask for help over email so I don't start shaking and panicking
- Sometimes it's hard for them to understand that we can't be doing work when we are literally sick in bed, barely able to stay awake or eat.
- I feel like I would bother them so I would only ask sometimes.
- I don't like talking to them except for one
- I just don't like when people judge for not knowing how to do it
- Not sure I just never asked them before
- I'm nervous when talking with people and I don't like talking to adults
- Because I'm scared of looking dumb
- I just don't like talking to my teachers
- Just very nervous and I also have a problem talking right
- They are cops that don't over police.
- They be too slow and too busy to have time
- I don't like speaking. I am mute and have social anxiety.
- I was never comfortable due to fear of judgement.
- I feel comfortable but not because some teachers don't listen to what I need help with and some teachers don't give extra credit to help me get my grades and I'm just scared that I won't be able to get the grades up in time
- If I am uncomfortable, it's just because I'm shy and don't like talk to people I don't know well.
- Because most times they aren't willing to help or give individual help
- My brain tells me they will call me a failure and not tell me how I can make it up or do better.

- I'd say some teachers seem more intimidating but that's just me. I'd like if most of them would be more straight forward of helping.
- I just don't know them that well.
- It depends on the teacher
- I have anxiety.
- A lot of my teachers seem to not have the time to help me catch up.
- I am the type of person that hates asking for help so I'm the type to email them for help rather than speaking up in class
- Because they don't listen and won't give us any help.
- Teachers are hard to talk to, I feel bad telling them that I haven't done work and I disappointed them in some way.
- Their reaction when we talk about our missing assignments
- Sort of nervous
- I get to anxious
- Some teachers don't understand
- Only when there is other people around.
- I'm fine with speaking to my teachers I just don't like speaking to others as much as some I like.
- Sometimes I feel embarrassed asking for help
- I'm an anxious person. I usually don't want bother my teachers with a dumb question, especially if it's already been taught.
- Embarrassment
- Only 1 teacher I am uncomfortable with, since they seem rather jaded and the process is a bit of a hassle.
- I tend to feel like teachers try to make students feel guilty for having missing assignments and/or late assignments. Even as an AP student, I occasionally have missing assignments, but we all have a lot going on and it's hard to keep up with life and school.
- If I'm uncomfortable it is because a teacher has spoken in a displeasing matter on something I was already trying to receive help on.
- I feel like I annoy them
- I feel like most of the teachers don't really care and they just throw a lot of work onto us kids and expect us to know what to do
- Some of my teachers give me an intense attitude whenever I ask for help. They curse me out and embarrass me in front of the class.
- They are judgmental.
- Some are mean
- Teachers often say it's posted in the classroom but don't often go much further than that, leaving you in the dark to read on your own.
- Some make me feel like I'm not smart enough, or just expect a lot out of me even though I am an AP student and most students are able to get their things done, we are not all the same.
- Teachers are intimidating
- Some will be rude, and others just won't
- I don't want to feel embarrassed asking a stupid question
- Judgement
- Some teachers are difficult to talk to.
- There are only certain teachers I feel like I can comfortably ask
- I have a hard time talking to people and asking for help.
- I don't talk my teachers sometimes but I feel comfortable.
- I only feel comfortable with a couple of teachers because they feel more approachable to me.
- Some of my teachers are not interested in me succeeding in class and it's hard for me to have a serious conversation with them.
- Often they blame more than help or offer solutions.
- I hate having to discuss what I need help with just give me time and I'll figure it out on my own I don't wanna talk about my grades. I'll just figure it out
- Intimidating. they literally control my gpa

- Some teachers expect too much, and don't take other classes into consideration.
- They don't actually help
- Maybe I don't really like talking to adults
- Don't like talking to adult
- I don't like asking for help
- I don't really want to bother my teachers for help catching up.
- I feel judged
- Some teachers might try to blame you for not turning stuff in or misplacing it.
- I don't want to waste their break/lunch time.
- Sometimes I'm too shy to ask questions.
- I do not like ask for help because that's something embarrassing
- I don't like talking to people much about my grades because it's embarrassing and I kind of don't want the teacher to talk about if I'm going to fail the class or not and kind of just like tell me I need to get my grade up when I clearly know.
- THEY DONT LISTEN IT IS SO HARD TO PLAY CATCH UP ITS NEVER ENDING
- Don't like some of the teachers
- Some teachers get rude or seem annoyed but most don't.
- I feel that I can talk to some of my teachers, but I am not really comfortable talking to some of the teachers at LP about things.
- Because most of them don't accept late work. My English and Ag bio class are the only classes that accept late work all the time.
- I'm shy
- I have anxiety. I can't talk to an adult that I'm not related to or don't know personally without getting really bad anxiety.
- The only times I am uncomfortable are when I am embarrassed about asking for help, not by fault of the teachers.
- Some don't like to listen
- Only two teachers I'm good talking to because they listen and help
- I feel like most teachers would scold you on it
- some teachers are just rude and they don't like helping
- Because I'm scared they're gonna criticize me further than I already criticize myself on my missing work.
- I never usually asked for help
- I'm not really good at talking to people
- I have really bad social anxiety and feel like I'm either annoying the teacher or too embarrassed.
- It depends on which teacher.
- I am comfortable with some teachers other give me some weird vibes.
- It's kinda embarrassing and teachers can be rude.
- It's not easy and they judge
- Feeling vulnerable.
- I am not a social person. I get nervous
- It's hard.
- I feel like many instead of helping me, they say that they're disappointed in me and try to explain to me how I should do better to keep up.
- Anxiety and just asking for help is scary. None of these things are caused by teachers, just generalized anxiety.
- Teachers at this school are 10/10 wouldn't change them for the life of me.
- I feel comfortable with only half. Some are better persons then one another and make an effort to helping me when needed.
- I am not sure why I just am not
- I'm just an anxious person
- I have bad grades and it is too late to do anything about.
- Personal issue.
- Sometimes they can be on you. (Not that it happened to me)

- Because I feel really shy to talk to random people
- I'm comfortable but it's really annoying that if they make a mistake we have to spend OUR free time fixing it when we didn't even do it.
- I just hate myself
- 80% of them are rude as can be
- Anxiety
- I get anxiety talking to teachers
- It's because I usually get scared on what they are going to say.
- Because some don't answer my questions
- My history teacher will just tell me it's my problem and I should've done it myself. my other teachers are chill
- They always do their best to help students and try the best they could no matter what.
- Busby is so nice I can ask her anything
- I'm decent on my assignments it's just math

20. Have you tried the new [tutor.com](https://www.tutor.com) program which provides free tutoring 24 hours per day?

- 14.96% Yes
- 27.1% No
- 12.6% I know the program exists but I haven't tried it yet
- 45.4% I didn't know this program existed

21. Do you feel your school listens to you about your concerns?

- 18% Yes
- 25.8% No
- 56.2% I haven't contacted them with any concerns this year.

22. Which resources/services at your school do you think best support a positive school climate? (Select up to 3)

- 46.6% Social Emotional Learning
- 41.3% Positive culture programs
- 60.3% Extra-curricular activities
- 50% A safe school environment
- 23% Collaboration with community resources
- 8.4% Other

23. If you marked "other" in the top three of the previous question, please share what other might be.

- ROP
- Good teaching
- Respectful environment and clean.
- Teachers listening to what you say.
- Because I believe nobody else should have control over my family because I have been a part of cps before and it is not help it just rips family's apart and it is so hard to get your kids back
- More tools in shop class.
- Other is because kids learn without needing to be sat down and forced if you really just brought it to them they would learn about it but because you put it in our face like a wall no kid is going to wanna stare at a wall every day.
- Better and more interesting classes
- The classes like welding and auto
- Sports and coaches
- Getting better teachers who can manage their emotions properly, know what they are teaching us, and is not lousy.

- Just need other stop fight and talking about other like that.
- I feel like they should have all those open because these would be very useful in this school.
- I think that having a school curriculum with more in person work, and less computer work would help people socialize.
- Emotional and child welfare are the most important because children need motivation to do something
- The SEL Friday
- Safe and free of judgement LGBTQIA+ counseling or consultation. I can't tell you how many times I've seen queer gender or queen teens in general get harassed, especially men. We need a program or something to stop the slurs or horsemint of gay teens. It's disgusting and horrible how racist and homophobic, transphobic this school is behind the smiles. Even in honor classes or people who are in the lgbt community are involved in the hate that cycles the entire school behind the backs of adults. Horrible thing, really.
- I think after school activities make something for students to look forwards to. Also if the school isn't safe students will be scared all the time.
- More interactive and collaborative events with teachers and students.
- Nothing addresses staff
- I think the school climate is okay
- Collaboration with community, positive culture programs and social emotional learning
- Students hate school. They aren't going to go out of their ways to join programs etc. if they hate school. Somehow these programs or goals of these programs need to be something everyone sees and experiences just by being at school
- If we want to get rid of issues "mental health" stop promoting it so much.

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

24. What do you plan to do after high school?

34.2% Attend a UC/CSU
 33.2% Attend a junior college
 10.4% Attend a trade school
 8.7% Enlist in the military
 13.5% Enter the workforce

25. If you plan to attend a UC/CSU, are you aware of the entrance requirements?

57.8% Yes
 42.2% No

26. If you plan to attend a UC/CSU, have you met with your counselor to ensure you are taking the appropriate high school classes to meet the entrance requirements?

33.9% Yes
 66.1% No

27. If you will be attending Butte College, are you aware of the Butte College Promise Program, which offers up to four semesters of free tuition and fees for first-time, full-time college students?

65.8% Yes
 34.2% No

28. Are you aware that seniors can attend the Butte College Reg-to-Go in the spring to get assistance with the assessment test, applying for admission and applying for financial aid?

49.9% Yes

50.1% No

29. Are you aware of available scholarships and how to apply for financial aid?

46.7% Yes

53.3% No

30. Are you able to meet with their counselor regarding class changes, college and career planning and personal issues?

50.2% Yes

11.9% No

37.98% I have not asked to speak to their counselor this year.

31. The district has offered a Chromebook this year. How satisfied are you with the equipment and our technical support?

23.8% Very satisfied

60.9% Satisfied

15.6% not satisfied

32. What three things does your student's school do well?

- Teach, communicate
- Communication, providing a safe relating environment, helping students when help is needed
- I get to go to Cooking class and I get to go walking
- Protects us, feeds us, and teaching us.
- The clubs are pretty great and nice for us to get some experience with those things.
- SEL, great tutoring programs, and the teachers there help us understand a topic really well.
- Takes care of students
- Supportive staff, help out in any way they can, and usually give no homework
- Keeps the kids feeling bad about themselves. Staff could care less. Gets the worst people possible to run a school
- Ant bullying, racial awareness, and LGBTQ+ awareness.
- Lock bathrooms so no one can use them
- Keep students safe, respect students, and always there for students.
- Friendly staff, the campus is usually clean, and food
- One thing our school does well is the connection with the student community within themselves.
- Safety, kindness and respect
- The bell system (the music was an amazing idea, it lets me know that I'm about to be late for class)
- Sports and band no third one
- Has good teachers/staff, I feel welcomed, the classes.
- Safe environment, great teachers, clean school
- Teachers communicate ,always there to help, looking out for students
- For me give me a chance to get my GED
- Supportive teachers, safe school environment, and career pathway classes.
- Teach
- Answer any and all questions, communicates outside of school grounds, makes an education plan based on my learning style
- Gives me flexibility, allows me to work at my own pace, helps me with work when I need it
- Work with you on homework. Make it easy to talk to. Has patience.

- They have great teachers, they have a lot of equipment, and a lot clubs.
- The culinary department, the growth you obtain, and the wisdom that is sometimes shared
- School Spirit, respecting each-other and Caring of each-other.
- Teach, provide a safe place, and help me hang out with my friends
- Making you feel comfortable, easy to understand teaching, and easy access to resources
- Accepts students, helps students in need, offers help
- Teach, safety, I hate this place
- I think the sports, education, and safety.
- Teaching, connecting, safety
- The size in classrooms, providing a chair and table, and P.E.
- Keeping everyone safe, teachers teaching well and helping students in need, and being able to talk to someone on campus about any problems you may have.
- The staff is very respectful, very manageable schedule and welcoming.
- The teachers are relevant, their security is pretty good
- Inclusion, resources, and programs.
- Our safety, our learning and I don't know
- my school teaches well
- We have a good learning system in our school. Also we have a lot of very cool teachers in our district. Another thing we do good is how many choice we have in school.
- The food is decent, people here feel very supportive for the most part, and The staff feels very welcoming
- Hire good teachers, technology and I have good counselor.
- Safety, PE, and teachers.
- School, teach, fun
- Help, safe
- keep us safe , fun Friday
- Teach, events, food.
- The teachers are very helpful, students are mostly nice to others, and there are people to talk to if you need.
- Good at having a connection with the students.
- just pretty much everything
- Help students with work, explain work good, make me feel safe
- Engagement, teaching, making it fun
- It is always well kept cleanliness is a clear priority, the teachers always have a kind attitude unless otherwise necessary, and above all the early release is so amazing.
- One on one learning, extracurricular activities and clubs.
- Teach, ask if we are doing okay, and explain stuff to us.
- Cleaning, being nice, and teachers are respectful
- Forget about students push them off, play favorites and cheat people to pass and talk crap about you if you don't get or understand like the rest.
- Scheduling, providing food, fast graduation.
- The amount of money they put in to stop students vaping is pretty impressive
- Teaches well listens to your problems always there to talk
- I think my school interacts with us well & encourages us always.
- The bell was a good idea.
- My school does well on making sure their students are okay, guiding them towards the right direction, and trying their best to make school enjoyable for us.
- They keep us on campus, they give us food, they teach
- Food, learning, subjects.
- Good teachers
- Tend to the less-fortunate, provide incentive, boost morale.
- They keep it clean, they can help super easy and are really nice
- They help us when we need help, they make sure we are safe, and I only could come up with two so far

- Listen, teach, comfort us.
- Having great teachers, making learning fun and making students feel safe
- Some teachers are nice, PE is fun, some sports are done well
- Teaching, schooling, learning
- Keep us safe
- Class, teaching, and making sure were safe
- Involve students
- They are good at being safe, respectful, and helpful.
- Good teachers, provide free food at lunch and break, teach help learn and encourage sports etc.
- Providing support, connect with students, try to understand problems with students.
- The have really sweet lunch ladies they always make my day, they security that will help you with anything which is the only way it makes me safe. That pretty much it
- Sports program, making good lunches, having lots of different classes and programs to choose from.
- Help, teach, talk
- Provides breaks lunch, break
- Have good teachers good electives to help get through the day and good staff like Will and Chris and Dr. Collins.
- Keeping the campus clean
- Lecture you, make you feel unsafe, and put a lot of stress on your shoulders.
- Teachers, time management
- Be forward about grades, being friendly, teach
- Math
- Provides drivers ed, good ag classes, nice teachers
- They have an amazing art teacher and art class.
- Learn, communicate, teach.
- Has good sports, agricultural program, and people.
- We host a lot of events, we show support to the extra circular classes, and our principal is very friendly and welcoming
- Offers extra help, has good sports teams, doesn't put up with bullying
- Good ag program, Good shop teachers
- It's in okay cleaning condition, they have many out of school activities and they have good teachers.
- Teach
- Some good teachers, the Ag department is cool, the schedule is nice.
- Good fruit, some nice and easygoing teachers, and fun activities.
- Sports, environment, good staff.
- Ensuring we are all going to class, giving us the support we need, and making school fun
- Have school spirit, positivity, and supportive teachers.
- Being on top of bully prevention, having decent people who are willing to help, and people who help the kids with special needs.
- Announcements
- Most teachers are happy to break things down to help you understand it better. Good extra-curricular activities. Kindness of most LP staff members
- Clean and safe environment, extracurricular activities, and possible electives
- Give always, most staff is understanding that you may not have a good day and need to go to the wellness center, I don't know what else
- The teachers reach out to students about grades and how they want them to pass, have good securities.
- They have good period times, nice teachers, and decent security.
- The teacher are always open to helping us with our work, the way the teachers teach, the time periods in each class and the breaks between them.
- Counseling, athletics, and preventing danger
- Security, extra-curricular activities and break
- Security, sports, counseling
- Teaching

- Having a lot of optional classes like Ag bio, Ag mechanics, welding, auto shop, and Art
- If kids are not okay the wellness center does well with that, good work based on the grade of school, some teachers work really well
- Three things that the school does well are, one, teachers try their best to make sure students are passing, two, they give security a fast way around, and three, the time schedule is good for me at least.
- Football, have good staff, keeps a good community
- Keeping most of the school pretty clean, other than the bathrooms, keeping us pretty safe, and we have a lot of extra-curricular activities.
- They make sure students have opportunities, they allow you to listen to music, and the dances and football games are really fun.
- School does a good job of : providing a lot of opportunities, offering high ended classes and offer classes with college credits
- Activities, spirit weeks and good food sometimes.
- Security kind being active
- Three things my school does well is helping students with trouble going on such as missing assignments, lack of motivation, personal issues going on in life.
- Bullying prevention, being accepting of one another and if there is a student having a rough time, the school/teachers do well by understanding and trying to help them. Staff is also friendly.
- My school tries their hardest to keep the rules in place to make it a better place. Then they provide the students with their needs if they need a pencil or paper. Then they take in student's voices to improve it better.
- Good with time, structure, and teaching.
- Our security people are very good and talk to the students around and make them feel like there is a person there.
- Give us food, some teachers are nice, some kids are nice
- Teachers give help when asked, school is polite, and staffs help you when you ask.
- Teachers, that's it
- Caring, emotional support, and support in general
- Teaching, activities
- Safety, people, good teachers
- Technology, sports, band
- Getting assignments, communication, positivity
- It's open, it has band, it allows kids to choose their classes
- School activities
- Safety, participation in student activities
- Education, extracurricular, AP testing
- Sports, ASB, clubs
- Spread pride for the school, reward students, plan activities for students.
- Health, hygiene and student morale
- Teach, provide a safe place for people who don't instigate fights, making the rules clear.
- Quite a bit of teachers teach well, good lessons that are nice to follow along with, and the school gives out food.
- Sports programs, classes, and teaching
- My school has a lot of good teachers.
- They're trying their best to make sure we're our mental health is okay, the food is good and teachers here sometimes feel like family.
- Educate, influence, and motivate.
- Try to keep a positive environment, get students involved in activities, and have a fun learning experience
- Try their best for safety, concerns or issues
- Make sure everyone is there so the school can get its paycheck.
- Activities, opportunities, providing services like the wellness center
- Good communities, school spirit, teacher and staff involvement

- Schedule, staff and rewards
- Activity, sports, teachers
- They do a good job with trying to keep us positive (announcements, rallies), trying to keep us safe (every 15 minutes) and we have a good ag department.
- Good teachers, good security, solid school environment
- Awarding students, academic classes, sports/clubs
- I enjoy the vast majority of my teachers, classrooms are clean, good schedule
- School spirit, athletics, and tries to be safe
- Friendly security love them
- I really like our principal. He makes it well aware that he care about student's happiness. He shows up to any game when he can even if it's away. That's it.
- Creates a positive and spirited culture. Always encourages students to get involved.
- Provides safety, teaching ,sports
- Give us good food, keep us safe, and hire the nicest people on earth.
- Let kids get in fights
- The clubs, teach, and security
- Brush aside problems
- Safety, teaching and the caring teacher
- Ring the bell on time, being very cheap, and hiring janitor and lawnmower guys because they do a good job.
- Three things are that they all try in some way or another, have good sports and an extra room like the library.
- Activities, giving us what we need and helping us with our future career paths.
- Some teachers are very good, nice staff, cleanish campus.
- Activities
- They help us when we need it. They keep us safe and are kind
- Teach, protect and learn
- FFA
- Athletics, caring about students, and the t-bird bucks
- Sports
- Sports, keeping it maintained, good classes
- Sports, agriculture and band
- Teachers showing support to students, discipline, teaching
- Ag department, sport system and parking lot
- They do try to help students whenever someone gets injured, the school has security guards and Lp has good sport teams.
- They can play a mean game of football, there is always an adult to talk to, and the security guards always are picking up the trash to make sure it's a cleaner environment.
- A lot of students are interested in extra circulars. Teachers are quite good at getting students to participate and try new things. There is also the Positive Culture Program.
- Allows kids to handle equipment, can drive off campus, the AP classes are great and being introduced to College Board was a great thing!
- I believe that my school does well with sports, security and I think that our band is doing really well.
- School help/assistance availability, the Ag classes and technical help availability.
- The three things that are good about my school are that they have a good band program. They have a nice library and they also have good sized class rooms.
- Talking to students, the helpers around the school, having an relationship with the students
- Most people in the school are caring, strict on phones, and offering us Chromebooks.
- I think my school does well in including a club for every type of person with any/every type of interests, passions, or hobbies, in bringing justice to what people have done wrong to the campus (such as vandalism and jokes about sexual harassment), and in hiring staff who genuinely care about the futures and well beings of their students.
- More than likely teachers are pretty good
- Safety, making sure the students are responsible, and making sure school is fun.

- I think they do well at T-Bird bucks, sports, and clubs.
- Sports, ag, culinary
- Teach, sports and listen to your problems
- Good teachers, good environment and good people
- Well it does make people happy with like extracurricular activities. It also makes people happy with the different classes. It's also does well with trouble students.
- Mr. Bruce (English) Mr. Bruce (English) and lastly Mr. Bruce (English)
- My school does well in teaching subjects, communicating future assignments, as well as being flexible with working things out with students.
- The social workers, the honors and AP classes
- Sports, clubs and having school spirit
- Sports, teaching, being fun
- Fun activities, good clubs, and fun teachers
- Setting up fun things (prom), Letting us leave campus at lunch, Keeping up with Morning announcements
- It provides a decent environment for students to participate in, provides the expected electives, and feels pretty relaxed.
- Safety, fun and help
- T-bird bucks, free school food, spirit days.
- Listen, Understanding, Supportive
- Pride, clubs, sports
- The announcements among other things that I cannot think of at the moment.
- Safety and that is really it in my opinion
- Provides free lunch, provides support sports and extra-curricular activities and respects how students dress.
- There is more good teachers then bad, it has an ok amount of electives, I can't think of a third thing.
- Letting parents know about tardies/absences,
- Freedom of choice in activities, Teachers making personal connections, Loose schedule
- Keeping the campus clean, kind faculty, and good teachers
- Good security, sports, good teachers
- Serves food for everyone, keeps the area clean outside (all though the students should be more aware), providing good places for students to feel safe or to just go when not feeling great.
- There is a lot of school spirit, fun activities and a variety classes available.
- Providing students who attempt at school to get the necessary resources and support needed, providing foods to students who are possibly not able to get the necessary nutrition away from school during daily hours and providing mental support for those who are having a difficult time at or away from school.
- Food, security, activities
- Teach, take care of everyone, make it safe
- Makes me feel safe, the principal is very engaging and is not discriminatory
- Most teachers are very kind and understanding (Mr. Christian Bruce, Mr. Burnett, and Mrs. Stafford especially) and I feel as though that makes the constant chaos a bit more tolerable. The lunch ladies are absolutely lovely. And preforming in extra-curriculars was wonderful. Beyond that I find myself dissatisfied with all four years I've spent at LPHS and OHS.
- Support teachers, support students and allow for extra-curriculars
- I have no clue what things the school does well.
- They do mostly everything good.
- Keep student feels safe, have a staff member students can talk too, and help students when needed.
- School spirit, individuality, offering extra help
- It has understanding teachers, it has plenty of electives to choose from, and the school teachers provide a fair amount of aid when it comes to missing assignments.
- Sports coaches are very good, some teachers are good, lunch options are not bad and the people that run it are nice and try hard

- Preventing fights between students, maintaining the hierarchy and respect between teachers and students.
- Provides sports
- Teaching, sports program, school spirit.
- Education, free time, etc.
- Having fun while being safe, caring about their students and I don't know another thing.
- Safety, learning, career options.
- it's fun, I feel safe, and the activities that we do are very fun and educational
- Helping students, getting mental health, and help with classes
- My school does well in doing clubs
- For the most part, the staff is very friendly, teachers are very involved in class activities (ex: Spirit Week), and everyone feels welcome to outside activities (ex: Football games).
- They are good at telling us what to do
- Create presentations to bring awareness to emotional health, mental health, and offering opportunities like Top Ten and the CSF club for those that challenge themselves/take harder classes like honors and AP.
- Teaching, extra help and checking for understanding
- No one got shot, there's water, there's fun events
- Thursday schedule, water and lunch
- Good education
- English, Lunch, PE
- Give us Chromebooks, helps us learn, open campus
- Keeping kids inside at class time, clean areas,
- Provide support for emotional issues, teach, stop violence.
- The community of Agriculture is surrounded with genuinely kind and intelligent people and students, the majority of teachers are kind, supportive and an inspiration to most students, and athletic programs are intelligent in teaching their athletic teams.
- Activities
- Teaches us, gives us a good variety of career pathways, and mostly everyone is nice
- Teach, clubs, lunch
- Give us homework.
- Three things my school does well is talking about your mental health, having good clubs, and helping students for when they finish high school.
- Making people feel unwanted. Hiring bad staff. Being rude to students who're trying to schedule appointments with counselors. well ≠ good
- I believe that most of the teachers do very well in their jobs, when false fire alarms have been alerted, most or all of the classes are either out of the building less than 5-8 minutes. I also think the school time starting change was also very great to have.
- Ag, Sports, Teach
- Nice teachers and great students and fun to go to school sometimes
- Sports, Activities, and AG
- Skits, Athletics, Activities
- The prize giveaways, Athletics, Electives
- Ag department, welding program, auto program
- The school has a wellness center, the teachers are not super strict about using the bathroom, there are lots of clubs.
- It's band, and Ag programs, as well as the wellness centers
- Ag, Sports, off campus lunch
- Do the food well, homework help, and looking out on the school.
- Not stopping the vapes people, milk, air
- Sports and hiring coaches
- Football games/student involvement, sports
- The welding is so cool

- The clubs seem really cool. The prizes for the t-bird bucks are really good. The security guards are really nice too.
- If you do what the teachers assign, it's kinda simple to keep good grades, after 2 years of doing PE and you pass you don't have to do PE again and marking us for what we got on assignment
- Good band and extra-curricular activities, Nice prizes, I'm actually motivating to win them, technical support and availability in that field.
- Respect people, help others, and being responsible in the classrooms
- The sports program, the art program and tutor.com.
- The prizes the school give to students being respectful, responsible and safe, the fundraisers for clubs and sports and most teachers and patient with students.
- Ag, football, and English
- Ag, football, and English classes.
- Most of the teachers are very cooperative, the principal is very engaged in the students and activities after school hours, and I feel safe at school.
- Basically nothing I loathe it here, the only thing that make it bearable are the odd nice people.
- Our school does well on providing students with help, keeping in touch with students that have a problem, and having many clubs.
- Some teachers are great (Mr. Bruce, and Gardner), the scheduling for classes is alright, and the long lunch is a nice break.
- Sports programs, the honors pathway, and after school support.
- Keeping student's working, providing help when a student's grade gets low, provide emotional help
- School spirit. That's it.
- Teaching, Support, Uplifting environment
- Teaching
- English and history
- Breaks, activities, and clubs
- Math, Breaks, PE
- Lunch, break, and consultation
- I like consultation, my teachers, and off campus lunch
- The teachers have been cool, lunch lasts for a decent amount of time, and the muffins they serve are cool.
- Teaching, School supplies and Counseling.
- Protecting the studies
- Gave us school materials, gave us support, gave good space
- Fun events.
- Sports, clean, student freedom
- Cook
- Help people, teach, and stop fights
- Help people, teach, and stop fights
- The band department, the auto department and FFA
- Good people, good subjects, lot of space
- The AG department I think is very well put together.
- Ag, Band, PBIS
- Band, Agriculture, Landscaping
- Agriculture program, Sports program, and PBIS prizes.
- Sports, Band, AG
- Ag program, helping kids with mental health and there future
- What my school has done well is sports, band, and agriculture.
- The Ag Industry, use of technology, including everyone
- Our sports program, band, and ag
- FFA ,welding program, T bird bucks gift card and gift thing
- Ag, sports, keeping the school clean
- Ag, band, sports
- Provide a safe place, have a wellness center, and good prizes for drawings.

- Manages people with their Chromebooks and makes sure that they do not go on anything that could be inappropriate, makes sure that kids get to their class and do not skip, all teachers teach well. ;)
- Las Plumas has a great agriculture program (including the different team options), this school also has good athletic activities/teams. I also love how we have a drivers ed class
- Keep kids safe, having future career paths, and having good prizes when we have drawings.
- Extra-curricular activities, sports, and T-bird prizes.
- I think the school has a good campus with a lot of freedom, nice security/teachers, and pretty good ag side of school
- Safety, definitely not food, the paint is good as some of the art.
- Great sports programs, descent academically pretty good, and some teachers are really cool to talk to.
- Provides parking spots, food, and P.E .
- Our Ag programs are amazing, keeping the school safe, and running the school in general.
- Sports, education, freedom.
- Responsibility, Readiness
- Teach to students who don't speak English how to do it
- The school is good at being positive and keeping good energy.
- Food, work
- Teachers actually do their jobs
- Making sure you don't walk across the cross walk when cars are coming.
- Teaching, bully prevention, mental and emotional support for students in need.
- Ag, helps people sometimes, sports
- Having good programs such as: sports, FFA, etc. along with being easy to talk to and having a good connection with students.
- Keep the school safe, good sports teams, good teachers
- They let us make our own rules for classes, the teachers and staff are nice
- They are good at setting up lesson plans that complement the students' needs, I think they do a good job at organizing the technology that students require for the proper learning experience, and I think they are good at helping students put together their classes.
- Having a small parking lot
- Feed us, give us too much homework and also tests
- Positive teachers, sports, and clubs
- Sports, teaching, help
- Good teachers and getting better food, and good classes
- Inclusivity, clubs, and prizes for raffles
- Having activities such as sports for all people.
- Clean, Safe, Positivity
- Agriculture, culinary and clubs.
- Keep us all safe.
- Athletics, band, agriculture
- Teachers, prizes, spirit week
- Spirit, there's a lot of people, sports
- Ag, band, and electives.
- band, ag, sports
- Our agriculture program, sports and band
- Ag, school announcements, fire drills
- Las Plumas has good teachers, decent food, and a good sport program.
- Agriculture, safety, learnability
- Sports, Agriculture, and safety
- One is the sports team and the second thing is school spirit.
- There is decent food and most of the people are not bad and most classes are some brand of entertaining
- Ag program, football and other sports
- Programs, clean, socialize

- They have provided good teachers and good equipment along with sport programs.
- Provides awesome teachers, has ways of dealing with problems among students and taking care of the area (Keeping it clean).
- Ag Department, Sports, and having fun Electives to choose from.
- Let us leave school
- Good and understanding teachers, sports and school spirit
- The teachers are mostly nice.
- It's good at not dealing with issues
- Provide food, nice helpful teachers, lots of socializing.
- The wellness center, safe places, people to talk to.
- Having more adults outside to keep students safe.
- My school has a pretty positive climate, mostly positive staff, and tries to incorporate everyone.
- Our agricultural classes are amazing. Security guards are amazing.
- Listen, prepare, teach
- The bell
- Helps with kids that have troubles.
- Singing, playing, dancing
- Sports, some good teachers, and sports
- Sports teachers and clubs
- Food, coaching, Ag
- Has decent teachers, having more adults around for our safety, has people for help
- Teach, sports
- Teach, sports, activities
- Has good teachers, has good environment, is clean.
- Teachers do a very good job communicating with students about homework. They are always willing to help a student that needs help. The adults on campus do a very good job keeping watch of students and making sure everyone is safe. Sport is one of the best things about high school. People who usually don't talk during school build a connection through sports.
- They have good teachers, a lot of extra-curricular activities, and their Ag program is amazing.
- Safety
- Get students to come to school, get students engaged with supporting the school (school spirit), and provide classes for career paths
- Some teachers are good
- They do good at keeping the school clean but kids destroy it. They do good with having enough lunch for everyone. There's only a few of my teachers that actually want to help you with your grade and will spend lunch with you to help you understand something.
- They are good with providing materials, friendly and good securities, and the freedom students have during lunch.
- Athletics, student involvement, learning environment
- Helping me with missing work, Helping getting my grades up, and Support.
- Teach, keep students safe, keep campus clean
- The school makes sure we have access to what we need to succeed, they mainly hire great teachers, and they give us the space to make our own choices.
- Providing help academically, helping students apply for college, providing scholarships to apply for
- Welding, Younger is the best teacher
- Three things? That's pushing it. There really isn't much that isn't well in my opinion.
- The school has a nice campus. The staff are a lot more help than other schools.
- Good electives
- We have a good group of AP and honors teachers, ASB's ability to plan activities, and our principal.
- The teachers are good. The classes for the most part are fun. The people in general are pretty cool.
- This school keeps student for the most part safe. Learning is very nice and easy too, though it can be challenging, and teachers are flexible with students.
- Keeping school safe
- They make a safe environment, after school activities, and classes are fun.

- Three things that my school does well is having SEL days, clubs, and other resources available.
- Environment, transportation, community
- Supportive teachers, active clubs and general care of gymnasium.
- Safety, clubs/activities, and teaching
- Teach, assign assignments, and talk
- Keep us safe and engage with students and make the school look nice
- This school feels safe, teachers are okay, and most students respect each other.
- Teachers are kind, the campus is clean, and the punishments are fair
- This school do well
- Communicates with students, staff is understanding, teachers are willing to work with students
- I can't think of anything they do well
- Security, educational support, and athletic activities.
- Provide teachers who care, mostly. Athletics (some sports only). Provide just enough classes for my major.
- What my school does well is keeping us safe, caring, and listening to people.
- making you feel good and yea stuff like that
- Cool teachers, caring about students.
- Make sure students are safe, being responsible, and getting there work done on time.
- Keeping the students safe. Teachers are very nice. Every staff here is helpful.
- Club activities, freedom, electives.
- The staff is welcoming, making a safe environment, and there is a good selection of extra-curricular activities.
- They provide food, give us enough break, and ensures that every student is getting the learning experience they need.
- Mental health awareness. Extra help tutoring
- Teaching, motivating students, and helping students with their needs
- Provided safe environments. The teachers are nice. Nice books in the library.
- Provide help
- Have a good physical education.
- My school locks the bathrooms really well, they have a nice open campus, and letting people answer important calls.
- Bell schedules are good. Food is good. I like the collaboration Thursday.
- They do well with providing the social workers and counselors. They do well at trying to get to understand their students. They do well at getting students together for activities.
- Good food, good teachers, decently long lunch.
- Food and safety and privacy
- I don't pay enough attention to the school itself to say what it does right but it does enough that I don't notice many inadequacies.
- Food and basketball hoops
- Cheer that's it
- Turning in my assignments on time, having good grades, and doing well in school.
- Talk with you, help when needed, some cold classrooms
- Teaching, sport, protection
- Work, Sleep, Talk
- Watching the students, giving assignments, trying to engage with students.
- Taking care of students, letting them use the bathrooms and getting drinks of water. Educating and pushing us to learn new things. Having fun around campus with challenges.
- Teaching sometimes making it fun
- They do a good job helping us with our future including careers and emotional support.
- Trash the place being disrespectful and not being responsible when where not supposed to do stuff like that.
- Sports
- The equipment we are given is quite nice. Some of the staff are quite nice and friendly. The online assignments are less tedious to do.

- Staff, campus location and school nourishment
- Trying to teach mental health. They aren't perfect with it but they try. Offering an array of different extra-curricular and electives. Fairly clean.
- Help students, help with positive behavior and great teachers
- Office staff is great at searching students without Reason/Logical Explanation, office staff is amazing at stealing property that has nothing to do with the search, and office staff is great at being in the restrooms at the same time as other students (giving the student or students zero privacy) they are also extremely good at kicking students out of school when they get mad that they couldn't find anything on you (I witnessed this around 4 or 5 separate times) Office staff gets a 10 out of 10 for showing absolutely no mutual respect to other students.
- Teach, Feed, Chaperone
- Pretty clean, a lot of programs for kids to join and a lot of support for kids.
- Educate, keep clean, and help others
- I can't name three, maybe sports and school climate
- Keep campus clean, Keeps things organized, Handles emergency situations well.
- The things that the school does well is that the teacher help students when they need help, the education, and the way they teach the listen.
- Good muffins, some nice teachers, very good security!
- They usually are always looking around for issues which is good, most of the teachers help you if you need help, they also have a lot of places someone can go if they're not feeling too well.
- A lot of security. Good Teachers. And Nice Programs.
- Support, freedom, equality.
- Ag side is great
- Most teachers are supportive but not all of them
- Sports
- Making all races feel welcomed, bringing new activities to the school and trying to make school somewhat fun
- Sports...
- Too much work, high expectations of the students and not helping students.
- Our Agriculture is in my opinion is one of the best part about Las Plumes High School as well as the band.
- Most staff are appreciated. Meal are usually consistent. FFA is very well off
- The staff is good and they are nice. There is not really a lot of bullying. There are options for students if they want to do something later in life.
- They have good mental health resources
- Make it fun, make people feel safe, care about the kids
- Athletics, Agriculture, Worrying about the student's health.
- Our school has a really nice sports program, great extra curricular activities, and the principal is really interactive with the students and does a good job of making sure to be involved in all different kinds of things around campus.
- Provide adequate meals, comfortable learning environments, helping struggling students if they reach out
- keeping us safe, educate us, and help us understand
- English education, Spanish education, and time management.
- Provide lunch, good sports, a few good teachers
- The teachers, telling us things
- Scheduling
- Teach, Sports, Long enough passing periods
- Teach, care for you, listen
- Helps with people with anger problems, offers free food for everyone, lots of opportunities to take.
- Provide food
- Testing, checking grades and mental health
- Food, school spirit, ag
- Ag history and rewards

- Give more to the cheerleading program. Supply buses so we can get to games and support the football players.
- Teach
- I don't really know, I guess helping students graduate
- I don't know. The school is fine overall.
- It listens to the students about the time schedule they have people to listen to your problems and they some good teachers
- Providing breakfast and lunch, having good teachers, and providing a large variety of classes.
- The school teaches alright, the security is OK and equipment is good
- Inclusive, Helpful, Personable.
- They help with people who need help, They have descent food, good sports
- Not be so hard on students whether or not they behave
- Helping students, keeping track of grades, and have good teachers
- Certain teachers get close to students, if you need something you can go to the social workers, when you need a break you can go to the wellness center.
- Connect with students, keep it safe
- Safety, listening, and teaching
- Consistency, Fight Stopping and Morning announcements.
- Showed support to the students
- Mrs. Dunn, Dr. Collins, Chef V
- Safety, athletics, good teachers
- Teach, good programs, and nice lawns.
- Give breaks, light workload, good teachers
- Teaching, supporting, activities
- They teach us well, they help us and we become more involved with the environment.
- Keeps people safe with security on watch, teachers treat students with kindness and staff helps out with anything they need to done.
- Getting kids to participate in school activities, being welcoming to new students, dealing with problems quickly and adequately.
- Having a clean campus, very fun classes, and a variety of clubs to join.
- Sports
- Teach, good principal and most teachers are nice.
- Supports students to do better, Sports/coaches, that is all
- Plenty of diverse clubs, clean campus, school spirit
- Good counselors
- Extra-curricular activities, Clean up, and Team Work.
- Safety, Teaching,
- Nice people, makes school fun and safe.
- Wellness and that's it
- Give good equipment, organized sports team, good teachers.
- Being kind to others, communication, good education
- Helps us with college, makes us feel safe, have helpful teachers.
- The sports
- Good art classes, some good teachers, and a good Ag program.
- Being safe, respectful, responsible
- Agriculture, Football, Wrestling
- Feeding us, Helping us
- Stop fights, makes me excited in the morning and has good sports programs
- Security, social interactions between student and faculty, and sports
- Coaching, teaching and counseling
- Rallies, school dances
- School Culture, Hands on Learning, and Support Systems
- Culture, helped when needed, and people easy to get along with

- Has a good environment, has a lot of diversity, and has a lot of room so people could talk in small groups without other people listening in
- The classes are fun, the teachers are nice, and I can actually learn.
- Cooking, culinary, counseling
- Involve kids, keep us safe, talk to kids
- Having to care about us, trying their best to let us have our best high school experience, and trying to make us feel protected at school.
- Sports, good coaches.
- Ag department
- Have 6 min in between period, good securities, and stops fights
- good teachers, good parking lot
- They do time management in classes well, good teachers, and well environment at times.
- Helping kids
- Sports great coaching, most teachers are great at teaching, and lunch is pretty good.
- Good teachers, good agricultural classes
- Sports, adequate parking, great teachers
- Teachers help sometimes with the school work or they tell you the directions very nicely for you to understand, but that's all I have for that.
- Good food, nice teachers, good ag environment
- Nice teachers,
- Good teachers, good ag classes, freedom with our breaks.
- Some teachers actually help you, Some teachers actually understand what you're missing,
- Our school ensures us a safe environment and even though it is not always best we all know they try their hardest. Another thing they do is let us feel rewarded for our good deeds from the T bird bucks which is great for us! The third and last thing they do is making sure we have the SEL days and give us information that others need and all even though it may be kind of the worse thing it is still okay.
- Food, security, teaching
- Decent food, decent water and decent education.
- At athletics and clubs.
- Provide Food, great sports, good teachers
- School spirit, study groups, scholarship help
- Ruin sports
- keep us safe
- Teachers are amazing, I love the spirit of LP and I love the sports
- Sports, supporting clubs, and keeping the campus clean.
- Environment, teaching, learning

33. What three things need to improve at your school?

- Make break time longer in the morning because by the time I get my breakfast I don't get enough time to eat it and end up having to throw it away or eat it in class.
- I have no time to do anything before or after school. Lots of us are trying to get jobs and make our life into something, so classes should be much shorter than they are and school should end way earlier. We need time to relax get home stuff done, and jobs. Also lunch should be way longer, lots of us can't even get some without waiting in a 15 min line, or not having enough time. We need food to work better and if lunch was longer we could also work on assignments.
- Safety rules, more clubs/activities, and better transportation; buses take a while to get everybody home.
- Getting better food, keeping bathrooms open, adding more clubs/sports
- Better staff, people that actually care about the students and learn how to deal with disruptive kids.
- Bring back ROP. Detentions
- More talkable teachers, grades, and less strict.

- School schedule, I prefer how it was during 2020. Bigger meal portions for lunch or more variety in food. More time in between periods, just for using the restroom, because usually if you need to you're late.
- One thing they should improve is the bathroom policy because you can't be locking up bathrooms or not letting students not go in the middle of class. Another thing is getting rid of SEL days because they aren't helping and teachers aren't professionally qualified to teach certain topics like depression or suicide. Another thing is the counselors, they aren't doing their job well.
- Fights, disciplinary actions and fun
- More music variety (possibly add some music in different languages like German, Spanish, Russian, etc.), more open bathrooms, break lengths (I feel as a student that the breaks should be a bit longer).
- Safety, LGBTQ protection, overall caring
- Dress code, more foreign language classes, more honor classes
- Water pressure for the water fountain
- Smoking, vaping, over talking
- Bullying, fights and motivation
- How to monitor the hallways for homophobic barkers and announce ALL the clubs on the morning speakers.
- The student's behavior, needs to be more strict.
- Unlock bathrooms, tell students which bathrooms will be unlocked, be more lenient
- Food
- Food service, bathrooms, and weight room.
- food, subjects, that's it
- Feeding us better and more food, teaching, and rules.
- Student behavior, Tardiness and Respect towards staff.
- Listen to the students more, don't yell at people for not going to class they might have something going on. Let them be on their phone when there done with all their work
- We need to make our school safer. Another thing we need to improve is to expand our school .We also need better sports in our school.
- Lower the number of fights, moderation of drugs such as vapes and alcoholic beverages, the inclusion of physics teacher.
- Don't give bad kids so many chances, bathrooms, gym
- The food and teachers teaching
- Make school more interesting, like add more actives.
- Letting us go off school campus at lunch
- The basketballs needs air in them
- Food, leaving at lunch and the principal.
- The tools available in the shop class, the unpleasant social workers, visibility from the adjacent park.
- Budget, better Chromebooks and safety. Let them carry straps and regulate gun training.
- The dress code, kids being rude, and break time.
- The principal. Where someone can and not park at I feel like students should be able to park anywhere they feel free too. Nothing really else.
- Teachers the staff also the principal for the schools are all center minded only about keeping their job and not helping the students.
- Upkeep of campus, more parking spots, open campus.
- The classrooms need a bit of repair but they can't do that due to lack of funding
- make it an open campus
- Feels like a mental institution with all the teachers and staff that be eying you everyday
- Bullying, security and clean rooms
- Not focusing on troubled students
- Bathrooms
- The leniency.... I don't know any others.
- Sports
- The food, the people, open campus.

- The phone policy
- Bathroom-breaks-food
- Bathrooms
- Teaching, P.E and sport gear, sports
- FOOD
- They might need to work on the discipline they give the kids.
- Awareness of things because when I first came here I didn't know that there was a wellness center until my friends told me
- Empathy
- They need to improve on the slurs and buying and fighting because that the only reason I don't feel safe
- Stop doing so many worksheets, better at updating grades, cleaner campus.
- Cleaner bathroom, less fights, cleaner campus, new cameras
- Security and helping kids
- Safety, food options and discipline.
- The racism, homophobia, and passing period time.
- More staff, I cannot think of anything else
- Disciplining kids better, food, better juice boxes.
- Getting on kids that are being racist.
- Get rid of everything besides the ag classes.
- Discipline, cleanliness and the food
- Better school supervisors
- Making sure students understand the material
- The bathrooms, security and punishments.
- Support
- Cleaner environment, cleaner water fountains, and more school supplies.
- The drug use, the bathroom sanitation, and the bullying, fighting.
- Shorter class periods, an extra class time for homework help without having to come early or stay late after school for students who cant. Better announcement speakers
- The food.
- Care about students, do what's best for students, care about school
- Food, better teachers, cleanliness,
- They need to stop making the special ed. students pick up trash
- They could have an actual nurse, have better lunch food, and have better bathrooms.
- More teachers, more security guards and more electives.
- Bathrooms, not better explanation for kids that don't understand as easily and better at spotting bad things
- PE, management of students and website
- Bathrooms, amount of time for lunch, food
- Having kids go to class more often, Improve on security, Improve on some teaching
- Female security is needed for female students, security placed at places people smoke/drink, harsher punishment for people, and bell schedule.
- Keeping the bathrooms clean, keep kids out of the softball dugouts because they leave their garbage and the softball teams have to clean up after them, and keep kids in class. A lot of kids skip class a lot.
- Being more worried about students concerns, if they ask to go to the wellness center, teachers should say yes and students shouldn't need to tell the teacher what's going on in order to go, if a student needs to call home they should be allowed to with no questions asked.
- Things that need to be improved : Give teachers the education to be professional and not make students uncomfortable, improve people's knowledge on bullying to not go around and say ""go kill yourself to someone who struggles, give second chances, some students are struggling and don't get the aid they need.
- Slow down on the work it's putting so much on our plate were not all super smart, let us have the dugouts back, have all bathrooms open.

- No fighting or no smoking
- Three things that need to improve are to hire more staff members, respect students, and to have more opportunities for more classes available.
- Staying on topic would be ideal for a better education.
- Bathrooms we need teachers to go in there more often. We also need to be more aware that some students are not comfortable telling their parents about their periods so we need to keep that in mind and keep re filling the tampon and pads in the bathrooms, Also need to know some student go home and don't have a good life so we need to be nice and understand to motivate them a lot the little things could change someone's life around.
- The teachers can use some more work on how to teach without just making you do the work without any knowledge or help to what you are doing, teachers need to be understanding of what a student is going through such as troubles at home, teachers should not mark you tardy if you are one minute late. It's seriously not that big of a deal to be ONE minute late. When we have subs can they actually be people who understand the subject of the class or just not having a PE teacher sub for a math or English class. Please tell me what sense that makes. How are we expected to do assignments when we have a PE teacher who only can help us? In the bathrooms, they need to keep up with tampons and pads and maybe add some more feminine hygiene products. Need to clean the locker room floors because they become very disgusting and sticky.
- Actual repercussions, longer rest time
- More hands on!!!!
- Less fights and counselors
- Cleanliness and taking students seriously
- Deal with gang situation, get students under control with fights, trash in student parking
- Safety, bullying issues, biased staff
- Less violence, patience from staff, understanding
- More extra-curricular classes, better coaches and flexibility in dealing with kids who have other commitments, and better food
- The campus needs some work, like "beautification" stuff. Some artwork/murals would be cool.
- Organization
- Parking lot, substitute teacher, greenhouse
- The garbage, the fights, and the overall look of the school
- Discipline students, talk to teachers about how much work they give out on a daily basis.
- The bathrooms could be a little cleaner, there should be more charging ports and fix the Thursday schedule
- Improve bathrooms (maybe have more open because there is always a long line), make food that's a little more edible at least, and the internet.
- This is more a problem with the students (and some teachers) there is racism and homophobia and that just all over the place and it makes it hard to be here sometimes and there is also a drug problem among quite a bit of students.
- The food, the teachers, PE
- The time we start, equal representation of sports, and the food.
- A variety of different classes.
- How some teachers respect their students and paying attention to the right students.
- More responsibility, better food, less homework; as that adds stress to students.
- The cleanliness, the safety, and the food
- Bathrooms, clean gym better, clean water fountains and benches
- Bullying, drug use, fights
- Increased safety (bring back the police on campus please), Discipline (there are no preventative measures besides just "talking" the problem out, which doesn't work), and counselors need to stay on top of attendance.
- People cleaning up after themselves, opening back up the bathrooms, more APs
- Student parking
- School lunches, organization, needs to be more clean.
- Food, involvement, time

- Discipline issues, S.E.L as optional
- Outdoor cleanliness, more class options (especially the TE in STEM), bathrooms
- Safety, academics, and bathrooms
- Keep the school safe. Keep it clean.
- ASB planning. School spirit.
- I feel that my school lets kids get away with way too much and never holds students accountable for their behavior. Kids bring drugs onto campus, but somehow don't get suspended and just have a structured day. I feel like this teaches them that they can get away with stupid things with little to no consequences. Also, kids get into fights and still don't get suspended. Babying them isn't going to help them because once they get into the real world, they won't keep getting chance after chance.
- Food,
- It's not the school that needs to be improved, it's the students.
- Listening to the students
- More time to work, no homework, and better lunch
- Not brush aside problems
- Have more social workers, tutors and more electives
- Three things are discipline, construct and the bathrooms
- Needs to be more clean, needs more color or activity's to plan and more outdoor seating and activities to do while on break or lunch.
- Don't listen to problems with adults on campus, doesn't listen to many concerns
- Clean it up more
- The school lunches
- Equipment, social skills and better learning environment
- Food that's all.
- Better equipment for athletics, having more stable teachers, the safety of students, and keeping the school clean.
- Teaching
- Getting more teachers to replace the ones that are leaving
- Putting the lockers in the 200 wing in use/available for students, put in effort in the "nature reserve, updating sports equipment, getting on kids to keep their grades up, providing a study hall for athletes.
- Teachers who should try to work with a student longer, listening to the students, everything a student says is an "Excuse"
- The respect other students have for our school, the ladies should serve biscuits and gravy more.
- Helping students feel comfortable to communicate with teachers. Students feeling comfortable about speaking up. I'm not really sure about anything else.
- More trash cans, vending machines, and a program for students who are in trouble to go around and pick up trash as a form of punishment.
- Security and campus safety, the food size and quality, add more electives such as fencing, technician, swimming, etc.
- Some of the teachers could be nicer. All teachers need smart boards. More qualified substitute classes.
- Hiring more teachers for the classes kids want to attend, doing more activities
- They need to improve the supplies, bathrooms, and teachers.
- I believe that the school food should include more culturally diverse foods, more language course options (besides Spanish), and use better prevention techniques to prevent events of vandalism from going on for months on end.
- More activities available for all grades and more frequently provide more attention each student alone or 1 on 1
- Vandalism, making sure the students aren't being bullied
- I think they need to improve on encouragement, trying to understand the students easier, and teaching us good study habits.
- Cafeteria food, a janitor, sports
- Better security, more classes and, probably better rules.

- Vandalism and fighting are the only things that I feel as though needs to improved.
- Some teachers don't want to be teaching a certain subject so we don't get a lot of actual teaching and end up with a lot of busy work.
- Being clean, bathrooms, fields
- The food, the teachers, the wellness center
- Janitorial, better food, and caring people
- Teaching us the right things that are useful for the future like finance and or college. Keeping an eye on kids with alcohol and or other substances. Also, getting the teachers with actual full experience who don't just give out work
- More cameras in school student parking lot, cleaner learning environments, cleaner bathrooms, and more involvement with students.
- Cleaning, better teachers
- Cleanliness, class options, and representation of all sports.
- Attendance, cleanness, and discipline (and a fourth getting information out)
- Have a behavior class for underclassmen, more staff (maybe more support in the Student Store), have staff that actually enjoy teaching kids"
- Better lunch food as most of it is barely edible, a wider range of electives, having clubs be more involved in school things.
- Less hours of school
- Better security, provide more food
- Student parking lot, student drivers blatantly ignoring the crosswalk laws/general disturbance, distance between classes across the road.
- Bathrooms, food, racism
- Better food, update drink fountains, more time in lunch.
- How teachers treat students, acknowledgment to all curricular activities such as the entire band including color guard, and clubs.
- There is a lot of violence (fights, how students speak, etc.), lack of communication at times, and I have felt disrespected by a few teachers.
- Not seeing difficulties with students and their personal situations which could affect their academic life. 2.) Investigating teachers who may negatively affect the classroom with either through personal or professional means that could harm a student's mental or academic wellbeing. Not enough support by ignoring to praise and support to teachers who provide more than average support and effort into their profession or for extracurricular activities on campus.
- Cleanliness, teachers, traffic control
- Emotional support, communication, and assistance
- Staffing, Administration, communicative abilities, organization, facilities, and about everything else.
- Keeping the bathroom clean, desks, food and cleanliness
- School fights
- Fights, how teacher talk to students, being more organized
- Quality and quantity of teachers, lesson plans, system management
- The amount of fights that tend to break out, littering, and small scale vandalism.
- Teachers wanting to teach and help the kids not having to, some teachers need better instruction or to set up there class differently for me to pass. For example my health teacher teaches us no double parking on the test it is yes double parking and marks us wrong and does not fix it sometimes.
- Safety, mental awareness, and bathrooms.
- Focus better, not be bored, and that's it.
- LGBT safety, safety for people of other race
- People not wanting to go, fights, security.
- Bathroom cleanup and restock, quad cleanup, etc.
- The fighting, longer lunch, I don't what else.
- More career options, certain staff treatment on some students, lack of security in some places.
- Longer lunch time
- Fights, skipping, bullying
- More sports and better equipment

- Being more diverse in history class. As a white person, I feel uninterested in my history class because we only learn the White View of topics. Taking student complaints about a teacher seriously. Being more open about what happens during lock downs.
- Punishing kids, better electives.
- Teaching
- Help new teachers by giving them good advice that comes from teachers that have been teaching for a while.
- Keeping bathrooms clean, and not tolerating fights or violence.
- The bathrooms
- Better lunch rooms, better classes, less work
- Less time, more breaks, and more choices
- Food quality
- Nicer teachers, seriously I'm getting yelled at every 5 seconds because I don't want to talk about an answer I'm not sure about, better band director, cleaner bathrooms.
- Instead of a late start we should just get a day where we leave early
- Fights, bathrooms, and food.
- Bullying needs to stop;)
- There are some teachers who are rude or intimidating to most students so improving in letting your students know you are not, safety skills because the employees/staff struggle to keep students away from drugs/alcohol, for students to become more responsible with their school work and respectful to their teachers, and finally, for students to be interested in school.
- Less fights, more teachers to care, less kids smoking in the bathrooms.
- Better counselors, having teachers be more prioritized with school work, the lack of teacher respect sometimes
- Teach, clubs, lunch
- Three things that need to be improved are the rules on how students are punished after getting into a fight, helping students with bullying, and have more electives.
- Teachers systematically ignore bullying and rude comments. Whenever racism is prevalent, teachers ignore comments made by students. All kids think they're cool.
- Although the school has a better starting time, I request that Las Plumas should implement a different ending time. People have more time to spend on what their choice is made at home rather than having an earlier wake up time. Other than that I do not have any other changes I think Las Plumas should have.
- Talking to your students more, being stricter, understand why their having the day they are having.
- Having better bathrooms
- Try and stop or limit the amount of fights at school
- Cleaner bathrooms and classrooms, mirrors in bathroom
- The school can clean the campus better, the school should have tougher punishments, and better food.
- Freshman sport fundraising, Puffers in the bathroom, people wandering around during class
- Need to stop fights, and no talking about other people, need to look out kid doing stuff
- Better food, AC and wifi for everyone
- Food, I got sick eating the food. Not stressing kids out. That is the reason I stay up late and I'm not motivated at school.
- Teachers give us an entire packet and say read out of a book and I feel that is not good teaching. We are teaching ourselves. That is not our job."
- Classes, lunch
- Agriculture is awesome.
- I think they need to listen more like about some of the things going on. I notice there are some people that have done bad things and they just get a slap on the wrist and nothing more. It can make me feel unsafe at times.
- Food, counselor availability, and some teachers

- If absent and has a doctor note, don't take points off for being late, cleaning the school, I know it kinda hard but it can be cleaned a little, the office should be open when there is at least 1 adult in there
- Class flexibility, being able make time during the day for counselor visits, better security cameras, during the "Devious lick" thing, thousands of dollars worth of school property was stolen, with little to no punishments due to the cameras not being able to see people faces. I think this would help with many safety issues.
- Throw away trash, respect bathroom stalls, and clean up after yourselves
- The food
- P.E classes and the way they teach. They need to do more activities and make everyone participate more, the amount of time us students get for lunch
- More electives
- More science classes, More Electives, More language electives
- We need to keep our campus cleaner, we need less fights, and we need better food.
- To start more initiative to actually show up, enforcement of school policy, punishing students accordingly without incentives to further act out which reinforces the school to prison pipeline. When you suspend a student he simply gets a day off, which teaches the student that if he keeps acting up he gets progressively more and more time off, and when you expel a student you're just telling them to not come back to school, which increases the likelihood of crime.
- Some improvements that are needed at our school is the security, communication with students, and certain teachers that are not really doing the role of a teacher.
- We need remove kids who smoke or drink and don't care off campus, we need to start to take care of what our school looks like, we also need better school food.
- The way that some teachers operate classes should be changed, the school food should be checked, and it is hard to contact many of the teachers. Classes should be longer but we should also have less periods.
- The security system, the after school help, and bullying prevention programs.
- To start school at a better time and end it sooner, less work, more time to get bigger assignment
- Behavior, staff, not vaping in the bathroom
- Safety measures, more janitors, better support from counselors
- Security, supervision
- More options for classes
- Snack bar or edible lunch food, Later school start schedule, filter out kids with criminal records
- Bathrooms, fights, later start time
- Food trucks/ food places nearby for students who don't drive, lockers for in between classes, and the number of fights and violence and drug use
- More class variety, if possible. Clean classrooms and water fountains regularly, and maybe later school times.
- Stops bullies and end racism and also end bullying
- If it's not a cafeteria muffin it's horrible, I haven't read enough books in English, and the bathrooms are abysmal.
- School lunch
- More security
- Education, well-being, and financial support
- Racist teachers
- Food , cultures, classes
- Choice of people that are hired as educators into the school.
- More teachers, more electives
- No masks and No vaccines
- More bodyguards less people smoking and help people more
- More teachers for the auto tech course, more teachers in general, and better water fountains
- Getting kids in trouble for bad things
- We need more machines in the workshops
- More on campus workers, more strict, later consultation.

- NO long term subs.
- The way people treat each other, make kids comfortable at school and makes kids want to go to school
- What my school need to improve is more electives, less trash, and clean bathrooms.
- Security, punishment, and being able to talk to counselors not face to face. If there is a way to talk to counselors like that then advertise it more to students.
- More teachers, maybe some more Chromebooks for teachers, and maybe more school supplies for classrooms
- More electives, more teachers, more food
- Authority
- Better school food, and more elective classes.
- Vending machine in cafeteria, keeping bathrooms unlocked at back of school near teacher parking lot, allow students to get help from teachers at lunch time.
- We could use for electives.
- A little bit more freedom, a little less strict on rules (we are adults or soon to be adults), and everyone applies by the rules.
- More teachers less substitutes (it's harder to learn with substitutes). More assistance/ more social workers we have a lot of kids in this school and it hard to reach all of them when they need it. Keeping the wellness center open for those who need it not just kids skipping class. It is hard for people to see it as a safe place or somewhere to calm down when there's a lot of kids skipping class in there.
- I think they need to improve the teaching part of school, maybe give a little more free time, and maybe go back to book learning
- To have vending machines, festivals and water balloon fights
- More electives, more school activities.
- The bathrooms, the food, and the teachers.
- I feel what we need to improve is security, we should have metal detectors, and the speed that some teachers teach at, because me myself, I'm a slow learner, some teachers teach too fast and my brain doesn't break down and doesn't stick in my head.
- Keeping the school more clean, having a better field, more places to hang out.
- More sports
- I believe that nothing is needed in this school
- I know it's not really the schools fault more of the students doing these activities but the bathrooms seem to always be messy/dirty.
- Make students get involved in class
- How they take care of fights and how they take care of people that bring guns to school.
- Vaping problem.
- Hands on learning, seating arrangements, and the school times
- Punishment, other opportunities for extra help on schooling, janitorial concerns.
- Getting more janitors
- Lunches
- Better lunches, school should end earlier so we have more time to do stuff, less work it gets piled on us and we all have a lot to do
- Some teachers are just disrespectful or rude to some students, which is kind of messed up, people get in fights out in the open or are just mean to each other in general and a lot of teachers don't make an effort to stop that stuff, counselors aren't that considerate of their students, and they instead just do the bare minimum for their job, I think. They don't try to really engage the students that don't understand the curriculum and they don't try to make learning as hands-on as it really should be. Some teachers are just ignorant and they don't really think about what some students may be going through at some times. Teachers don't really care about students' home environment, and they just assign a ton of homework completely disregarding the fact that we have up to five other periods of homework sometimes. It makes getting homework done pretty annoying. Some teachers work way too slowly and teach students as if they are children, which is pretty annoying because the rest of us who are actually caught up to speed in the lessons get bored and uninterested in whatever the lesson is. Some teachers are too pushy about phone rules, and they make us sit there in silence

even after being completely done with our in-class work. This gets pretty annoying because I believe that if a student is complete with their work, they should be able to use their phones, but teachers just hold weird grudges against phones for absolutely no reason at all.

- Make the parking lot bigger
- Drivers ed class
- Security, more teachers, and more food for kids
- Safety, emotional, helping with school work
- Getting better food, and water fountain and the fixing the vending machine
- More than one language class
- Keep an eye out for kids in school.
- Water fountains, School lunch, vending machines.
- Violence
- Different varieties of clubs, and more needed teachers.
- We should get a better work out room. Maybe lights for the varsity baseball field and a fence for the JV field.
- Safety, sports equality, add more classes
- Work ethic, teachers actually teaching, teacher evaluations, parking, we need a longer lunch
- Different cafeteria food options
- Ag programs, the supply of teachers
- Discipline, vaping and drug help
- The food, some teachers, and some of the classes
- Safety, school security, and student participation.
- Bullying, teachers cussing, cleaner bathrooms
- There being teachers.
- Better security for the safety of students and adults.
- The amount of vaping smoking and sexual activity that accrues and the amount of wanna be gangsters needs to go down
- Suspending kids, and disciplining kids
- Technology, food, fun
- Less homework, more discipline, and opening up the bathrooms again, add an Animation class on campus and reduce school weapon threats and smoking and drinking around campus.
- Our campus, the JV baseball field needs a fence, and the bathrooms are a wreck.
- Time school starts, food, better team coaches.
- Understand that most people deal with low mental health and get stressed out when they see low grades or a lot of missing assignments, don't belittle them for it. Don't have favorites, it's not helpful in anyway, shape, or form. Don't "wait" or pay attention to the noisy kids, let them fail, if they get out of hand, handle it, but other than that, focus on those who are participating.
- No more fights, people vaping in the bathrooms and I don't know a 3rd thing
- Try to clean the school, maybe make a community service club or people who cleans the school voluntarily, I would even sign up! Also there is so much graffiti. Have a better way of connecting students with disabilities to resources and help, even therapy or counseling. Make the resources you do supply or have aware to teens like posters or announcements through the intercom. Fix the student store. The prices are extremely high and whenever I go in there its quiet and gloomy I feel so loud even though I'm whispering Show support for students
- Safety, we need security cameras in Ag, involve Ag into the school more
- Some safety, fighting, and more adequate announcement system so I don't miss out on a school event.
- Having break a little longer because students who are waiting in line to get their food might not have enough time to eat because of the lines being long. Cleaner bathrooms.
- We need to improve on school cleanliness, monitoring bullying/harassment, and improve the communication/interaction between the Ag department and the rest of the school.
- People hanging out in the bathrooms
- Security, campus, school lunch
- Sports, activities, and school programs

- Punishment, fighting, and teachers yelling at kids because they are having a bad day
- Keeping campus clean and bigger
- Cleaning up
- Give us more breaks because school burns us out a lot more than you think, listen to what we have to say
- Lunch, fighting
- Lunch, fighting, more dances
- Please have more than one unlocked bathroom, better food, better dress code.
- Making sure students don't have bad behavior, making sure students don't hang out in the bathrooms because others that need to use it can't use it, making sure that students come to school to learn and not just hang out on campus during class period.
- Keeping kids at school who shouldn't be here, SEL days aren't helpful, and letting kids know how many clubs and stuff our school really has to offer.
- Infrastructure, too many kids are smoking on campus-like bathrooms and the parking lot
- Security, discipline,
- Security, bathroom cleanliness, having teachers
- Stop fights
- Rallies, nicer teachers, respect
- Your teachers, your security, and your rules
- The staff that work for the art departments, the front office workers, and for the counselor to keep better track of students who may be falling behind of graduation because I was missing 5 credits for a class that I never took and I was getting held back and didn't even know until I checked in with the counselor to look at my credits.
- No graffiti in the bathrooms/more security guards
- Student behavior, clubs
- More positive behavior, more help on my classes, and some breaks.
- School spirit, food, bell schedules
- The fights need to stop, teachers that don't take derogatory comments seriously need to be taught to take them seriously, and we should have a psychology class.
- Motivating students, electives (more electives), food
- The food serving size, the teachers attitude towards students who get anything lower than a B in average grades, the classes in general
- Make the work more engaging
- You need to work on creating more punishments, teaching students to be more accepting, and your courses.
- Less homework for all three
- There is nothing that I can think of to improve this school.
- Three things the school need to improve if the amount of kids vaping/smoking at school, not having the bathrooms locked because of certain people, and just overall not having a bunch of people in the bathrooms since others actually need to use it.
- Bathrooms
- Sports appreciation, sports funding and better sports treatment.
- Keeping students interested
- The food quality and the bathrooms there are almost no bathrooms open and PE equipment
- The way they are paying teachers, how students treat teachers, and have a more fun work in class.
- The quality of the bathrooms, student conflicts, and the substitute teachers
- How long lunch is, fights, being more lenient
- The good that the serve is absolute garbage at lunch. They keep locking the bathrooms which is hard on the people who just need to use the bathroom and leave.
- Bathrooms. There are only at least 2 bathrooms open at a time and can be very hard to access when it's full or if it's far from class. The food. It sucks.
- Counselors need to be more harsh on kids who needs better classes to succeed more. So many kids take the wrong classes or think they will just go into the military for money. I really think that to

improve this school it requires a lot of encouragement and backing from counselors and the higher powers.

- Three ways to improve the school is, try to get better food, make things easier.
- Our bathrooms, more food and our bathrooms
- Dealing with bad students during class, opening up bathrooms, give out more tiger tickets.
- More fun electives, less demanding paper work, and a place to sit when feeling down.
- The bathroom system, the janitorial staff, and the access to shade to sit at.
- They would need to update the buildings (including the bathrooms), more areas to hang out, and promote sports more.
- Opening bathrooms, extended lunchtime, longer break
- The food is not good. Make the bathrooms nice.
- Not locking the bathrooms, some teachers are not the best
- Food, how they treat their students (sometimes), not picking out favorites.
- Fix up the bathrooms, maybe paint again, better school food, stop locking the bathrooms, have someone watch by the bathroom so kids don't smoke.
- The school needs to unlock the bathrooms, some teachers are not the best, and the AC is not cold.
- Give better vibes and more caring for students. Better equipment for sports. Have fun activities during lunch or break type of stuff.
- Better safety. Healthier environment. Reducing drug abuse at Oroville high school. It's bad.
- Safety, teaching about the requirements you will need depending on which education you choose, not making it awkward for students.
- Enforcing students to do work, more juice, and better history teachers.
- Everything including the fights, social media watching, and cleaner bathrooms
- Right temp in class, food, and some teachers need to listen to their students.
- The lunch food, bathroom usage because kids abuse the bathrooms, along passing period
- Give simple work, can't go to school when sick, make mini days shorter
- Giving us time to get to class, not marking kids tardy if it's an issue like not being able to find an available bathroom, making sure students understand the topic of learning before moving on.
- Reducing students to do drugs in the bathrooms. Keeping the campus safe at all times. Using less electronics for student's education.
- Make this school more fun or alive have better teaching strategies
- The bathrooms are pretty nasty. Need people to direct traffic because there are many cars and some people don't know how to cross the street.
- People doing bad stuff
- The bathroom situation sucks, there are simply not enough of them open. I know that some people do things they're not supposed to do in there, but limiting the amount of bathrooms open also punishes the people who actually need to use it when there are 10+ people in the single open bathroom.
- Staff ,campus effectiveness
- Fix up the school, present solutions to the vaping.
- Staff (Office Staff)
- Student protection from corrupt staff
- Student privacy
- Mutual Respect
- Making sure the student is giving a proper logical explanation (before any official actions are taken)
- Maybe allowing students to go off campus during lunch (this would completely eliminate the vaping problem here at our school)
- Better food, and better substitute teachers.
- School safety, discipline, and monitoring
- Security, bathroom cleanliness, keeping students in class.
- More teachers at the school, better counselors, give students information about the school, information about school activities like prom and more are not told to the students, we gain that information by talking to other students who aren't 100% sure.

- The importance of the people here, how they spend money on thing that will actually benefit us, and more courses that can actually help you in the future.
- The bathrooms.
- School uniforms, we need them. The threats from one kid to another. The attitude that some students have.
- Listening to our concerns and taking them seriously, try to improve our environment more with more fun activities, better food.
- Discipline, physical surveillance (not cameras), the bathroom stalls.
- Everything - the bathrooms are gross
- Paying more attention to people on campus, making school more fun.
- Safety and helping an effort to be in school
- Actually care for the students, don't let the teachers think they are all that and actually help and teach students. And get more subs for classing. Cleaning up the schools.
- Security, handling fights and avoiding them, better sanitation conditions.
- Having more class options like electives and maybe more sports. We should have some short days like two times a month so that we can catch up on work if they have jobs or sports and other things like that and they can't get all of their homework done
- long term subs
- Having a sub
- Preventing fights, and drama
- Our schools bathrooms need improvement they are very gross and make people not want to use them. Also I think there should be more/better electives that are different and not all like each other. Lastly I think our school needs to improve on is the lunch time, I feel like our lunch is very short and it leaves little time to be able to get food and actually eat it during lunch.
- Preventing fights, drug use in bathrooms and other places, directly informing students of opportunities for college, mental and educational help and so on, maybe through emails?
- The substitute teacher problem and how clean the campus is.
- We need coffee for students
- Better teachers
- Racism, cleanliness, and teachers, lesson plans, substitutes
- Safety, cleanliness, attendance
- Subs, teachers that actually teach subjects, not be so lenient with children which should most likely be punished.
- Cleanliness
- Leadership, organization
- Bathrooms, punishment subs
- Buses for cheerleading programs
- The fights more security and better subs
- The way they handle discipline
- Safety, positive encouragement and aid to those who are struggling, and the things that students learn.
- The bathrooms, the speed at which teachers teach and cleaning.
- Learning Materials, More Tech, Discipline.
- Bathrooms, More Subs, Activities during school.
- Vandalism, unreasonable fights, and more security on people who like misbehaving
- We need more teachers to help students, we need a better schedule, and more time to sleep.
- How certain teachers react to things students say, if you need a break then you should be able to take a break even if outside the door, the substitute teachers should be informed of IEPs when the have students with them in the class they are subbing for.
- cleanliness, teacher quality
- Trash
- Drug use, food, student Help
- Gun safety
- Electives, cleanliness and communication

- Trash clean up, gates on softball dugouts, longer lunch
- Safety, keep a watchful eye on the trouble maker kids, electives.
- More electives, more teachers, different curriculum
- Safety, fights, bathrooms
- More opportunities of learning, better food and more activities.
- Food, food and food
- The food that they serve for lunch
- Be more understanding of students situations, being more communicative
- Clean and sanitize bathrooms, or tell students to not be so dirty and clean after themselves in the bathroom.
- Budgets for certain classes. Seriously Weliver only gets to do one dissection and I feel like it's a budget issue.
- Security, teaching methods, understanding of different situations
- Graffiti, bad parking, unlocked bathrooms
- Cleaning, keeping teachers
- Misunderstandings, fighting, and bullying.
- Teachers
- Cleaning, help with counseling better, teachers helping their students more.
- Paying attention, teachers paying attention to what their students need.
- More security in places like the bathroom, more consequences for breaking school rules, and cleaning.
- The work overload
- Teachers, food options, lunch time
- More college info, shorter class periods, and earlier lunch.
- Equipment and tools for Ag Mech and Auto
- Certain teachers, lots of the students, and a few more things
- I'm not sure maybe have more hands on learning
- Leniency in teachers, less harsh due dates, and more clubs
- Safety, security, student conflict
- Good teachers, Good Subs, School food
- Spanish, Parking Lot Safety
- Personal issues when they are, longer lunch, and more activities.
- Making people learn, a bit more safety, and... I guess not be boring
- Food, security, and discipline
- Homework, women essentials
- Be careful with who they hire, spend money on things other than sports
- To have more time in tutoring, more securities, and more counseling
- The teaching ability, more feminine products in the bathroom, make regular sandwiches for lunch, have more career path way programs/classes, have a culture day (students able to dress up where they are from), have more elective to choose from, longer lunch time, vending machines , so many things.....
- More ag related things
- Having teachers answer your questions, having subs, keep it clean
- Kids getting in fights and actually doing stuff about it
- Hire subs, get kids to attend classes, and environments at times.
- Discipline
- Respect towards teachers.
- More security watch, more cleanup, better schedule
- Clean up the school is messy (the campus), have the kids in the cafeteria clean up their mess on the tables they sat at, clean the bathrooms
- Better security, back to suspending , less violence
- planning and hiring subs when teachers are absent
- Better security, clean environment, better schedule.

- Clean up the bathrooms, clean the cafeteria tables after kids are done or make kids clean up, Tell teachers to actually teach.
- Security, transportation, and programs
- One thing is for Soccer they definitely need to provide more funding because it is always just self fundraised and the bit of extra help would benefit. The water fountains around the school that don't work is one of the things. Another thing is letting people that actually need to restroom use the restroom.
- Wifi connection, club funding, Brake time.
- Food, Drinking system, working paper towel holders
- Behavior, cafeteria food, and right learning.
- Longer lunch
- Bathrooms, less violence, better relationships with teachers
- social interactions, fights, trash
- The wellness center is a complete waste of time
- More helpful teachers
- Students attitude, tech support(I can't get a new Chromebook) and school food (some of it taste like actual rubber)
- Handling violence, stopping fights, and helping kids in EVERY classroom.
- Freshmen, some teachers, racism

34. Is there any other information you would like to share with us?

- The people that run the school board, shouldn't be people that don't have children in the schools. Get people that know how to deal with high school students.
- This place sucks
- Please have the breakfast sandwiches for often - those smack 🍔
- The food provided is good but not enough.
- The food needs to improve
- Dave is a great shop teacher, overall 'A' grade for that guy.
- If there are serious rumors about people you should address them and help people out
- I would like to share that I think we need more staff members hired since there is a teacher shortage and have the ability to have more classes available for student's career plans.
- When a teacher quits or leave the school we need a backup plan/teacher because it's really stupid for kids to be in classes with no teacher for a long period of time such as months. For example my first semester I only had a teacher for maybe the first couple weeks of school and after that I had random subs in the class doing nothing. The kids in my English class didn't do a single thing and that's what lead to kid's no longer showing up. Our class didn't read a single book or any type of educational assignments. The beginning of the second semester our class finally got a teacher but then a month or two later they took away that class. Our class had to get spilt up and put in different classes which I think is very stupid because we just kept getting switched out. so we divinity need to do better
- IMPROVE the internet it's really bad.
- I know my school is trying but I feel like they're not trying hard enough
- The rewarding system doesn't focus around everyone only bad acting students and mentally challenged students.
- The athletics are very good for all students
- I think more sport teams would be nice, a badminton team, boys volleyball, etc.
- Having a better teaching system.
- I also believe that there should be some severe penalties set in place for sexually harassing someone, against their will: such as suspension, detention, after-school talks with the parents, and even expulsion.
- I don't feel safe crossing the road at all. Yet, because of classes I'm forced to cross it over and wonder if some kid in his new Ford wants to speed down the road to impress his friends. Also the classes are too distant from one another. I've had to cross the entire campus from one side of the road to the other, and often arrive late, for two years in a row. Also there's not enough sitting space

at lunch, and you seldom get a table unless you get there early, which disadvantages people with far classes.

- I have several freshman come to me complaining that their teachers make inappropriate comments to them, basically stating that their mental health is invalid, or being called out for not knowing something in a rude way.
- It's quite upsetting when my teacher talks about the dislike of certain students to her other class periods even when not mentioning names. It's sad to think that what she thinks of her students. It's unnecessary to be vocal about it. It's further upsetting when she tries to excuse her behavior in a sarcastic or condescending manner.
- Teachers need to help us learn because some don't
- Certain teachers need to understand that students have needs of their own, and that one teacher's class is not their first priority in life. These teachers also need to understand that there could always be something going on in a student's life that they are unaware of, so they should not just assume that it's because they had a "bad morning" or "boy issues" or "they're tired". Assuming these things is condescending and is very immature especially for an adult that is supposed to be understanding of their students. Using sarcasm and irony does not excuse rude comments made about students. Please reevaluate what teachers should really be teaching.
- PE teachers need to start doing things when they hear rude comments. My teacher ignores anytime one of the students makes a rude comment towards me or my friends. This is how fights start.
- Welding is really interesting to learn.
- I think letting my teacher go was a really bad idea. She is one of the only teachers that I can talk too. She is one of my favorite teachers. Her classes are engaging and she gives me motivation to participate. She is my safe space in this school and not having her here next year is going to make me and many others feel unmotivated to come here anymore.
- There should be no homework over the weekends or break (unless they were absent and didn't have time to make up), because that is the students time to have a break away from school, ya it might be only 2 days or maybe 2 weeks. We should not have homework over the weekends.
- Give us more opportunities and classes other than Spanish and art...
- There is potential but many things that need to be fixed and added and more effort needs to be given by staff.
- This School glorifies the AG kids and they get way more funding then the rest of the school.
- I HATE IT HERE I CAN'T WAIT TO GET OUT
- Our school has had lots of threats to safety.
- Freshman baseball team needs supplies to play and we need a better game schedule.
- If dressing down for P.E isn't a requirement for the district, then why should we have to do it for a teacher?
- Also I would love if they had added a pool so that the swim team doesn't have to drive all the way down town to go swim and practices and we need a class that shows us how to barbecue steaks and just have legendary teachers and stuff the reason I'm saying this is so unless someone takes interest about this I'll know about it
- For the college questions there isn't any information about All Black Colleges and Private Colleges.
- For question 1 on goal 3, it doesn't give an option for private colleges. The college I want to apply to NYU for doctor programs and there was no choice for private colleges.
- This school year was interesting.
- We should change the school times from 9:00am to 3:15 pm
- About letting personal pets come to school if they aren't harmful or obnoxious and there to help focus in class whether it be a service animal or not because I want to bring my cat in her backpack because I'm going through a hard time and she is the only thing that will keep me focused but they won't allow her even though she isn't going to be loud and that she isn't a service animal. I had got permission from all my teachers and they don't mind and if they become a burden in class I would call my parents to come get her but they said I need to talk to the principal but I can't find a way to email him and I don't want to talk to him in person.
- There were times that the district did not have buses ready for girl's soccer multiple times on game day and our school had to rent vans for away games. Also the vaping and weed has gotten out of control I have spoken up to the principal and many teachers and it's not getting better.

- Can there be more clubs (like tech clubs etc.?)
- Have field trips and no finals at the end of the year
- Better food in the cafeteria
- Busby is the greatest teacher on the planet and she deserves the highest pension you could possibly give her.
- I think the campus would feel a lot safer if there were a few cops once in a while to check on the schools.
- Please open more bathrooms. It's always a little tedious to walk to one, find out it's closed then have to walk to another across campus.
- There are not over 100 cameras monitoring the goings on at Las Plumas High School.
- This school needs some improvement on other things
- When one of my teachers had maternity leave we got a full time sub for a month or two and then we had no sub and just random people subbing in and we weren't learning anything for like two months
- Subs need to be better
- Make sure that when a teacher leaves for any reasons. HAVE A SUB READY TO GO. And actually teach students stuff and not have some students not learn anything for a few months.
- My teacher was out for two months and we didn't have a sub or anything like half of that or a new one every day and did not do anything!
- I want to express the frustration that came when my English teacher was out on maternity leave, we had a long term sub that quit. However, once he quit we no longer had a teacher and coming to class everyday was basically useless because we had no work to do for at least a month if not longer. Most days we were alone with no one to cover the class until the last 15 minutes of class. It was very frustrating and irritating to multiple of the English 11 classes.
- I signed up for engineering 2 to continue my engineering 1 course i took in freshmen year, but due to some complication we didn't have a teacher for an entire semester, where the class was collapsed, and I got placed in a seemingly randomized special needs geography class, where I then had to fix my schedule with my counselor. I then had English 11 standard in 2nd period, and the teacher was on maternity leave, and so a long term sub was in her place. He was eventually removed on rumors and accusations, and the last month or so before our teacher came back there was very few substitutes, and many days a teacher on their prep period would have to come and monitor.
- Yes this place needs more shop classes
- Tell the people in the office to quit being a mean and not tell us they can't help us right now then you come back and they tell you the same thing again and tell the ED teachers not to get all mad at me for sit in the parking lot listening to music and not doing anything. They yell at me all the time for no reason
- Yes, there should be more love, support, ice-breakers (that enable laughter), and absolutely NO people being a hater.
- Make kids clean and wash the parking lot.
- I don't think the school puts in enough effort to ensure their students are safe and gets the emotional and physical help they need.
- I like food
- Listen to our suggestions.
- Longer lunches, start school later.
- Spend more money on the soccer teams, they don't get much stuff unlike the football teams or other teams.
- Some kids at this school are just bad and don't want to learn anything besides wasting people's time.



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: May 3, 2022
Subject: LCAP Draft for Public Review

The Superintendent is presenting a draft of the 2022-2023 Local Control Accountability Plan (LCAP) for review. The update to the LCAP was developed in collaboration with stakeholders.

The focus of the OUHSD LCAP is to address California School Dashboard Indicators that also align with the OUHSD Goals. Below is an overview of the OUHSD Data.

OUHSD Graduation Rate Indicator	
19-20 Data	20-21 Data
89.5% All 60.3% SWD 100% Foster Youth 82.4% EL's 90.4% SED 89.4% LPHS 96.0% OHS 56.3% PHS	83.5% All 68.1% SWD N/A Foster Youth 76.9% EL's 82.0% SED 89.3% LPHS 93.9% OHS 48.6% PHS
Students "Prepared" on College/Career Dashboard Indicator	
19-20 Data	20-21 Data
All 26.4%	All 26.4%

SWD 0% EL's 23.5% African American 11% American Indian 14.9% Asian 52.4% Hispanic 20.4% White 25.5% SED 22.9% Homeless 14.8%	SWD 0% EL's 3.1% African American 1.5% American Indian 5.3% Asian 25.2% Hispanic 16.8% White 48.1% SED 72.5% Homeless 6.9%
A-G Completers	
19-20 Data	20-21 Data
All 16% American Indian 62.5% Asian 42% African American 5% Hispanic 9% White 14% SED 14% EL's 18% Homeless 5%	All 58.8% American Indian 42.9% Asian 78.8% African American 0% Hispanic 45.5% White 54% SED 60% EL's 75% Homeless 44.4%
CTE Pathway Completers	
19-20 Data	20-21 Data
All 9% American Indian 13% African American 5% Asian 6% Hispanic 10% White 11% EL's 18% SED 9% SWD 5%	All 14.5% American Indian 28.6% African American 0% Asian 3% Hispanic 18.2% White 19% EL's 0% SED 14.7% SWD 0%
Chronic Absenteeism	
18-19 Data	20-21 Data
All 26% LPHS 21.5% OHS 21.5% CDS 93.9%	All 21.0% LPHS 13.5% OHS 20.6% PHS 88.8%

PHS 86.1% SWD 38.89% Foster Youth 42.4% EL's 16.2% SED 29.7%	SWD 32.3% Foster Youth 34.5% EL's 18.9% SED 24.7%
Suspension Data	
19-20 Data	20-21 Data
OUHSD 8.7% LPHS 7.1% OHS 8.1% PHS 18.0% CDS 29.0%	OUHSD 0.1% LPHS 0.1% OHS 0.2% PHS 0% CDS N/A
Expulsion Data	
19-20 Data	20-21 Data
All Students 0.25%	All Students 0%

The LCAP and the OUHSD original 2022-2023 Budget will be brought to the June 22, 2022 Board meeting for a public hearing. Both the LCAP and the Budget will be brought to the Board for approval on June 29, 2022. The LCAP and Budget will then be submitted to the Butte County Office of Education for approval.

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LCFF Budget Overview for Parents

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

CDS Code: 04-61515-0000000

School Year: 2022-23

LEA contact information:

Dr. Corey Willenberg

Superintendent

cwillenb@ouhsd.net

(530)-538-2300, ext. 1107

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source

Total LCFF funds
\$0
0 %

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

The text description for the above chart is as follows: The total revenue projected for Oroville Union High School District is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP	
\$ 1	
\$ 1	
\$ 1	
\$ 1	
\$ 0	
\$ 0	
\$ 0	

This chart provides a quick summary of how much Oroville Union High School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

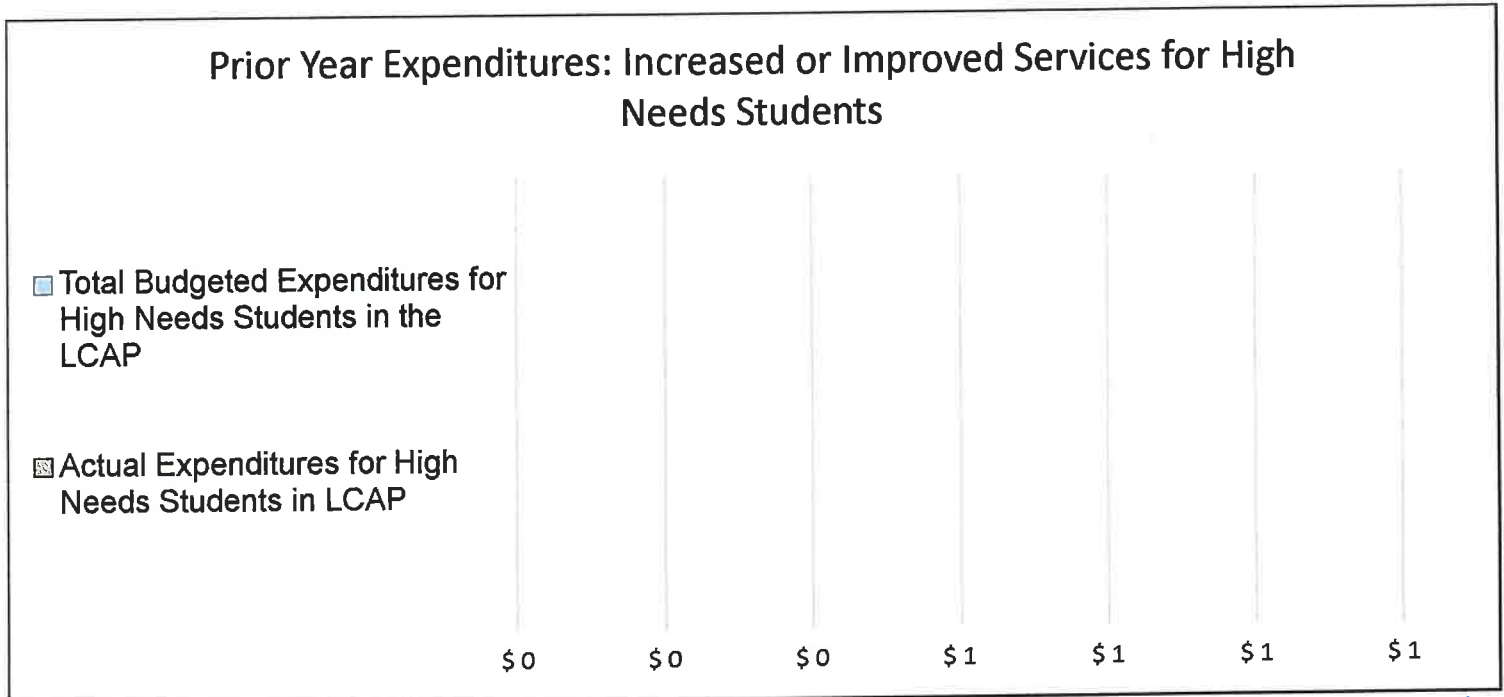
The text description of the above chart is as follows: Oroville Union High School District plans to spend \$ for the 2022-23 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Oroville Union High School District is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Oroville Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oroville Union High School District plans to spend \$ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



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

The text description of the above chart is as follows: In 2021-22, Oroville Union High School District's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Oroville Union High School District actually spent \$ for actions to increase or improve services for high needs students in 2021-22.



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

OUHSD is using surveys to parents, students and community members that assisted in the development of the 2021-2024 Local Control Accountability Plan (LCAP) and 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. We also asked members of the Supportive School Climate Committee to circulate the link to the ESSER III survey to their members.

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. OUHSD has representatives of both Rancherias that reside within district boundaries, the NAACP of Butte County, Hmong Cultural Center, African American Family Cultural Center, Boys and Girls Club of the North Valley, and individuals representing students with disabilities on our Supportive School Climate Committee that serves as the OUHSD Parent Advisory Group.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Oroville Union High School District has an un duplicated student count of 77.1% (73% SED, 3.1% English Learners and 1% Foster Youth). During the 2020-2021 school year, the district implemented Culturally Responsive-Positive Behavior Intervention Supports (CR-PBIS). The goal was to restructure discipline, develop alternatives to suspension and develop positive school cultures throughout the district. Implementing this program takes additional staffing to make sure PBIS is being implemented in every classroom, everyday and to support staff in the implementation of CR-PBIS with fidelity. After consulting with stakeholders, it was determined that an additional Assistant Principal at each comprehensive site (LPHS and OHS) was an excellent use of additional concentration funds. In addition, the district added a Supplemental Ed Tech at each comprehensive site to assist with student testing. A science teacher, and math teacher and a social science teacher were added at Las Plumas due to increased enrollment.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

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. We also asked members of the Supportive School Climate Committee to circulate the link to the ESSER III survey to their members.

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. OUHSD has representatives of both Rancherías that reside within district boundaries, the NAACP of Butte County, Hmong Cultural Center, African American Family Cultural Center, Boys and Girls Club of the North Valley, and individuals representing students with disabilities on our Supportive School Climate Committee that serves as the OUHSD Parent Advisory Group.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

We have had many successes with this funding source. We have been able to hire an additional Social Workers, increase nursing time to assist with COVID safety protocol implementation and address health and safety issues regarding facilities. One of the biggest challenges with spending these funds was hiring staff. We are having a difficult time hiring para-educators, bus drivers, custodians and appropriately credentialed teachers. We have also contracted for School Resource Officers for all of our schools. BCSO has not been able to provide an officer for the 21-22 school year due to staffing issues. OPD has reduced the hours their officer on campus due to staffing issues.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The Oroville Union High School District uses our LCAP to drive how most of our funds are allocated. The major focus is on providing students with an outstanding high school education aligned to California State Standards in a safe, clean learning environment. Stakeholder input was

gathered in the development of the LCAP, the Extended Opportunity Learning Opportunity Plan and the ESSER III plan. 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.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);

- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and

- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe

Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021



Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

About Our Schools

Oroville High School was founded in 1892 and is the oldest high school in the district. The eighteen-acre campus serves approximately 877 students. Las Plumas High School was established in 1960 as the second comprehensive high school. The sixty-four-acre campus serves approximately 1,218 students. Both comprehensive high schools offer a variety of academic, career and technical education, and visual and performing arts classes as well as extracurricular opportunities to prepare students for postsecondary education and careers after high school.

As a continuation high school, Prospect High School provides a positive and supportive learning environment giving its 98 students the opportunity to make up and earn credits to earn their high school diploma while gaining the knowledge, attitudes and skills necessary to make good choices and find success in their career, family and life.

The Oroville Community Day School did not have students during the 21-22 school year. The plan is to enroll students during the 22-23 school year. CDS provides a smaller environment to assist students with modifying behavior, earning academic credits and completing all of the requirements necessary to transition to Prospect High School or transfer back to Las Plumas High School or Oroville High School to earn their high school diploma.

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

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

Oroville is the seat of Butte County, which comprises the primary source of income for the city's population of 20,737 residents (55,000 in the greater Oroville area). Other significant sources of income are agriculture, light manufacturing, tourism, retail trade services, transportation,

public utilities, construction, finance, government and public administration. The 2019 median household income in the city was \$34,428. We have made great strides to provide students with quality educational opportunities, such as Career and Technical Education pathways in Agriculture, Automotive, Culinary Arts, Engineering, Graphic Design, and Manufacturing. We have been focusing professional development funds on improving instruction districtwide in the areas of mathematics, special education, and science as well as implementing Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS). OUHSD currently has a student enrollment of 2,217 students. The majority ethnicity of our student population is 3% African American, 7% American Indian/Alaska Native, 13% Asian, 22% Hispanic, and 47% White.

Reflections: Successes

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

Due to COVID-19, our students transitioned to distance learning in March 2020. We began the 2020-2021 school year in distance learning. On November 16, 2020, OUHSD transitioned to a hybrid bell schedule. During this period, teachers participated in professional development activities that focused on using technology tools that would assist them in delivering instructional content via distance learning. We also increased the number of Chromebooks in the district which allowed each student to have one. We distributed over 400 hotspots to students to assist them in connecting to the Internet. In 20-21, we began the implementation of Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS) at all of our schools. We have been working hard as a district to improve our California School Dashboard indicators and local data since 2016-2017. Our graduation rate for the 20-21 school year was 83.5% districtwide (89.3%-LPHS, 93.9%-OHS, 48.6%-PHS and 68.1% for Students with Disabilities). Our Chronic Absenteeism rate districtwide is 21% (LPHS-13.5%, OHS-20.6%, PHS-88.8%, and CDS-0%). Suspensions have significantly decreased with a districtwide suspension rate of .1% (LPHS-.1%, OHS .2%, PHS-0%, and CDS-0%). Math outcome data showed significant increase in scores for our African American and Hispanic groups and a slight increase for our White and Asian students. ELA outcome data showed an overall increase for all ethnic student groups with the exception of our American Indian students, which saw a decline. We have been focused on improving communications with stakeholders with an improved social media presence and a twice monthly newsletter to all parents, staff and stakeholders. The Board has also developed a list to prioritize facility improvements throughout the district.

Reflections: Identified Need

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

OUHSD began the 21-22 fully in-person instruction and have remained that way all year. We improved our instructional practices for distance learning and will need to integrate those practices consistently for seat time instruction. We constantly strive to improve the California School Dashboard indicators. For the 22-23 school year, our focus will be on increasing the graduation rate, decreasing the chronic absenteeism rate at all schools, and improving our College/Career Readiness numbers so more students are deemed "Prepared." The 2020 California

School Dashboard indicator shows that only 26.4% of all students, 3.1% of English Learners, 72.5% of Socio Economic Disadvantaged, 0% for Students with Disabilities, 8.3% for Foster Youth and 6.9% Homeless were deemed "Prepared". The overall suspension rate for each ethnic group show a decrease, with significant decreases for African American, American Indian, and Hispanic students. The American Indian student group rate remains higher than all other ethnic groups. The major focus of our schools in 21-22 and 22-23 is to fully implement Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS) .

LCAP Highlights

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

Our LCAP goals have been updated to: 1) Provide equitable educational opportunities to every student; 2) Provide a safe, nurturing and supportive environment to every student using Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS) as a framework; and 3) Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities. We are using these goals to frame education for all students. We began implementing CR-PBIS during the 20-21 school year and are targeting full implementation by 22-23. We developed Guiding Principles and a Progressive Intervention Policy in 20-21. We have significantly increased communication with stakeholders by producing a community newsletter twice monthly and utilizing social media daily to publicize events and activities in the district and at our schools. Students were issued a Chromebook and a hotspot (if necessary) to provide better access to the Internet. During the 21-22 school year, OUHSD added a social worker and Targeted Case Manager at Prospect High, and added Targeted Case Managers at OHS and LPHS. OUHSD added a fourth social worker to split time between OHS and LPHS to address increased demands for mental health services. OUHSD also added an additional Assistant Principal at both OHS and LPHS.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Public stakeholder meetings were held via Zoom on January 31, 2022 and May 2, 2022 to solicit input and review data. LCAP is listed as an information item on each Board of Trustees meeting agenda so the district can provide updates and solicit additional public input. The Superintendent presented the LCAP mid year data to the Board on February 16, 2022. The Board-appointed Supportive School Climate Advisory Committee which also served as the Parent Advisory Committee or PAC) was established in 20-21, which is comprised of parents, students, teachers, administrators, non-profit organizations, and community organizations. The Supportive School Climate Committee held three meetings via Zoom on November 1, 2021, January 31, 2022, and May 16, 2022. The committee's purpose is to assist the district with improving instruction and school culture and climate for all students. Our LCAP was presented at each of the three meetings held this year. The district met with the Butte County SELPA to consult on this year's LCAP as required by law on April 20, 2022. OUHSD held a CTE Advisory Committee meeting on April 26, 2022, to seek input on the LCAP, focusing on the area of CTE. LCAP surveys were distributed electronically to parents, community members, students and staff in February 2022. All input from our stakeholders was used to develop the goals and actions in this document. Elements of the LCAP were discussed with bargaining unit groups through negotiations several times during the school year and complete drafts of the documents were provided to both union presidents for review and input. Drafts of the LCAP were posted on the district's website and an email address was established for stakeholders to provide input. The District gave the most recent draft of the LCAP to DELAC meeting participants on 12/7/21, 4/22/22, and 5/4/22.

A summary of the feedback provided by specific educational partners.

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

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

Focus on good first instruction in all classes
Increase college readiness
Build a positive school community
Create ways to improve parent involvement
Lower class sizes
Increase the number of CTE pathways
Smaller class sizes in shop classes
Career Exploration, Career Readiness, and Placements
Offer additional CTE pathways relevant to student interests and community needs
Continue to provide resources and training to fully implement CR-PBIS and CLRTL
Counselors need to meet with all 9th graders to develop a 4 year plan and follow up with them regularly regarding progress
Continue to highlight pathways in CTE
Continue to have CTE as a presence including funding

Increase graduation rate
Continue outreach to students
Expand work internships for CTE students
Student Success Workshops-college and career readiness
Provide opportunities for work based learning
Consider a CTE coordinator that focuses on placements in job sites

What other areas should be a focus?:

Increase transportation
Start school at a later time
Implement a 7 period day
Increase future diversity through Student Teacher Intern Placements / Internships
Diversity in staff is essential
Offer programs to help students succeed in Advanced Placement classes
Improve outreach to families and communication to students

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Input from stakeholders drove the amendments made to the 2022-2024 LCAP, which include continuing to focus on identified goals and actions in those key areas. After reviewing the data in the areas of attendance, graduation rates, college and career readiness, academic performance data (AP tests, CAASPP data), and the number of students completing A-G requirements, it was determined that the District should focus on assisting all students with developing a four-year high school plan when they enter as freshmen to focus on meeting their postsecondary and/or career goals. It was also suggested the District explore more ways to assist students in searching for colleges, applying to colleges and completing financial aid forms. Stakeholders also believe that administration needs assistance with monitoring California School Dashboard indicators and developing strategies to improve performance in all of the areas measured as well as the district continuing to implement Culturally Responsive-Positive Behavior Intervention Supports (CR-PBIS) to reduce disproportional discipline and improve school culture.

Goals and Actions

Goal

Goal #	Description
1	Provide equitable educational opportunities for all students

An explanation of why the LEA has developed this goal.

Our California School Dashboard Indicators show that we are not serving students equitably. We will use California School Dashboard metrics to monitor progress on graduation rate, chronic absenteeism, college and career readiness, and suspensions/expulsions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Graduation Rate for all students (Priority 5 Pupil Engagement)	19-20 Data 89.5% All 60.3% SWD 100% Foster Youth 82.4% EL's	2021 Data 83.5% All 68.1% SWD N/A Foster Youth 76.9% EL's 82.0% SED			94% All 75% SWD 100% Foster Youth 85% EL's
College/Career Readiness Indicator (Priority 8 College/Career Indicator) for all students deemed "Prepared"	19-20 Data All 26.4 SWD 0% EL 23.5% African American 11% American Indian 14.9% Asian 52.4% Hispanic 20.4% White 25.5% SED 22.9% Homeless 14.8%	20-21 Data All 26.4% SWD 0% EL 3.1% African American 1.5% American Indian 5.3% Asian 25.2% Hispanic 16.8% White 48.1% SED 72.5% Homeless 6.9%			All >40% SWD >40% EL >40% African American >40% American Indian >40% Asian > 60% Hispanic >40% White >40% SED >40% Homeless >40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate for all students (Priority 5 Pupil Engagement)	19-20 Data All 26% SWD 38.89% Foster Youth 42.4% ELs 16.2%	20-21 Data All 21.0% LPHS 13.5% OHS 20.6% PHS 88.8% SWD 32.3% Foster Youth 34.5% ELs 18.9%			All <15% SWD <20% Foster Youth <20% ELs <15%
Student Performance on Advanced Placement Exams (score of "3" or better on all exams taken) (Priority 4 Pupil Achievement)	19-20 Data 68% scored a "3" or better on all exams taken)	20-21 Data OHS-66 students took 122 exams and 30% scored a "3" or better. LPHS-57 students took 96 exams and 32% scored a "3" or better.			>75% scored a "3" or better on all exams taken)
School Facilities in "Good Repair" per CDE Facility Inspection Tool (FIT) Priority 1 Basic)	Average FIT score for all facilities is 90.28%	Average FIT score for all facilities is 92.07%			>Over 90% average for all facilities
Teachers Fully Credentialed and Appropriately Assigned (Priority 1 Basic)	100% appropriately credentialed and assigned as measured by Williams Act criteria.	100% appropriately credentialed and assigned as measured by Williams Act criteria.			100% appropriately credentialed and assigned as measured by Williams Act criteria.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards aligned instructional materials for all students (Priority 1 Basic)	All students have standards aligned instructional materials.	All students have standards aligned instructional materials.			Continue to have all students with standards aligned instructional materials as measured by Williams Act.
Parent engagement and parent input (Priority 3 Parent Involvement)	Engage parents and community members in school district by using dialer/community newsletters/social media. An average of 2,041 people have viewed the OUHSD Community Newsletter. District held five Zoom meetings for parents and community members to provide input on the LCAP, Expanded Learning Grant and disciplinary practices.	Engage parents and community members in school district by using dialer/community newsletters/social media. An average of 3,928 people have viewed the OUHSD Community Newsletter. District held five Zoom meetings for parents and community members to provide input on the LCAP, Expanded Learning Grant and disciplinary practices. Have also held ELAC, DELAC and School Site Council meetings to seek stakeholder input.			Continue to engage parents and community members in school district by using dialer/community newsletters/social media. The goal is to increase an average of 2,500 views on Community Newsletters. Increase the number of informational meetings via in-person and Zoom to ten yearly.
Attendance Rate (Priority 5 Pupil Engagement)	19-20 Data OUHSD: 87.5% LPHS: 94.7% OHS: 92.5%	20-21 Data OUHSD: 91.51% LPHS: 94.8% OHS: 94.04%			OUHSD: >90% LPHS: >95% OHS: >95% PHS: >80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	PHS: 75.4%	PHS: 85.70%			
High School Dropout (Priority 5 Pupil Engagement)	19-21 Data OUHSD: 33 LPHS: 7 OHS: 3 CDS: 5 PHS: 18	20-21 Data OUHSD: 54 LPHS: 14 OHS: 5 PHS: 31			<10 dropouts district-wide
Implementation of CA state Standards including how EL's will access the CCSS and ELD standards (Priority 2).	Full implementation of State Standards as observed by administration using informal walkthrough form.	Full implementation of State Standards as observed by administration using informal walkthrough form.			Full implementation of State Standards as observed by administration using informal walkthrough form.
% of EL's who progress in English proficiency (Priority 4)	18-19 Data 6 students (10.71%) were Proficient on ELPAC. 58 students were tested.	20-21 Data 14 students (14.94%) were Proficient on ELPAC. 95 students were tested.			>20% of ELL's will show improvement on the ELPAC.
Reclassification Rate for English Learners	20-21 Data 11 (15.9%) total for OUHSD	21-22 Data 36 (19.05%) total for OUHSD			>16% of ELL's will be reclassified

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Technology Replacement and Repair	Repair and replace Chromebooks, upgrade Internet connectivity at all sites, purchase interactive boards, and provide professional development for staff.	\$506,271.00	No
1.2	Professional Development for all Staff	Focus professional development on CR-PBIS, Professional Learning Communities (PLC), Universal Design for Learning, strategies for assisting ELL's and ELD, technology and curriculum. OUHSD teachers have four additional contract days for professional development and collaboration.	\$490,137.00	Yes
1.3	Intervention for 5th Year Seniors	Students continuously enrolled in OUHSD schools that need extra time and support to complete High School diploma requirements.	\$0.00	No
1.4	Purchase Assessment Software for Targeted Support	Use MAP assessment as a universal screener to ensure appropriate placement in math and English classes as well as target interventions. IO Education Assessment Platform to identify student needs and targeted support.	\$30,000.00	Yes
1.5	Maintain and Expand Library Services	Provide library supervision during and after school, ensure library resources are current and in good condition, and use Follett software for library management.	\$147,275.00	Yes
1.6	Outreach for Foster Youth by Social Workers and BCOE School Ties Program	Social Workers and Targeted Case Managers will provide outreach to Foster Youth and Homeless students and support services to assist them in completing a high school graduation requirements.	\$2,000.00	No
1.7	Advisory Period	The Advisory Period will be used to provide lessons on bullying, harassment, bias, suicide prevention and high school skills.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Math, English, and Positive Behavior Interventions	Teachers on Special Assignment (TOSA) will assist with PBIS implementation and will monitor California School Dashboard Indicators and activities to assist students in improving math and English Language Art skills. We will fund intervention periods for math and English.	\$810,130.00	Yes
1.9	Tutorial Support and Push In Support for Students with Disabilities	Tutorial Support (push-in) for students with disabilities. Differentiation of instruction for diverse learners. Additional assistance for students is provided by classified Para-Educators in the classroom and one-on-one settings.	\$2,446,137.00	No
1.10	District ELD Coordinator	EL Coordinator - 20% (1 section)	\$26,500.00	Yes
1.11	Supplemental English Language Development Support Classes for all ELD students	Supplemental English Language Development support classes for EL students.	\$229,010.00	Yes
1.12	Extended Instructional Hours from 15/week to 30/week at Prospect High School	Extended instructional hours from 15/week to 30/week at PHS gives students more opportunities to earn credits and graduate on time.	\$467,486.00	Yes
1.13	College Connection Program	Provide College Connection program to seniors who wish to complete their senior year at Butte College. Students can earn up to 11 credits per semester towards their AA/AS degree or transfer credits.	\$160,521.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Maintain Facilities in Good Repair	Ensure all facilities are in good repair and are clean and safe as defined in the Williams Act Requirements.	\$2,207,458.00	No
1.15	Teachers and Staff are Appropriately Assigned and Credentialed	Ensure staff and teachers are appropriately assigned and credentialed as defined in the Williams Act Requirements	\$0.00	No
1.16	Sufficient Instructional Materials	Ensure all students have sufficient instructional materials as defined in the Williams Act Requirements	\$105,000.00	No
1.17	Collaborate with Butte College	Work with Butte College to offer concurrent and dual enrollment classes as well as the College Connection program.	\$0.00	No
1.19	Credit Recovery and Summer School	Credit recovery opportunities will be offered throughout the school year as well as a summer session for students to make up credits. Purchase Edgenuity software for credit recovery and independent study.	\$217,334.00	Yes
1.20	Provide Outreach to Incoming 9th Graders to Assist Them in Transitioning to High School	The district will provide outreach and supports to incoming 9th graders through campus visits and freshman orientation.	\$13,653.00	Yes
1.21	Provide Facilities to the Boys and Girls Club of the North Valley	The Boys and Girls Club of the North Valley has clubhouses on each comprehensive high school campus. They collaborate with the district to provide tutoring, social emotional supports and career exploration opportunities to our students.	\$52,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.22	Expand the Independent Study Program	Prior to the 20-21 school year, the independent study program was limited to 120 students. Beginning with the 21-22 school year, the independent study/digital learning program will be expanded to accommodate 420 students.	\$1,247,116.00	No
1.23	Addition of Online Geography and Independent Study PE	With the addition of Online Geography and Independent Study PE, students can access Band, Spanish or CTE courses.	\$48,025.00	Yes
1.24	Additional Paths to a Diploma for Students with Disabilities	Review policies and procedures to explore additional pathways to a diploma and process for reducing Certificates of Completions.	\$0.00	No
1.25	Add additional staff to provide direct support to students	Provide staff to provide direct support to students		Yes
1.26	Curriculum Adoption	Review curriculum and make adoptions to align to California State Standards		Yes

Goal Analysis [2021-22]

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

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

OUIHSD looked for options for students to reach their educational goals entering the 21-23 school year. We expanded the independent study program, we provided additional staff to provide direct services to students. We also looked for ways to assist students with alleviating barriers to school attendance and graduating.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

All of the proposed actions assisted OUHSD in providing equitable educational opportunities for all students. Attendance was down during the 21-22 school year due to a return to in person instruction.

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

OUHSD added curriculum adoption and additional staff to provide direct support to students after reflecting on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Provide a safe, nurturing and supportive environment to every student using Culturally Responsive Positive Behavior Intervention Supports as a framework
An explanation of why the LEA has developed this goal.	
OUHSD believes every student deserves a high school education in a safe, nurturing and culturally responsive environment. Students will likely attend school regularly and graduate on time in a safe, positive and nurturing learning environment. Reducing suspensions and expulsions will reduce the number of days students are excluded from school due to disciplinary issues.	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey question on school being a supportive and inviting place for students to learn). (Priority 6 School Climate)	71% agree (720 students) (17/18 data)(9th graders and 11th graders took the survey)	CHKS survey was administered to students grades 9-12. 1,143 students took the survey and 26% of respondents agreed school was supportive and an inviting place for students to learn.			85% agree
Implementation of PBIS (Priority 6 School Climate)	Implementation of PBIS 19-20	Continued implementation of PBIS (teams created, handbooks created, implementation of Social Contracts, restorative practices used).			Full implementation of PBIS all schools.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Suspension Rate (Priority 6 School Climate)	19-20 Data OUHSD 8.7% LPHS 7.1% OHS 8.1% PHS 18.0% CDS 29.0%	20-21 Data OUHSD .1% LPHS .1% OHS .2% PHS 0%			<2% for all students and SWD
Expulsion Rate (Priority 6 School Climate)	All .25%	All 0 for 20-21			.25% for all students

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Monitor for Implementation of CR-PBIS	Independent Monitor to oversee implementation of the Department of Justice agreement and assisting the district in implementing CR-PBIS.	\$30,000.00	No
2.2	Social, Emotional and Health Supports	Provide additional Social Workers, School Nurse, School Psychologist, and Speech Therapist to assist students in addressing barriers that could interfere in their school success.	\$1,081,003.00	Yes
2.3	School Resource Officer/Deputy and Campus Security	Contract with the Oroville Police Department and Butte County Sheriff's Office for a School Resource Officer/Deputy services. Hire campus security for each 9-12 campus.	\$768,766.00	No
2.4	Targeted Case Manager/Family Liaison	This new position would assist Las Plumas High School, Oroville High School and Prospect High School unduplicated students with instructional and mental health needs as well as pursuing opportunities to increase and improve parent and community engagement.	\$223,590.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Extra Curricular and Co-Curricular Opportunities	Offer athletics, clubs and other activities	\$817,421.00	Yes
2.6	Home to School Transportation	The district will provide home to school transportation	\$152,724.00	Yes
2.7	Incentives	The district will provide incentives for student attendance and positive behavior.	\$15,000.00	Yes
2.8	School Attendance and Achievement Review Team	The Superintendent will assemble a team of school staff and community members to assist students in addressing barriers to reduce truancy.	\$0.00	No
2.9	Provide Nutritious Meals	The district will provide meals to all students at no cost to the student.	\$1,256,249.00	Yes
2.10	Parent and Family Engagement	Improve communication with parents with social media, website and informational bulletins and newsletters.	\$100,017.00	Yes
2.11	Parent Involvement	Parent Square as a way to communicate with parents	\$13,000.00	Yes

Goal Analysis [2021-22]

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

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

OUHSD overhauled our discipline system at the beginning of the 20-21 school year. We have made tremendous growth in fully implementing CR-PBIS throughout the district.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

OUHSD has had difficulty in recruiting bus drivers. BCSO was not able to provide a School Resource Deputy due to the lack of qualified staff.

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

OUHSD adopted Parent Square to use as a notification system for parents. BCSO was not able to provide a School Resource Deputy due to the lack of qualified staff.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

OUHSD believes that every student should graduate from high school with skills and knowledge to be college ready and/or career ready. This goal was developed after reviewing the College and Career Readiness Dashboard indicator where 26.4% of OUHSD students were deemed "Prepared."

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Priority 4 Rate of students meeting UC/CSU requirements (a-g)	19-20 Data All 16% Asian 42% African American 5% Hispanic 9% White 14% SED 14% ELs 18% Homeless 5%	20-21 Data All 58.8% American Indian 42.9% Asian 78.8% African American 0% Hispanic 45.5% White 54% SED 60% ELs 75% Homeless 44.4%			All Students >30% Asian >50% African American >30% Hispanic >30% White >30% SED >30% ELs >30% Homeless >30%
Priority 4 Rate of students completing a CTE pathway	19-20 Data All 9% American Indian 13% African American 5% Asian 6% Hispanic 10% White 11%	20-21 Data All 14.5% American Indian 28.6% African American 0% Asian 3% Hispanic 18.2%			All Students >25% American Indian >25% African American >25% Asian >25% Hispanic >25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELs 18% SED 9% SWD 5%	White 19% ELs 0% SED 14.7% SWD 0%			White >25% ELs >25% SED >25% SWD >25%
Priority 4 % of pupils prepared for college by the EAP - ELA (11th grade CAASPP 3 or higher)	19-20 Data 54%	20-21 Data 49.01%			% of pupils prepared for college by the EAP - ELA (11th grade CAASPP 3 or higher) will be >65%
Priority 4 % of pupils prepared for college by the EAP - Math (11th grade CAASPP 3 or higher)	19-20 Data 21%	20-21 Data 33.76%			% of pupils prepared for college by the EAP - Math (11th grade CAASPP 3 or higher) will be >40%.
Priority 7 Course Access Number of CTE pathways Number of AP classes	20-21 Data 8 AP Courses OHS 9 AP Courses LPHS 4 CTE Pathways OHS 9 CTE Pathways LPHS	20-21 Data 8 AP Courses OHS 9 AP Courses LPHS 4 CTE Pathways OHS 9 CTE Pathways LPHS			9 AP Courses OHS 10 AP Courses LPHS or more 5 CTE Pathways OHS 10 CTE Pathways LPHS
Priority 4 Students completing a CTE pathway and met CSU/UC requirements.	19-20 Data 2/448 students or .45%	20-21 Data 86/575 or .15%			>10% of students will complete a CTE pathway and meet CSU/UC requirements.
Priority 4 % of pupils prepared for college - Science (11th grade CAASPP 3 or higher)	18-19 Data 29.93%	20-21 Data 28.72%			% of pupils prepared for college on Science (11th grade CAASPP 3 or higher) will be >40%.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Counseling Staff	Counselors, and counseling office staff will assist students with college/career readiness, developing four year plans and providing interventions for the schools' CR-PBIS program.	\$1,367,429.00	Yes
3.2	College/Career Guidance Technician	This new position will assist comprehensive high schools with college/career readiness, assisting students and parents with completing college applications, applying for FAFSA, scholarship information, and supporting counseling departments to provide excellent service to our students and families.	\$117,189.00	Yes
3.3	Purchase Naviance Software	The district purchased a two-year Naviance software license to facilitate four year academic plans and assist students with ACT, SAT and AP test preparation.	\$33,000.00	Yes
3.4	Provide High Quality CTE Courses	The district will provide CTE courses and pathways at all schools.	\$1,669,696.00	No
3.5	Provide Additional Section Funds to Career and Technical Education and Visual and Performing Arts Classes	The district will provide additional funding to Career Technical Education and Visual and Performing Arts sections for materials, field trips and professional development.	\$53,400.00	Yes
3.6	FAFSA Completion	Comply with AB 132 that requires all students complete a FAFSA		No

Goal Analysis [2021-22]

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

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

OUHSD has added College and Career Techs at OHS and LPHS to support students with college and career decisions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Each action will assist OUHSD in increasing the number of students deemed "Prepared" on the College and Career Readiness California School Dashboard Indicator.

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

OUHSD has had difficulty in filling the Industrial Technology position at LPHS for the last two years. Still recruiting to add CTE options for students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
		\$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

The Oroville Union High School District (OUHSD) serves an unduplicated student group population of 78.7% (SED: 73.6%, ELL: 3.9% and Foster Youth: 1.2%). Actions and services described within this document represent district-wide and/or school-wide increased or improved services that principally support the varying academic and socio-emotional needs of students or their parents/guardians. After reviewing our California School Dashboard Indicators and input from stakeholders, it is apparent that our current system is not adequately meeting the needs of our low income students and foster youth in the areas of attendance, behavior and academics.

OUHSD's Chronic Absenteeism data shows that our Foster Youth, Homeless Youth, students from low income families, as well as our Students with Disabilities have much higher rates of absenteeism. (SED 24.7%, SWD 32.3%, HY 45.1%, FY 34.5% as compared to overall average of 21.0 for all students) We have found several barriers that these student groups experience and are currently trying to address them. Low income families often do not have reliable transportation so we are providing bussing experience and are currently trying to address being offered to encourage our reluctant teenagers to actually utilize the bussing option to get to school (2.7) Foster and Homeless Youth often experience challenges related to trauma and the uncertainty of living arrangements. To address their specific needs, OUHSD has TOSAs (1.8), four social workers (2.2), four Assistant Principals and five Targeted Case Managers (2.4) to monitor and check in with each student experiencing these challenges. By building caring relationships and consistent check-ins with each of the students experiencing

homelessness and living in a foster home situations, we expect to see the chronic absenteeism rates decline by at least 5% for our FY and HY.

OUHSD will provide induction to new certificated staff and extra contracted days for teacher orientation and professional development. OUHSD will focus professional development for staff on Culturally Responsive-Positive Behavioral Intervention Supports (CR-PBIS) and Professional Learning Communities (PLC's). (1.2)

The district will use existing staff to fill the TOSA positions to assist with the implementation of PBIS districtwide. For the 22-23 school year, OUHSD will assign two teachers for most of their day to assist with school-wide implementation of Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS). (1.8)

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

Our graduation rates show that our graduation rate for Socio Economically Disadvantaged Students (82.0%), Students with Disabilities (68.1%), EL's (76.9%) and all students (83.5%). We use teachers and Paraeducator to push into core academic classes to assist students in learning the material. OUHSD will also offer students tutoring after school in math and English. We offered tutoring in prior years, and have added Tutor.com which is a 24/7 online tutoring service that can assist students in core subjects. In addition only 58% of all students, 78.8% of Asian students, 0% of African American students, 45.5% of Hispanic students, 54% of White students, 60% of Socio Economically disadvantaged (SED) and 75% EL's and 44.4% Homeless students meet the CSU/UC requirements (A-G). OUHSD offers Career and Technical Education pathways in automotive, culinary arts, agriculture, engineering, welding and manufacturing. 14.5% of all students, 0% of students with disabilities (SWD), 14.7% of Socio Economically Disadvantaged (SED), and 0% of English Language Learners (ELL) completed a CTE pathway.

After further investigation we have found that our students from low income families, our students dealing with various disabilities, and our BIPOC students enter our system not fully prepared to take on rigorous academic classes. To address this issue and support ALL students, OUHSD added a fourth Social Worker. Each school will have a Social Worker (2.2) on their site five days a week. OUHSD added a Targeted Case Manager/Family Liaison at LPHS, OHS, and PHS beginning with the 21-22 school year. These positions assist all students to address barriers to earning a high school diploma.

Adverse Childhood Experiences (ACES) have been linked to low grade performance, special education, suspension, and expulsion (Balfanz and Fox, 2012). Additionally, in a widespread and renowned study by the Center for Disease Control and Prevention, researchers found that

students who had endured 3 or more ACEs were 2.5 times more likely to fail a grade. Behavioral issues in the classroom are often results of trauma as well. Regarding kids with an ACE score of 3 or higher, a 2014 study by doctors David Murphey and Kristin Moore found:

48% reported low engagement in school

44% had trouble staying calm and controlled in the classroom

49% had difficulties finishing the tasks

23% were diagnosed with a learning disability

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

- 1) Provide Teachers on Special Assignment (TOSA's) to implement PBIS. (1.8)
- 2) Implement CR-PBIS at each 9-12 school to increase attendance, address behavioral barriers to increase learning and to reduce out of school suspensions.
- 3) Provide nutritious meals daily (2.9)
- 4) Extend library hours for students to have a safe place to study with access to technology and reference materials (1.5)
- 5) Offer tutoring in the areas of math and English after school
- 6) Use NWEA MAP assessment as a universal screener for students to identify gaps in math and ELA (1.4)
- 7) Use support services such as College/Career Readiness Technicians, Targeted Case Managers/Family Liaisons, Speech Therapists, School Nurse, School Psychologists, Counselors and Social Workers to address barriers that interfere with learning.
- 8) Expand CTE opportunities at both comprehensive schools and add CTE sections at our alternative education school. (1.12 & 3.5)
- 9) Increase section allocations to VAPA and CTE courses to provide additional supplies for these programs (1.23)
- 10) Academic Counselors and College and Career Readiness Technicians will provide assistance to students to develop their 4-year plan, PSAT and AP testing, FAFSA completion and college awareness (3.1 & 3.2 & 3.3)
- 11) Offer students the College Connection program at Butte College during their senior year (1.13)
- 12) Arrange college tours and provide the opportunity for students to participate in college and career fairs (3.5)

We will be monitoring graduation data, A-G completion rates, and CTE completion rate to ensure these services are effective in supporting our students from low income families in attending school. These opportunities will be made available to all students to not exclude them from support if needed.

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

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

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

We will be monitoring graduation rates, chronic absenteeism rates, and ELPAC scores to ensure these services are effective in supporting our students from low income families in attending school. These opportunities will be made available to all students so as not to exclude others from support if needed.

Children who have suffered neglect appear to be particularly vulnerable to academic deficits (Stone, 2007). In general, children in foster care have been found to score significantly below their non-foster peers on standardized tests, with researchers reporting a deficit of between 15 and 20 percentile points (Emerson & Lovitt, 2003). Additionally, Emerson and Lovitt (2003) found that 30% to 96% were performing below grade level in math and/or reading. Shin (2003) found that 33% of foster youth, with an average age of 17.5, were reading below the 6th-grade level, 31% had reading skills between the 6th- and 8th-grade level, and 18% were reading at the 9th and 11th-grade level. In addition to facing academic challenges, children and youth in foster care also struggle with behavior issues. Scherr (2007) found that 24% of youth in foster care had experienced either a suspension or expulsion from school. Their research suggests that youth in foster care are 3 times more

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

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

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

We will be monitoring graduation rates, chronic absenteeism rates, credit accrual, CTE completion rate, A-G completion rates, EAP, and college and career readiness data to ensure these services are effective in supporting our students from low income families in attending school. These opportunities will be made available to all students to provide support, if needed.

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

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

- 1) Offer an athletic program monitored by the Athletic Directors (2.5)
- 2) Implement CR-PBIS and use restorative practices with fidelity to reduce suspensions and expulsions

3) Repair and replace safety communication devices at all sites and upgrade our website (2.10)

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

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

OUIHSD has an unduplicated student population of 78.7% or 1,837 students. (73.6% Socio Economically Disadvantaged, 3.9% English learners and 1.2% Foster Youth). We chose actions that will increase and improve services for our unduplicated students, as well as all students. When we analyze the student data, we have identified attendance, College and Career Readiness and graduation rate as areas of focus. The California State Dashboard indicators for College and Career Readiness and students deemed "Prepared" are low for all students, including SWD (0%), EL's (3.1%), SED (72.5%) and Homeless (6.9%). The California State Dashboard indicators for Chronic Absenteeism are higher than Butte County as a whole for all students (26%), SWD (38.89%), Foster Youth (42.4%) and EL's (16.2%). The OUIHSD graduation rate is 83.5%, but the rates for SWD (68.1%) and EL's (76.9%) needs to be improved to the graduation percentage for all students.

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

1. Technology – interactive boards, 1:1 Chromebooks
2. Intervention for 5th yr seniors
3. Assessments for targeted services
4. Library service
5. Foster youth social worker and Targeted Case Managers
6. TOSA for PBIS and Math/English intervention periods
7. Extended time for Prospect
8. College Connection for Seniors
9. Dual enrollment
10. Summer School credit recovery
11. Campus visits for 8th graders
12. Boys and Girls Club facility at both OHS and LPHS.
13. Online courses to allow for more access to CTE, Band, and Spanish
14. Social Worker/Nurse/ Psychologist/ speech therapist – addressing barriers

15. TCM and Family Liaison Mental wellness and instructional needs
16. Home to School Transportation
17. Attendance incentives
18. Student Achievement and Attendance Review Team (SAART)
19. Nutritious meals
20. TOSA – implement CR-PBIS
21. CTE courses and pathways
22. Materials and supplies for VAPA and CTE programs
23. Additional Assistant Principals at OHS and LPHS to monitor attendance, implement PBIS and supervise instruction.

OUHSD will provide the following increased and/or improved services for our English Learners:

ELD Coordinator 20%

ELD classes

Instructional support in core academic classes.

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

OUHSD has increased services for our unduplicated students utilizing the actions listed above, by \$. This exceeds the requirement for increased and improved services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The Oroville Union High School District has an unduplicated student count of 78.7% (73.6% SED, 3.9% English Learners and 1.2% Foster Youth). During the 2020-2021 school year, the district implemented Culturally Responsive-Positive Behavior Intervention Supports (CR-PBIS). The goal was to restructure discipline, develop alternatives to suspension and develop positive school cultures throughout the district. Implementing this program takes additional staffing to make sure PBIS is being implemented in every classroom, everyday and to support staff in the implementation of CR-PBIS with fidelity. After consulting with educational partners, it was determined that an additional Assistant Principal at each comprehensive site (LPHS and OHS) was an excellent use of additional concentration funds. In addition, the district added a Supplemental Ed Tech at each comprehensive site to assist with student testing. A science teacher, a math teacher and a social science teacher were added at Las Plumas due to increased enrollment. We added a CTE teacher at Prospect to add elective opportunities that would also provide job skills.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals		LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals		\$8,524,704.00	\$3,603,509.00	\$81,000.00	\$4,695,324.00	\$16,904,537.00	\$13,680,203.00	\$3,224,334.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Technology Replacement and Repair	All Students with Disabilities	\$161,263.00	\$289,008.00	\$56,000.00		\$506,271.00
1	1.2	Professional Development for all Staff	English Learners Foster Youth Low Income	\$152,992.00	\$187,159.00		\$149,986.00	\$490,137.00
1	1.3	Intervention for 5th Year Seniors	All Students with Disabilities					\$0.00
1	1.4	Purchase Assessment Software for Targeted Support	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
1	1.5	Maintain and Expand Library Services	English Learners Foster Youth Low Income	\$142,775.00			\$4,500.00	\$147,275.00
1	1.6	Outreach for Foster Youth by Social Workers and BCOE School Ties Program	All				\$2,000.00	\$2,000.00
1	1.7	Advisory Period	All					\$0.00
1	1.8	Math, English, and Positive Behavior Interventions	English Learners Foster Youth Low Income	\$732,637.00			\$77,493.00	\$810,130.00
1	1.9	Tutorial Support and Push In Support for	Students with Disabilities		\$1,698,977.00		\$747,160.00	\$2,446,137.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Students with Disabilities						
1	1.10	District ELD Coordinator	English Learners	\$26,500.00				\$26,500.00
1	1.11	Supplemental English Language Development Support Classes for all ELD students	English Learners	\$229,010.00				\$229,010.00
1	1.12	Extended Instructional Hours from 15/week to 30/week at Prospect High School	English Learners Foster Youth Low Income	\$467,486.00				\$467,486.00
1	1.13	College Connection Program	English Learners Foster Youth Low Income	\$160,521.00				\$160,521.00
1	1.14	Maintain Facilities in Good Repair	All	\$1,130,431.00			\$1,077,027.00	\$2,207,458.00
1	1.15	Teachers and Staff are Appropriately Assigned and Credentialed	All					\$0.00
1	1.16	Sufficient Instructional Materials	All		\$105,000.00			\$105,000.00
1	1.17	Collaborate with Butte College	All Students with Disabilities					\$0.00
1	1.19	Credit Recovery and Summer School	English Learners Foster Youth Low Income	\$167,332.00			\$50,002.00	\$217,334.00
1	1.20	Provide Outreach to Incoming 9th Graders to Assist Them in Transitioning to High School	English Learners Foster Youth Low Income	\$13,653.00				\$13,653.00
1	1.21	Provide Facilities to the Boys and Girls	English Learners Foster Youth	\$52,000.00				\$52,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Club of the North Valley	Low Income					
1	1.22	Expand the Independent Study Program	All Students with Disabilities		\$220,705.00		\$1,026,411.00	\$1,247,116.00
1	1.23	Addition of Online Geography and Independent Study PE	English Learners Foster Youth Low Income	\$48,025.00				\$48,025.00
1	1.24	Additional Paths to a Diploma for Students with Disabilities	Students with Disabilities					\$0.00
1	1.25	Add additional staff to provide direct support to students	English Learners Foster Youth Low Income					
1	1.26	Curriculum Adoption	English Learners Foster Youth Low Income					
2	2.1	Monitor for Implementation of CR-PBIS	All Students with Disabilities	\$30,000.00				\$30,000.00
2	2.2	Social, Emotional and Health Supports	English Learners Foster Youth Low Income	\$269,798.00	\$524,503.00		\$286,702.00	\$1,081,003.00
2	2.3	School Resource Officer/Deputy and Campus Security	All	\$519,656.00	\$11,610.00		\$237,500.00	\$768,766.00
2	2.4	Targeted Case Manager/Family Liaison	English Learners Foster Youth Low Income	\$223,590.00				\$223,590.00
2	2.5	Extra Curricular and Co-Curricular Opportunities	English Learners Foster Youth Low Income	\$817,421.00				\$817,421.00
2	2.6	Home to School Transportation	English Learners Foster Youth Low Income	\$152,724.00				\$152,724.00
2	2.7	Incentives	English Learners Foster Youth	\$15,000.00				\$15,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.8	School Attendance and Achievement Review Team	All Students with Disabilities					\$0.00
2	2.9	Provide Nutritious Meals	English Learners Foster Youth Low Income	\$225,391.00	\$85,000.00	\$25,000.00	\$920,858.00	\$1,256,249.00
2	2.10	Parent and Family Engagement	English Learners Foster Youth Low Income	\$92,800.00			\$7,217.00	\$100,017.00
2	2.11	Parent Involvement	English Learners Foster Youth Low Income	\$13,000.00				\$13,000.00
3	3.1	Counselling Staff	English Learners Foster Youth Low Income	\$1,138,111.00	\$207,416.00		\$21,902.00	\$1,367,429.00
3	3.2	College/Career Guidance Technician	English Learners Foster Youth Low Income	\$117,189.00				\$117,189.00
3	3.3	Purchase Naviance Software	English Learners Foster Youth Low Income	\$33,000.00				\$33,000.00
3	3.4	Provide High Quality CTE Courses	All Students with Disabilities	\$1,308,999.00	\$274,131.00		\$86,566.00	\$1,669,696.00
3	3.5	Provide Additional Section Funds to Career and Technical Education and Visual and Performing Arts Classes	English Learners Foster Youth Low Income	\$53,400.00				\$53,400.00
3	3.6	FAFSA Completion	All					

2022-23 Contributing Expenditures Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
					\$5,374,355.00	0.00%		Total:	\$5,374,355.00
								LEA-wide Total:	\$4,906,869.00
								Limited Total:	\$53,400.00
								Schoolwide Total:	\$2,513,517.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Professional Development for all Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$152,992.00	
1	1.4	Purchase Assessment Software for Targeted Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$30,000.00	
1	1.5	Maintain and Expand Library Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Oroville High and Las Plumas High 9-12	\$142,775.00	
1	1.8	Math, English, and Positive Behavior Interventions	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$732,637.00	
1	1.10	District ELD Coordinator	Yes	LEA-wide	English Learners	All Schools 9-12	\$26,500.00	
1	1.11	Supplemental English Language Development Support Classes for all ELD students	Yes	LEA-wide	English Learners	All Schools 9-12	\$229,010.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.12	Extended Instructional Hours from 15/week to 30/week at Prospect High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Prospect High School 10-12	\$467,486.00	
1	1.13	College Connection Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$160,521.00	
1	1.19	Credit Recovery and Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$167,332.00	
1	1.20	Provide Outreach to Incoming 9th Graders to Assist Them in Transitioning to High School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: OHS and LPHS 9th grade	\$13,653.00	
1	1.21	Provide Facilities to the Boys and Girls Club of the North Valley	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$52,000.00	
1	1.23	Addition of Online Geography and Independent Study PE	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Oroville High and Las Plumas High 9-12	\$48,025.00	
1	1.25	Add additional staff to provide direct support to students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.26	Curriculum Adoption	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Social, Emotional and Health Supports	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$269,798.00	
2	2.4	Targeted Case Manager/Family Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$223,590.00	
2	2.5	Extra Curricular and Co-Curricular Opportunities	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Oroville High and Las Plumas High 9-12	\$817,421.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$152,724.00	
2	2.7	Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$15,000.00	
2	2.9	Provide Nutritious Meals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$225,391.00	
2	2.10	Parent and Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$92,800.00	
2	2.11	Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,000.00	
3	3.1	Counseling Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$1,138,111.00	
3	3.2	College/Career Guidance Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$117,189.00	
3	3.3	Purchase Naviance Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$33,000.00	
3	3.5	Provide Additional Section Funds to Career and Technical Education and Visual and Performing Arts Classes	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools 9-12	\$53,400.00	

2021-22 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals		\$16,891,537.00	\$16,134,181.20

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Technology Replacement and Repair	No	\$506,271	\$544,563
1	1.2	Professional Development for all Staff	Yes	\$490,137	\$388,516
1	1.3	Intervention for 5th Year Seniors	No	\$0	\$0
1	1.4	Purchase Assessment Software for Targeted Support	Yes	\$30,000	\$29,442
1	1.5	Maintain and Expand Library Services	Yes	\$147,275	\$154,453
1	1.6	Outreach for Foster Youth by Social Workers and BCOE School Ties Program	No	\$2,000	\$30
1	1.7	Advisory Period	No	\$0	\$0
1	1.8	Math, English, and Positive Behavior Interventions	Yes	\$810,130	\$890,973
1	1.9	Tutorial Support and Push In Support for Students with Disabilities	No	\$2,446,137	\$2,395,756
1	1.10	District ELD Coordinator	Yes	\$26,500	\$23,771

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Supplemental English Language Development Support Classes for all ELD students	Yes	\$229,010	\$216,580
1	1.12	Extended Instructional Hours from 15/week to 30/week at Prospect High School	Yes	\$467,486	\$538,473
1	1.13	College Connection Program	Yes	\$160,521	\$160,834
1	1.14	Maintain Facilities in Good Repair	No	\$2,207,458	\$2,632,993
1	1.15	Teachers and Staff are Appropriately Assigned and Credentialed	No	\$0	\$0
1	1.16	Sufficient Instructional Materials	No	\$105,000	\$284,437
1	1.17	Collaborate with Butte College	No	\$0	\$0
1	1.19	Credit Recovery and Summer School	Yes	\$217,334	\$337,018
1	1.20	Provide Outreach to Incoming 9th Graders to Assist Them in Transitioning to High School	Yes	\$13,653	\$23,986
1	1.21	Provide Facilities to the Boys and Girls Club of the North Valley	Yes	\$52,000	\$52,000
1	1.22	Expand the Independent Study Program	No	\$1,247,116	\$1,035,906
1	1.23	Addition of Online Geography and Independent Study PE	Yes	\$48,025	\$49,805

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.24	Additional Paths to a Diploma for Students with Disabilities	No	\$0	\$0
2	2.1	Monitor for Implementation of CR-PBIS	No	\$30,000	\$30,000
2	2.2	Social, Emotional and Health Supports	Yes	\$1,081,003	\$1,194,902
2	2.3	School Resource Officer/Deputy and Campus Security	No	\$768,766	\$600,978
2	2.4	Targeted Case Manager/Family Liaison	Yes	\$223,590	\$368,078
2	2.5	Extra Curricular and Co-Curricular Opportunities	Yes	\$817,421	\$859,117
2	2.6	Home to School Transportation	Yes	\$152,724	\$218,785
2	2.7	Incentives	Yes	\$15,000	\$9,621
2	2.8	School Attendance and Achievement Review Team	No	\$0	\$0
2	2.9	Provide Nutritious Meals	Yes	\$1,256,249	\$1,215,797
2	2.10	Parent and Family Engagement	Yes	\$100,017.	\$108,627
3	3.1	Counselling Staff	Yes	\$1,367,429	\$1,140,036
3	3.2	College/Career Guidance Technician	Yes	\$117,189	\$132,927

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Purchase Naviance Software	Yes	\$33,000	\$32,951
3	3.4	Provide High Quality CTE Courses	No	\$1,669,696	\$1,638,232
3	3.5	Provide Additional Section Funds to Career and Technical Education and Visual and Performing Arts Classes	Yes	\$53,400	\$50,562

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)		4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
		\$5,361,355.00	\$157,246.00	\$5,204,109.00	0.00%	0.00%	0.00%
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Professional Development for all Staff	Yes	\$152,992	\$157,246		
1	1.4	Purchase Assessment Software for Targeted Support	Yes	\$30,000.00			
1	1.5	Maintain and Expand Library Services	Yes	\$142,775.00			
1	1.8	Math, English, and Positive Behavior Interventions	Yes	\$732,637.00			
1	1.10	District ELD Coordinator	Yes	\$26,500.00			
1	1.11	Supplemental English Language Development Support Classes for all ELD students	Yes	\$229,010.00			
1	1.12	Extended Instructional Hours from 15/week to 30/week at Prospect High School	Yes	\$467,486.00			
1	1.13	College Connection Program	Yes	\$160,521.00			
1	1.19	Credit Recovery and Summer School	Yes	\$167,332.00			
1	1.20	Provide Outreach to Incoming 9th Graders to Assist Them in Transitioning to High School	Yes	\$13,653.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.21	Provide Facilities to the Boys and Girls Club of the North Valley	Yes	\$52,000.00			
1	1.23	Addition of Online Geography and Independent Study PE	Yes	\$48,025.00			
2	2.2	Social, Emotional and Health Supports	Yes	\$269,798.00			
2	2.4	Targeted Case Manager/Family Liaison	Yes	\$223,590.00			
2	2.5	Extra Curricular and Co-Curricular Opportunities	Yes	\$817,421.00			
2	2.6	Home to School Transportation	Yes	\$152,724.00			
2	2.7	Incentives	Yes	\$15,000.00			
2	2.9	Provide Nutritious Meals	Yes	\$225,391.00			
2	2.10	Parent and Family Engagement	Yes	\$92,800.00			
3	3.1	Counseling Staff	Yes	\$1,138,111.00			
3	3.2	College/Career Guidance Technician	Yes	\$117,189.00			
3	3.3	Purchase Naviance Software	Yes	\$33,000.00			
3	3.5	Provide Additional Section Funds to Career and Technical Education and Visual and Performing Arts Classes	Yes	\$53,400.00			

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover --- Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover --- Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover --- Percentage (12 divided by 9)
			0.00%	\$157,246.00	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the school(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

Fund 01 - GeneralFund

Fiscal Year 2021/22 Through May 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	LCFFStateAid-CurrentYear	15,288,459.00	15,081,741.00	12,979,767.00	2,101,974.00	86.06
8012	EduProtectionAccountStAidCurYr	5,099,568.00	4,962,366.00	3,840,560.00	1,121,806.00	77.39
8019	LCFFRevenueLimitStateAidPriYrs			9,849.00	9,849.00-	NO BDGT
8021	Homeowners'Exemptions	112,452.00	105,608.00	14,650.12	90,957.88	13.87
8022	TimberYieldTax	26,762.00	31,438.00	69,971.39	38,533.39-	222.57
8029	OthrSubventionsIn-LieuTaxes	2,928.00	3,855.00	3,930.79	75.79-	101.97
8041	SecuredRollTaxes	8,013,997.00	8,009,622.00	8,796,189.99	786,567.99-	109.82
8042	UnsecuredRollTaxes	457,724.00	510,947.00	468,617.88	42,329.12	91.72
8043	PriorYearsTaxes	13,100.00	13,995.00	12,717.95	1,277.05	90.87
8044	SupplementalTaxes	105,650.00	148,879.00	88,518.72	80,360.28	46.02
8045	EducathRevenueAugmentationFund	2,106,775.00-	1,918,871.00-	1,660,946.44-	257,924.56-	86.56
8047	CommunityRedevelopmentFunds	1,222,173.00	1,588,769.00	642,895.03	945,873.97	40.46
8096	Trns2ChtrSchllnLieuOfPropTaxes	248,090.00-	184,533.00-	178,029.00-	6,504.00-	96.48
	Total LCFF Revenue Sources	27,987,948.00	28,353,816.00	25,068,692.43	3,285,123.57	88.41
Federal Revenue						
8181	SpecialEducation-Entitlement	485,088.00	466,639.00		466,639.00	
8290	AllOtherFederalRevenue	6,582,848.00	5,412,486.00	2,867,599.49	2,544,886.51	52.98
	Total Federal Revenue	7,067,936.00	5,879,125.00	2,867,599.49	3,011,525.51	48.78
Other State Revenues						
8520	ChildNutrition			87,103.00	87,103.00-	NO BDGT
8550	MandatedCostReimbursements	129,309.00	136,321.00	136,321.00		100.00
8560	StateLotteryRevenue	426,000.00	426,000.00	318,347.50	107,652.50	74.73
8590	AllOtherStateRevenue	3,427,909.00	2,615,385.00	977,017.00	1,638,368.00	37.36
	Total Other State Revenues	3,983,218.00	3,177,706.00	1,518,788.50	1,658,917.50	47.80
Other Local Revenue						
8631	SaleEquipmentAndSupplies			2,326.00	2,326.00	NO BDGT
8650	LeasesandRentals	8,000.00	8,000.00	6,142.59	1,857.41	76.78
8660	Interest	127,000.00	103,000.00	71,303.47	31,696.53	69.23
8677	InteragencySvcsBetweenLEAs	592,334.00	830,149.00	788,681.04	41,467.96	95.00
8699	AllOtherLocalRevenue	116,250.00	202,750.00	202,953.46	203.46-	100.10
8792	TrnsfrApportionmentFrmCntyOffcs	1,336,700.00	1,469,407.00	1,048,288.00	421,139.00	71.34
	Total Other Local Revenue	2,180,284.00	2,613,306.00	2,115,022.56	498,283.44	80.93
	Total Year To Date Revenues	41,219,386.00	40,023,953.00	31,570,102.98	8,453,850.02	78.88

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2022, 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 May 2022

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Certificated Teachers Salaries	8,615,667.00	8,919,463.00	1,613,028.03	7,191,027.14	115,407.83	80.62
1101	Teacher Sub Pay	242,068.00	318,239.00		214,594.57	103,644.43	67.43
1102	Teacher Extra Pay	131,379.00	323,515.00		249,609.31	73,905.69	77.16
1200	Certificated Pupil Support Salaries	1,264,582.00	1,145,160.00	214,161.27	932,114.23	1,115.50-	81.40
1202	Pupil Support Extra Pay	18,500.00	18,500.00		16,163.55	2,336.45	87.37
1300	Certificated Supervisor Administrative Salary	1,345,440.00	1,481,489.00	273,818.46	1,199,857.56	7,812.98	80.99
1301	Cert Admin Sub				790.00	790.00-	NO BDGT
1302	Cert Admin Extra Pay	51,455.00	50,903.00		42,351.36	8,551.64	83.20
1900	Other Certificated Salaries	60,862.00	74,494.00	13,576.54	60,916.59	.87	81.77
1902	Other Certificated Extra Pay	272,290.00	281,018.00		59,392.26	221,625.74	21.13
Total Certificated Salaries		12,002,243.00	12,612,781.00	2,114,584.30	9,966,816.57	531,380.13	79.02
Classified Salaries							
2100	Classified Instructional Salary	1,224,634.00	1,136,180.00	192,286.06	899,317.05	44,576.89	79.15
2101	Para Ed Sub Pay	37,154.00	10,154.00		256.72	9,897.28	2.53
2102	Para Ed Extra Pay	7,000.00	47,360.00		13,954.00	33,406.00	29.46
2200	Classified Support Salaries	1,828,262.00	1,872,737.00	323,603.19	1,507,955.33	41,178.48	80.52
2201	Class Support Sub Pay	105,000.00	104,864.00		93,711.34	11,152.66	89.36
2202	Class Support Extra Pay	123,877.00	141,691.00		86,615.95	55,075.05	61.13
2300	Class Supervisor Administrative Salary	259,333.00	270,222.00	45,031.50	232,448.34	7,257.84-	86.02
2400	Clerical Technical Office Staff Salary	1,290,934.00	1,350,129.00	223,634.84	1,127,849.23	1,355.07-	83.54
2401	Clerical Sub Pay	9,500.00	15,500.00		10,233.58	5,266.42	66.02
2402	Clerical Extra Pay	23,000.00	37,688.00		12,423.18	25,264.82	32.96
2900	Other Classified Salaries	43,069.00	44,655.00	8,168.16	37,343.75	856.91-	83.63
2902	Other Classified Extra Pay		864.00		130,577.08	129,713.08-	15,113.09
Total Classified Salaries		4,951,763.00	5,032,044.00	792,723.75	4,152,685.55	86,634.70	82.52
Employee Benefits							
3101	STRS Certificated Positions	3,092,227.00	3,177,140.00	344,055.13	1,534,579.20	1,298,505.67	48.30
3102	STRS Classified Positions	6,517.00	7,153.00	1,300.56	5,557.97	294.47	77.70
3201	PERS Certificated Positions	43,516.00	82,831.00	16,754.16	64,867.30	1,209.54	78.31
3202	PERS Classified Positions	1,027,228.00	1,032,267.00	172,738.28	813,262.79	46,265.93	78.78
3301	OASDI Medicare Alternative Certificated Positions	11,642.00	32,560.00	4,629.72	21,071.19	6,859.09	64.71
3302	OASDI Medicare Alternative Classified Positions	293,690.00	299,149.00	47,457.81	243,406.38	8,284.81	81.37
3311	Medicare Certificated	171,677.00	179,825.00	30,173.74	142,394.50	7,256.76	79.19
3312	Medicare Classified	69,472.00	70,830.00	11,209.92	58,384.49	1,235.59	82.43
3401	Health/Welfare Benefits Certificated Positions	3,293,593.00	3,146,376.00	582,949.04	2,566,474.26	3,047.30-	81.57

Fund 01 - General Fund

Fiscal Year 2021/22 Through May 2022

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3402	HlthWfarBenefitClassifdPositn	1,526,901.00	1,393,014.00	233,233.95	1,061,425.99	98,354.06	76.20
3501	StUnemplmntInsurncCertPositns	154,311.00	62,243.00	10,440.03	49,093.04	2,709.93	78.87
3502	StUnemplmntInsurncClassifdPos	58,997.00	24,453.00	3,869.83	19,750.03	833.14	80.77
3601	WCInsuranceCertifcatdPositns	326,407.00	342,309.00	57,499.75	271,018.33	13,790.92	79.17
3602	WCCompensnInsurncClassPositn	134,649.00	136,832.00	21,555.65	112,890.59	2,385.76	82.50
3701	OPEBAlocatedCertifcatdPositn	525,033.00	525,083.00	94,733.40	446,630.48	16,280.88-	85.06
3702	OPEBAlocatedClassifiedPositn	187,638.00	225,436.00	35,513.99	186,173.48	3,748.53	82.58
	Total Employee Benefits	10,923,498.00	10,737,501.00	1,668,114.96	7,596,980.02	1,472,406.02	70.75
Books and Supplies							
4100	ApprvdTxbokCorCurriculaMterl	111,000.00	369,363.00	4,130.01	64,269.61	300,963.38	17.40
4200	BooksandOtherReferenceMaterial	11,700.00	3,000.00	2,557.21	15,392.23	14,949.44-	513.07
4300	MaterialsandSupplies	1,800,432.00	2,144,733.00	484,584.03	787,002.85	873,146.12	36.69
4360	TransportationGenSupplies	20,000.00	20,000.00	14,530.21	2,316.29	3,153.50	11.58
4361	TransportationFuel	110,000.00	110,000.00		114,057.82	4,057.82-	103.69
4362	TransportationOilGrease	6,000.00	6,000.00			6,000.00	
4363	TransportationParts	54,000.00	54,000.00	35,026.32	33,369.30	14,395.62-	61.80
4364	TransportationTires	15,000.00	15,000.00	11,373.09	4,897.21	1,270.30-	32.65
4400	NoncapitalizedEquipment	31,590.00	172,578.00	67,487.31	411,820.30	306,729.61-	238.63
4700	Food		5,000.00			5,000.00	
	Total Books and Supplies	2,159,722.00	2,899,674.00	619,688.18	1,433,125.61	846,860.21	49.42
Services and Other Operating Expenditures							
5200	TravelandConferences	212,654.00	324,117.00	16,530.00	115,984.56	191,602.44	35.78
5300	DuesandMemberships	27,500.00	27,500.00		28,704.99	1,204.99-	104.38
5450	OtherInsurance	552,000.00	552,000.00		551,766.00	234.00	99.96
5501	GasElectricity	437,000.00	452,000.00	118,611.83	355,436.82	22,048.65-	78.64
5502	PestControl	5,800.00	5,800.00	1,622.55	4,642.00	464.55-	80.03
5503	SewerFees	69,000.00	76,000.00	6,012.02	65,724.64	4,263.34	86.48
5505	Water	67,000.00	80,000.00	8,228.50	63,231.93	8,539.57	79.04
5506	WasteDisposal	58,200.00	63,200.00	16,470.12	47,492.12	762.24-	75.15
5601	FacilitiesRent	6,000.00	6,000.00	470.00	2,527.50	3,002.50	42.13
5602	CopierPostageMeterRents	63,100.00	63,100.00	16,234.16	47,018.40	152.56-	74.51
5603	CopierMaintenance	28,500.00	28,500.00	4,068.72	8,941.65	15,489.63	31.37
5620	EquipmentRentalsAndRepairs	132,500.00	191,858.00	35,037.32	175,870.39	19,049.71-	91.67
5630	ComputerMaintenanceRepairs	19,000.00	19,000.00		18,781.25	218.75	98.85
5640	BuildingAndSiteRepairs	250,000.00	390,000.00	17,255.21	249,728.27	123,016.52	64.03

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2022, Ending Account Period = 0, Stmt Option? = R,

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Fund 01 - General Fund

Fiscal Year 2021/22 Through May 2022

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5750	TransfersDirectCostsInterfund	38,000.00-	54,000.00-		36,640.25-	17,359.75-	67.85
5800	ProfConsultingSvcsandOperExpend	1,467,463.00	1,971,623.00	239,870.37	1,063,883.31	667,869.32	53.96
5801	LegalFees	100,000.00	100,000.00		162,193.84	62,193.84-	162.19
5804	PreEmploymentTesting	13,000.00	13,000.00		12,314.50	685.50	94.73
5806	Advertising	3,000.00	3,000.00		1,600.62	1,399.38	53.35
5850	SoftwareMaintenanceAndLicences	489,026.00	995,296.00	61,154.06	1,073,258.12	139,116.18-	107.83
5900	Communications	33,950.00	178,350.00	20,650.07	174,160.09	16,460.16-	97.65
	Total Services and Other Operating Expenditures	3,996,693.00	5,486,344.00	562,214.93	4,186,620.75	737,508.32	76.31
Capital Outlay							
6200	BuildingImprovementOfBuildings		100,000.00	100,116.00	120,207.50	120,323.50-	120.21
6400	Equipment	45,945.00	345,789.00	122,303.10	506,459.48	282,973.58-	146.46
	Total Capital Outlay	45,945.00	445,789.00	222,419.10	626,666.98	403,297.08-	140.57
Tuition							
7141	OtTutExsCstDfctPmt2DisChntrSch	21,000.00	10,507.00-		5,253.50-	5,253.50-	50.00
7142	OthultnExcsCstsDfctPy2CntyOff	948,000.00	857,794.00		472,222.00	385,572.00	55.05
	Total Tuition	969,000.00	847,287.00	.00	466,968.50	380,318.50	55.11
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	103,652.00-	113,108.00-			113,108.00-	
	Total Transfers of Indirect/direct support costs	103,652.00-	113,108.00-	.00	.00	113,108.00-	
Debt Service							
7439	OtherDebtService-Principal	294,737.00	294,737.00		147,368.43	147,368.57	50.00
	Total Debt Service	294,737.00	294,737.00	.00	147,368.43	147,368.57	50.00
	Total Year To Date Expenditures	35,239,949.00	38,243,049.00	5,979,745.22	28,577,232.41	3,686,071.37	74.73

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Other Financing Uses							
Interfund Transfers Out							
7616	FromGenFundToCafeFund	225,391.00	100,000.00			100,000.00	
	Total Interfund Transfers Out	225,391.00	100,000.00	.00	.00	100,000.00	
	Total Year To Date Other Financing Uses	225,391.00	100,000.00	.00	.00	100,000.00	

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2022, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 01 - GeneralFund		Fiscal Year 2021/22 Through May 2022				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	41,219,386.00	40,023,953.00		31,570,102.98	8,453,850.02	78.88
B. Expenditures	35,239,949.00	38,243,049.00	5,979,745.22	28,577,232.41	3,686,071.37	74.73
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses						
Sources	5,979,437.00	1,780,904.00		2,992,870.57	4,767,778.65	
LESS Uses	225,391.00	100,000.00			100,000.00	
E. Net Change in Fund Balance	5,754,046.00	1,680,904.00		2,992,870.57	4,667,778.65	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	9,769,351.00	10,734,149.00		10,734,149.02		
Other Restatements (9795)						
Adjusted Beginning Balance	9,769,351.00	10,734,149.00		10,734,149.02		
G. Calculated Ending Balance	15,523,397.00	12,415,053.00		13,727,019.59		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	15,523,397.00	12,415,053.00				
Other				5,979,745.22		

Fund 08 - Student Activity Fund		Fiscal Year 2021/22 Through May 2022				
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	Actual	Balance	% Used
Books and Supplies						
4300	Materials and Supplies	664,000.00	664,000.00		664,000.00	
	Total Books and Supplies	664,000.00	664,000.00	.00	664,000.00	
	Total Year To Date Expenditures	664,000.00	664,000.00	.00	664,000.00	

Fund 08 - StudentActivityFund

Fiscal Year 2021/22 Through May 2022

Description

Revenues, Expenditures, and Changes in Fund Balance

	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
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	.00	.00		.00	.00	
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		.00	.00	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	261,897.00	309,563.00		309,563.26		
Other Restatements (9795)						
Adjusted Beginning Balance	261,897.00	309,563.00		309,563.26		
G. Calculated Ending Balance	261,897.00	309,563.00		309,563.26		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	261,897.00	309,563.00				
Other						

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2022, Ending Account Period = 0, Stmt Option? = R,

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Fund 11 - Adult Education Fund

Fiscal Year 2021/22 Through May 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8290	All Other Federal Revenue	168,884.00	170,474.00	62,732.99	107,741.01	36.80
	Total Federal Revenue	168,884.00	170,474.00	62,732.99	107,741.01	36.80
Other State Revenues						
8590	All Other State Revenue	.00	38,745.00	38,745.00		100.00
	Total Other State Revenues	.00	38,745.00	38,745.00	.00	100.00
Other Local Revenue						
8660	Interest	13,073.00	13,073.00	4,483.66	8,589.34	34.30
8671	Adult Education Fees	100,000.00	100,000.00	126,128.05	26,128.05	126.13
8677	Interagency Svcs Between LEAs	1,179,022.00	1,179,022.00	906,483.00	272,539.00	76.88
8699	All Other Local Revenue	43,303.00	43,303.00	10,595.28	32,707.72	24.47
	Total Other Local Revenue	1,335,398.00	1,335,398.00	1,047,689.99	287,708.01	78.46
	Total Year To Date Revenues	1,504,282.00	1,544,617.00	1,149,167.98	395,449.02	74.40

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Certificated Teachers Salaries	353,707.00	365,203.00	545.25	295,307.72	69,350.03	80.86
1101	Teacher Sub Pay	2,000.00	2,000.00			2,000.00	
1300	Critifcd Suprvsr Admnstrtr Stry	37,924.00	39,471.00	6,573.08	32,897.65	.27	83.35
	Total Certificated Salaries	393,631.00	406,674.00	7,118.33	328,205.37	71,350.30	80.70
Classified Salaries							
2100	Classified Instructional Salary	48,044.00	51,766.00	9,343.66	43,069.08	646.74-	83.20
2102	Para Ed Extra Pay	150.00	150.00			150.00	
2200	Classified Support Salaries	31,547.00	29,602.00	5,182.22	24,446.05	26.27-	82.58
2201	Class Support Sub Pay	3,100.00	3,100.00		1,532.37	1,567.63	49.43
2400	Clerical Technical Office Staff Stry	180,115.00	190,208.00	31,953.54	164,677.73	6,423.27-	86.58
2402	Clerical Extra Pay				757.12	757.12-	NO BDGT
2900	Other Classified Salaries	9,856.00	9,856.00		13,326.95	3,470.95-	135.22
	Total Classified Salaries	272,812.00	284,682.00	46,479.42	247,809.30	9,606.72-	87.05
Employee Benefits							
3101	STRS Certificated Positions	62,297.00	68,418.00	1,196.55	50,296.61	16,924.84	73.51
3102	STRS Classified Positions				1,005.61	1,005.61-	NO BDGT
3202	PERS Classified Positions	59,803.00	61,972.00	10,314.94	50,391.47	1,265.59	81.31

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2022, 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 May 2022

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3302	OASDI/MedicrAltrmtvClasPositn	15,694.00	16,665.00	2,857.25	14,297.39	489.64-	85.79
3311	MedicareCertificated	5,707.00	5,897.00	121.14	4,787.56	988.30	81.19
3312	MedicareClassified	3,813.00	4,040.00	668.22	3,511.51	139.73-	86.92
3401	HlthWlfrBenefitsCertificPositn	139,502.00	139,502.00	26,423.92	114,480.99	1,402.91-	82.06
3402	HlthWlfrBenefitClassifdPositn	86,836.00	86,274.00	15,337.95	71,362.37	426.32-	82.72
3501	StUnemplmntInsurncCertPositns	4,842.00	2,034.00	35.56	1,437.00	561.44	70.65
3502	StUnemplmntInsurncClassifdPos	3,235.00	1,394.00	230.42	1,201.76	38.18-	86.21
3601	WCInsuranceCertificatdPositns	10,704.00	11,058.00	193.52	8,940.83	1,923.65	80.85
3602	WCCompensnInsurncClassPositn	7,419.00	7,742.00	1,263.86	6,738.44	260.30-	87.04
3701	OPEBAlocatedCertificatdPositn	17,635.00	18,219.00	318.86	14,730.41	3,169.73	80.85
3702	OPEBAlocatedClassifiedPositn	12,222.00	12,516.00	2,082.28	11,101.74	668.02-	88.70
Total Employee Benefits		429,709.00	435,731.00	61,044.47	354,283.69	20,402.84	81.31
Books and Supplies							
4100	ApprvdTxbookCorCurriculaMterl				123.83	123.83-	NO BDGT
4200	BooksandOtherReferenceMaterial				372.09	372.09-	NO BDGT
4300	MaterialsandSupplies	10,326.00	12,688.00	236.16	11,951.38	500.46	94.19
4400	NoncapitalizedEquipment		26,000.00		23,837.33	2,162.67	91.68
Total Books and Supplies		10,326.00	38,688.00	236.16	36,284.63	2,167.21	93.79
Services and Other Operating Expenditures							
5200	TravelandConferences	3,000.00	3,000.00		2,198.98	801.02	73.30
5300	DuesandMemberships	2,260.00	2,260.00		1,733.69	526.31	76.71
5501	GasElectricity	23,935.00	23,935.00	6,617.98	11,051.34	6,265.68	46.17
5502	PestControl	700.00	700.00	85.45	550.00	64.55	78.57
5503	SewerFees	1,400.00	1,400.00		1,490.76	90.76-	106.48
5505	Water	6,000.00	6,000.00	1,151.12	2,548.88	2,300.00	42.48
5506	WasteDisposal	3,000.00	3,000.00	574.74	1,784.34	640.92	59.48
5601	FacilitiesRent	42,000.00	42,000.00	3,500.00	38,500.00		91.67
5602	CopierPostageMeterRents	1,000.00	1,000.00		374.52-	1,374.52	-37.45
5603	CopierMaintenance	9,500.00	5,500.00		6,240.32	740.32-	113.46
5620	EquipmentRentalsAndRepairs	950.00	950.00		625.00	325.00	65.79
5640	BuildingAndSiteRepairs	40,000.00	40,000.00	10,985.00	267.59	28,747.41	0.67
5750	TransfersDirectCostsInterfund	18,000.00	18,000.00		2,610.00	15,390.00	14.50
5800	ProfConsultingSrvcsandOperExpend	105,000.00	110,000.00	32,444.26	79,891.21	2,335.47-	72.63
5804	PreEmploymentTesting		1,000.00		440.50	559.50	44.05
5806	Advertising	32,000.00	40,000.00		23,457.98	16,542.02	58.64

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2022, 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 May 2022

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5850	Software Maintenance And Licences	21,473.00	30,137.00	662.75	31,288.23	1,813.98-	103.82
5900	Communications	36,000.00	36,000.00	9,808.81	24,674.68	1,516.51	68.54
	Total Services and Other Operating Expenditures	346,218.00	364,882.00	65,830.11	228,978.98	70,072.91	62.75
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	Trans Indirect Costs Interfund	57,514.00	61,961.00			61,961.00	
	Total Transfers of Indirect/direct support costs	57,514.00	61,961.00	.00	.00	61,961.00	
	Total Year To Date Expenditures	1,522,100.00	1,604,508.00	180,708.49	1,195,561.97	228,237.54	74.51

Fund 11 - AdultEducationFund

Fiscal Year 2021/22 Through May 2022

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,504,282.00	1,544,617.00		1,149,167.98	395,449.02	74.40
B. Expenditures	1,522,100.00	1,604,508.00	180,708.49	1,195,561.97	228,237.54	74.51
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses						
Sources	17,818.00-	59,891.00-		46,393.99-	167,211.48	
LESS Uses						
E. Net Change in Fund Balance	17,818.00-	59,891.00-		46,393.99-	167,211.48	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	676,210.00	750,035.00		750,035.31		
Other Restatements (9795)						
Adjusted Beginning Balance	676,210.00	750,035.00		750,035.31		
G. Calculated Ending Balance	658,392.00	690,144.00		703,641.32		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	658,392.00	690,144.00				
Other				180,708.49		

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2021/22 Through May 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8220	ChildNutritionPrograms	955,000.00	1,095,000.00	829,603.45	265,396.55	75.76
8290	AllOtherFederalRevenue			3,063.00	3,063.00-	NO BDGT
	Total Federal Revenue	955,000.00	1,095,000.00	832,666.45	262,333.55	76.04
Other State Revenues						
8520	ChildNutrition	85,000.00	74,000.00	49,255.97	24,744.03	66.56
	Total Other State Revenues	85,000.00	74,000.00	49,255.97	24,744.03	66.56
Other Local Revenue						
8634	FoodServiceSales	26,000.00	13,000.00	5,337.60	7,662.40	41.06
8660	Interest	1,000.00-	1,000.00-	362.83	1,362.83-	-36.28
	Total Other Local Revenue	25,000.00	12,000.00	5,700.43	6,299.57	47.50
	Total Year To Date Revenues	1,065,000.00	1,181,000.00	887,622.85	293,377.15	75.16

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Classified Salaries							
2200	ClassifiedSupportSalaries	274,759.00	301,456.00	53,240.76	256,648.12	8,432.88-	85.14
2201	ClassSupportSubPay	27,400.00	27,400.00		7,959.85	19,440.15	29.05
2202	ClassSupportExtraPay	8,600.00	8,600.00		7,425.82	1,174.18	86.35
2300	ClassSupvrsrAdministratorsSlry	65,630.00	68,741.00	12,498.34	56,242.53	.13	81.82
2400	ClericTechnicalOfficStaffSlrys		7,132.00		1,971.37	5,160.63	27.64
	Total Classified Salaries	376,389.00	413,329.00	65,739.10	330,247.69	17,342.21	79.90
Employee Benefits							
3202	PERSClassifiedPositions	69,536.00	75,389.00	12,987.03	61,735.89	666.08	81.89
3302	OASDI MedicareAltmtv ClasPosition	22,620.00	24,593.00	3,983.07	19,574.05	1,035.88	79.59
3312	MedicareClassified	5,290.00	5,752.00	931.54	4,674.49	145.97	81.27
3402	HlthWlfarBenefitClassifidPositin	102,618.00	102,901.00	19,889.38	84,367.65	1,356.03-	81.99
3502	StUnemplmntInsrncClassifidPos	4,488.00	2,241.00	321.22	1,607.53	312.25	71.73
3602	WCCompenstnInsrncClassPositin	10,208.00	11,048.00	1,787.58	8,980.07	280.35	81.28
3702	OPEBAllocatedClassifiedPositin	16,862.00	18,246.00	2,945.13	14,795.22	505.65	81.09
	Total Employee Benefits	231,622.00	240,170.00	42,844.95	195,734.90	1,590.15	81.50
Books and Supplies							
4300	MaterialsandSupplies	50,000.00	50,000.00	7,873.08	33,731.40	8,395.52	67.46
4400	NoncapitalizedEquipment				2,238.20	2,238.20-	NO BDGT

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2022, 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 May 2022

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Books and Supplies (continued)							
4700	Food	539,000.00	496,745.00	76,162.25	331,416.06	89,166.69	66.72
	Total Books and Supplies	589,000.00	546,745.00	84,035.33	367,385.66	95,324.01	67.20
Services and Other Operating Expenditures							
5200	TravelandConferences	500.00	500.00			500.00	
5300	DuesandMemberships	500.00	500.00		209.40	290.60	41.88
5750	TransfersDirectCostsInterfund	1,000.00	1,000.00		2,903.91	1,903.91-	290.39
5800	ProfConsultingSvcsandOperExpend	3,000.00	3,000.00		3,043.42	43.42-	101.45
5804	PreEmploymentTesting	1,700.00	1,700.00		1,241.00	459.00	73.00
5850	SoftwareMaintenanceAndLicences	5,900.00	5,900.00		2,980.50	2,919.50	50.52
5900	Communications	500.00	500.00		169.08	330.92	33.82
	Total Services and Other Operating Expenditures	13,100.00	13,100.00	.00	10,547.31	2,552.69	80.51
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	46,138.00	51,147.00			51,147.00	
	Total Transfers of Indirect/direct support costs	46,138.00	51,147.00	.00	.00	51,147.00	
	Total Year To Date Expenditures	1,256,249.00	1,264,491.00	192,619.38	903,915.56	167,956.06	71.48

Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
Other Financing Sources						
Other Financing Sources						
8916	ToCafeFundFromGenFund	225,391.00	100,000.00		100,000.00	
	Total Other Financing Sources	225,391.00	100,000.00	.00	100,000.00	
	Total Year To Date Other Financing Sources	225,391.00	100,000.00	.00	100,000.00	

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2021/22 Through May 2022

Description

Revenues, Expenditures, and Changes in Fund Balance

	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
A. Revenues	1,065,000.00	1,181,000.00		887,622.85	293,377.15	75.16
B. Expenditures	1,256,249.00	1,264,491.00	192,619.38	903,915.56	167,956.06	71.48
C. Subtotal (Revenue LESS Expense)	191,249.00-	83,491.00-		16,292.71-	125,421.09	
D. Other Financing Sources and Uses	225,391.00	100,000.00			100,000.00	
LESS Uses						
E. Net Change in Fund Balance	34,142.00	16,509.00		16,292.71-	225,421.09	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	31,455.00	25,193.00		25,192.64		
Other Restatements (9795)						
Adjusted Beginning Balance	31,455.00	25,193.00		25,192.64		
G. Calculated Ending Balance	65,597.00	41,702.00		8,899.93		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unappropri (9790)	65,597.00	41,702.00				
Other				192,619.38		

Fund 25 - Capital Facilities Fund

Fiscal Year 2021/22 Through May 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	9,000.00	9,000.00	7,554.79	1,445.21	83.94
8681	Mitigation/Developer Fees	320,000.00	320,000.00	424,193.65	104,193.65	132.56
	Total Other Local Revenue	329,000.00	329,000.00	431,748.44	102,748.44	131.23
	Total Year To Date Revenues	329,000.00	329,000.00	431,748.44	102,748.44	131.23
Expenditure Detail						
Services and Other Operating Expenditures						
5750	TransfersDirectCostsInterfund	19,000.00	35,000.00	31,126.34	3,873.66	88.93
5800	ProfConsultingSrvcsandOperExpnd	5,000.00	5,000.00	8,979.00	3,979.00	179.58
5806	Advertising			1,004.18	1,004.18	NO BDGT
	Total Services and Other Operating Expenditures	24,000.00	40,000.00	41,109.52	1,109.52	102.77
Capital Outlay						
6100	Land		235,000.00	233,969.13	1,030.87	99.56
6200	BuildingImprovementOfBuildings		550,000.00	578,871.17	43,591.17	105.25
	Total Capital Outlay	.00	785,000.00	812,840.30	42,560.30	103.55
	Total Year To Date Expenditures	24,000.00	825,000.00	853,949.82	43,669.82	103.51

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2022, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 25 - CapitalFacilitiesFund

Fiscal Year 2021/22 Through May 2022

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		431,748.44	102,748.44-	131.23
B. Expenditures	24,000.00	825,000.00	14,720.00	853,949.82	43,669.82-	103.51
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses	305,000.00	496,000.00-		422,201.38-	59,078.62-	
Sources						
LESS Uses						
E. Net Change in Fund Balance	305,000.00	496,000.00-		422,201.38-	59,078.62-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	846,936.00	1,201,633.00		1,201,633.00		
Other Restatements (9795)						
Adjusted Beginning Balance	846,936.00	1,201,633.00		1,201,633.00		
G. Calculated Ending Balance	1,151,936.00	705,633.00		779,431.62		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,151,936.00	705,633.00				
Other				14,720.00		

Fund 26 - RDAFeesFund

Fiscal Year 2021/22 Through May 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8625	ComRdVlpmntFndNotSubject2LCFFDd	151,000.00	151,000.00	224,196.81	73,196.81-	148.47
8660	Interest	8,000.00	8,000.00	4,364.75	3,635.25	54.56
	Total Other Local Revenue	159,000.00	159,000.00	228,561.56	69,561.56-	143.75
	Total Year To Date Revenues	159,000.00	159,000.00	228,561.56	69,561.56-	143.75
Expenditure Detail						
Books and Supplies						
4400	NoncapitalizedEquipment		5,000.00	4,772.71	227.29	95.45
	Total Books and Supplies	.00	5,000.00	4,772.71	227.29	95.45
	Total Year To Date Expenditures	.00	5,000.00	4,772.71	227.29	95.45

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Financial Statement

Fund 26 - RDAFeesFund

Fiscal Year 2021/22 Through May 2022

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		228,561.56	69,561.56-	143.75
B. Expenditures		5,000.00		4,772.71	227.29	95.45
C. Subtotal (Revenue LESS Expense)	159,000.00	154,000.00		223,788.85	69,788.85-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	159,000.00	154,000.00		223,788.85	69,788.85-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	824,634.00	951,715.00		951,714.69		
Other Restatements (9795)						
Adjusted Beginning Balance	824,634.00	951,715.00		951,714.69		
G. Calculated Ending Balance	983,634.00	1,105,715.00		1,175,503.54		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	983,634.00	1,105,715.00				
Other						

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2022, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 51 - BndIntRdmpntFndA

Fiscal Year 2021/22 Through May 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotIndbndnesLeviHmownrExmpIn	6,000.00	6,000.00	705.49	5,294.51	11.76
8572	VtdIndbndnsLevOtrSbvtntnsInLuTx	2,000.00	2,000.00	1,217.99	782.01	60.90
	Total Other State Revenues	8,000.00	8,000.00	1,923.48	6,076.52	24.04
Other Local Revenue						
8611	VotedIndebtdnsLevieSecurdRol	449,000.00	449,000.00	447,255.42	1,744.58	99.61
8612	VotIndebtdnesLevieUnscurdRol	24,000.00	24,000.00	20,456.34	3,543.66	85.23
8613	VotIndebtdnesLeviePrYrTaxes	1,000.00	1,000.00	1,009.63	9.63-	100.96
8614	VotIndbndnsLevieSuplmtntTaxe	7,000.00	7,000.00	3,342.56	3,657.44	47.75
8660	Interest	8,000.00	8,000.00	2,432.90	5,567.10	30.41
	Total Other Local Revenue	489,000.00	489,000.00	474,496.85	14,503.15	97.03
	Total Year To Date Revenues	497,000.00	497,000.00	476,420.33	20,579.67	95.86

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

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2022, Ending Account Period = 0, Stmt Option? = R,

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

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Fund 51 - BndIntRdmpFndA

Fiscal Year 2021/22 Through May 2022

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		476,420.33	20,579.67	95.86
B. Expenditures	515,000.00	515,000.00		515,000.00		100.00
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses						
Sources	18,000.00-	18,000.00-		38,579.67-	20,579.67	
LESS Uses						
E. Net Change in Fund Balance	18,000.00-	18,000.00-		38,579.67-	20,579.67	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	785,691.00	893,684.00		893,684.55		
Other Restatements (9795)						
Adjusted Beginning Balance	785,691.00	893,684.00		893,684.55		
G. Calculated Ending Balance	767,691.00	875,684.00		855,104.88		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	767,691.00	875,684.00				
Other						

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2022, Ending Account Period = 0, Stmt Option? = R,

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

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Fund 52 - BndIntRdmptFndB

Fiscal Year 2021/22 Through May 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotIndbtdnesLeviHmownrExmptn	4,000.00	4,000.00	606.22	3,393.78	15.16
8572	VotIndbtdnsLevOtrSbvntrnsInLuTx	1,000.00	1,000.00	935.62	64.38	93.56
	Total Other State Revenues	5,000.00	5,000.00	1,541.84	3,458.16	30.84
Other Local Revenue						
8611	VotedIndebtdnssLevieSecurdRol	328,000.00	328,000.00	366,016.68	38,016.68-	111.59
8612	VotIndebtdnesLevieUnscurdRol	18,000.00	18,000.00	15,713.82	2,286.18	87.30
8613	VotIndebtdnesLeviePriYrTaxes	1,000.00	1,000.00	775.56	224.44	77.56
8614	VotIndbtdnssLevieSuplmtlTaxe	5,000.00	5,000.00	2,871.68	2,128.32	57.43
8660	Interest	6,000.00	6,000.00	1,814.94	4,185.06	30.25
	Total Other Local Revenue	358,000.00	358,000.00	387,192.68	29,192.68-	108.15
	Total Year To Date Revenues	363,000.00	363,000.00	388,734.52	25,734.52-	107.09

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	241,429.00	138,571.00		138,570.80	.20	100.00
7434	BondInterestOtherServiceCharge	138,571.00	241,429.00		241,429.20	.20-	100.00
	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 May 2022

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		388,734.52	25,734.52-	107.09
B. Expenditures	380,000.00	380,000.00		380,000.00		100.00
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses						
Sources	17,000.00-	17,000.00-		8,734.52	25,734.52-	
LESS Uses						
E. Net Change in Fund Balance	17,000.00-	17,000.00-		8,734.52	25,734.52-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	568,917.00	662,488.00		662,487.97		
Other Restatements (9795)						
Adjusted Beginning Balance	568,917.00	662,488.00		662,487.97		
G. Calculated Ending Balance	551,917.00	645,488.00		671,222.49		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	551,917.00	645,488.00				
Other						

Fund 53 - BndIntRdMptFndHarrison Fiscal Year 2021/22 Through May 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtdnesLeviHmownrExmptn	12,000.00	12,000.00	1,364.04	10,635.96	11.37
8572	VtdIndbtdnsLevOtrSbvntrnsInLuTx	3,000.00	3,000.00	2,438.09	561.91	81.27
	Total Other State Revenues	15,000.00	15,000.00	3,802.13	11,197.87	25.35
Other Local Revenue						
8611	VotdIndebtdnssLevieSecurdRol	861,000.00	861,000.00	824,053.10	36,946.90	95.71
8612	VotdIndebtdnesLevieUnscurdRol	52,000.00	52,000.00	40,963.43	11,036.57	78.78
8613	VotdIndebtdnesLeviePrYrTaxes	2,000.00	2,000.00	2,129.95	129.95-	106.50
8614	VotdIndbtdnssLevieSuplmtntlTaxe	15,000.00	15,000.00	6,917.22	8,082.78	46.11
8660	Interest	13,000.00	13,000.00	4,881.54	8,118.46	37.55
	Total Other Local Revenue	943,000.00	943,000.00	878,945.24	64,054.76	93.21
	Total Year To Date Revenues	958,000.00	958,000.00	882,747.37	75,252.63	92.14

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	123,633.00	733,822.00		733,822.00		100.00
7434	BondInterestOtherServiceCharge	733,822.00	123,633.00		123,632.51	.49	100.00
	Total Debt Service	857,455.00	857,455.00	.00	857,454.51	.49	100.00
	Total Year To Date Expenditures	857,455.00	857,455.00	.00	857,454.51	.49	100.00

Fund 53 - BndIntRdmpFndHarrison

Fiscal Year 2021/22 Through May 2022

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		882,747.37	75,252.63	92.14
B. Expenditures	857,455.00	857,455.00		857,454.51	.49	100.00
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses	100,545.00	100,545.00		25,292.86	75,252.14	
Sources						
LESS Uses						
E. Net Change in Fund Balance	100,545.00	100,545.00		25,292.86	75,252.14	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	1,507,866.00	1,622,756.00		1,622,755.62		
Other Restatements (9795)						
Adjusted Beginning Balance	1,507,866.00	1,622,756.00		1,622,755.62		
G. Calculated Ending Balance	1,608,411.00	1,723,301.00		1,648,048.48		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,608,411.00	1,723,301.00				
Other						

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2021/22 Through May 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest		24,000.00	10,078.89	13,921.11	42.00
8699	AllOtherLocalRevenue		30,000.00	30,864.40	864.40-	102.88
	Total Other Local Revenue	.00	54,000.00	40,943.29	13,056.71	75.82
	Total Year To Date Revenues	.00	54,000.00	40,943.29	13,056.71	75.82
Expenditure Detail						
Services and Other Operating Expenditures						
5800	ProfConsultingSrvcsandOperExpnd		54,000.00	42,170.75	11,829.25	78.09
	Total Services and Other Operating Expenditures	.00	54,000.00	42,170.75	11,829.25	78.09
	Total Year To Date Expenditures	.00	54,000.00	42,170.75	11,829.25	78.09

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2021/22 Through May 2022

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)		54,000.00		40,943.29	13,056.71	75.82
D. Other Financing Sources and Uses		54,000.00		42,170.75	11,829.25	78.09
Sources	.00	.00		1,227.46-	1,227.46	
LESS Uses						
E. Net Change in Fund Balance	.00	.00		1,227.46-	1,227.46	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)		1,460,524.00		1,460,823.55		
Other Restatements (9795)						
Adjusted Beginning Balance	.00	1,460,524.00		1,460,823.55		
G. Calculated Ending Balance	.00	1,460,524.00		1,459,596.09		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)		1,460,524.00				
Other						

Selection:

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2022, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

ESCAPE

ONLINE

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Fund 76 - Warrant/Pass-ThroughFund

Fiscal Year 2021/22 Through May 2022

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)						
Undesign/Unappropri (9790)						
Other						

Oroville Union High School District

Memorandum

TO: Board of Trustees
FROM: Dr. Corey Willenberg
DATE: May 10, 2022
SUBJECT: Acceptance of Donations to the Hall of Fame

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

Operating Fund

Comer's Print Shop	\$100
DeAir Company, Inc.	\$100
Erickson Law Firm	\$500

Scholarship Fund

Daniel Appel, DDS	\$100
Bert & Bonnie King	\$100
Better Deal Exchange	\$100
Fred Huntington	\$1000
Ray Sehorn	\$200

CONSULTING SERVICES AGREEMENT

This Agreement is entered into effective the 1st day of May, 2022 by and between Total Compensation Systems, Inc. ("Consultant"), a California corporation with principal offices located at 5655 Lindero Canyon Road, Suite 223, Westlake Village, California, 91362 and Oroville Union High School District ("Customer").

The following shall govern the provision of consulting services by Consultant to Customer.

1. Consulting Services. Consultant shall provide the consulting services described on Schedule 1 attached hereto.
2. Compensation to Consultant. Customer shall pay Consultant for the consulting services described on Schedule 1 attached hereto the compensation set forth on Schedule 2 attached hereto.
3. Term and Termination. (a) Term. This Agreement shall commence on the date first written above and shall continue in effect until December 31, 2023, or until all consulting services described on Schedule 1 have been performed, whichever occurs first, unless sooner terminated in accordance with the provisions of this Agreement. (b) Termination Without Cause. This agreement may be terminated at any time by either party upon sixty (60) days prior written notice to the other party. (c) Termination With Cause. Either party shall have the right to terminate this Agreement upon the failure of either party to observe any of the covenants and agreements required to be observed by it under this Agreement, and such failure continues for a period of thirty (30) days after written notice thereof. (d) Rights and Obligations after Termination. Termination of this agreement shall not relieve either party of any rights or obligations arising out of the Agreement prior to termination, with the exception that the amount of the final payment that shall be made by Customer shall be based solely upon the percentage of work that was completed by Consultant.
4. Customer Will Provide Information. Customer shall provide Consultant with the information necessary for Consultant to provide the consulting services described on Schedule 1 attached hereto.
5. Authorization to Acquire Information. Customer hereby authorizes Consultant to acquire the necessary information reasonably required by Consultant to provide the consulting services described on Schedule 1 attached hereto from any agency, agencies, source or sources.
6. Customer's Right to Provide Information. Customer represents and warrants to Consultant that it has the right to provide the information that will be given by Customer to Consultant, or which will be acquired by Consultant pursuant to paragraphs 4 and 5 above.
7. Limitation on Services. Customer understands that Customer retains sole authority and responsibility for the operation and design of all Customer's employee benefit plans.
8. Ownership of Systems and Materials. All systems, programs, operating instructions, forms and other documentation prepared by or for Consultant shall be and remain the property of Consultant. All data source documents provided by Customer shall remain the property of Customer.
9. Indemnification. (a) By Customer. Customer hereby agrees to defend and indemnify Consultant and hold Consultant harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Customer's gross negligence or willful misconduct. (b) By Consultant. Consultant hereby agrees to defend and indemnify Customer and hold Customer harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Consultant's gross negligence or willful misconduct.

10. General.

- a. Relationship of the Parties. The relationship between Consultant and Customer established by this Agreement is that of independent contractors. Consultant and Customer shall each conduct its respective business at its own initiative, responsibility, and expense, and shall have no authority to incur any obligations on behalf of the other.
- b. Force Majeure. No party shall have liability for damages or non-performance under this Agreement due to fire, explosion, strikes or labor disputes, water, acts of God, war, civil disturbances, acts of civil or military authorities or the public enemy, transportation, facilities, labor, fuel or energy shortages, or other causes beyond that party's control.
- c. Entire Agreement. This Agreement and the Schedules attached hereto contain the entire agreement between the parties and supersedes all previous agreements and proposals, oral or written, and all negotiations, conversations, or discussions between the parties related to the subject matter of this Agreement. This Agreement shall not be deemed or construed to be modified, amended, rescinded, canceled or waived in whole or in part, except by written amendment signed by both of the parties hereto.

11. Confidentiality. Consultant recognizes that its work will bring it into close contact with confidential information of Customer, including personal information about employees of Customer. Consultant agrees not to disclose anything that is the confidential information of Customer, or that is proprietary to Customer, including its software, its legacy applications, and its databases, to any third party.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as set forth below.

"CONSULTANT"
TOTAL COMPENSATION SYSTEMS, INC.

Signed: Jeffrey L. Kischuk

By: Geoffrey L. Kischuk

Title: President

Date: April 26, 2022

"CUSTOMER"
OROVILLE UNION HIGH SCHOOL DISTRICT

Signed: Susan Watts

By: Susan Watts

Title: Assistant Superintendent/CBO

Date: 4/26/22

SCHEDULE 1

For the purposes of this Agreement, "consulting services" shall include the following services provided by Consultant to Customer:

Consulting reports including all actuarial information necessary for Customer to comply with the requirements of current GASB accounting standards 74/75 related to retiree health benefits for two years, including one full valuation and one "roll-forward" valuation. Study results can be split by up to five employee classes. Consultant will provide as many copies of the final reports as Customer shall reasonably request.

Services do not include Consultant's in-person attendance at any meetings. Services also do not include a separate funding valuation unless requested by Customer.

SCHEDULE 2

Customer shall pay Consultant for the retiree health valuation report based on the full valuation a total of \$6,200. One-half, or \$3,100 shall be due within 30 days of the commencement of work by Consultant. One-half, or \$3,100 shall be due within 30 days of the delivery by Consultant to Customer of the draft consulting report for the full valuation (or within 30 days of contract termination, if earlier). Customer shall also pay Consultant for the retiree valuation report based on the "roll-forward" valuation a total of \$3,100 within 30 days of the delivery by Consultant to Customer of the draft consulting report for the "roll-forward" valuation (or within 30 days of contract termination, if earlier)

If Consultant receives a non-refundable deposit from Customer of \$2,790 by July 1, 2022, all amounts shown above shall be reduced by 10%.



To: Oroville Union High School Board of Trustees
From: Kevin Simas, Director of Education
Date: 5/11/22
Subject: Contract for Services with School Steps

Background Information: OUHSD will continue to contract with School Steps, Inc. for a .6 school psychologist in the 2022-2023. OUHSD announced the position and had no applicants.

Financial Impact: 22.5 hours per week of psychologist time at the rate of \$105 per hour. The annual cost will be approximately \$85,050. The position will be paid out of special education funding.

Recommendation: Approval

Agreement for Contracted Services

This agreement is entered into by and between **School Steps Inc.**, 6960 Destiny Drive, Ste. 111, Rocklin, CA 95677 (hereinafter referred to as "**School Steps**") and **Oroville Union High School District**, 2211 Washington Ave., Oroville, California 95966 (hereinafter referred to as "**Contracting Agency**") for the provision of services by School Steps as an independent agent and not an employee of the Contracting Agency. School Steps makes no claim to any rights and/or benefits other than compensation put forth in this agreement.

1. Dates of Service

This contract is in effect from July 1, 2022 through June 30, 2023 in essence the school year 2022-2023, in alignment with the school calendar and/or additional dates agreed upon.

2. Scope of Work

All functions servicing Contracting Agency by School Steps will be provided with written reports of evaluations and assessments. The written reports will be written per the organizations report templates.

- Special education related services (**Behavior Services**), evaluations / Functional Behavior assessments, IEP meetings attendance and consultation. Consultation will also include educational and behavior concerns including assisting in the writing of behavioral support plans.
- Special education related services (**School Psychology**), evaluations / assessments, IEP meetings attendance and consultation. Consultation will also include educational and behavior concerns including assisting in the writing of behavioral support plans.
- Special education related services (**Paraprofessional**), under supervision: assist with general classroom management, with instruction, behavior management, self-help and medical needs.

3. Amendments

This AGREEMENT may be amended at any time by mutual agreement of the parties. However, before any amendment will be operative or valid, it must be reduced to writing and signed by both the Contracting Agency and School Steps.

4. Payment & Billing

Contracting Agency agrees to pay School Steps at the following rates based on the amount of time secured listed on Exhibit A.

Contracting Agency will be billed only for services rendered. School Steps will track hours spent on eligible mental health services.

School Steps and Contracting Agency will jointly determine caseloads.

Contracting Agency will determine the work activities that need to be covered by the School Steps contractors.

It is expected that Contracting Agency will pay the invoice in full within 30 days of receiving the invoice via email. Should Contracting Agency fail to pay within 45 days of receiving the invoice, interest rate of 10% per annum, compounded monthly, will be added to invoiced cost. The penalty will show as a line item on the next month's invoice. Every month beyond the original 45 days of delivery will incur an additional month's charge.

5. Records

School Steps will maintain a complete set of detailed records with regard to work performed under this agreement.

6. Status of Consultant

This is not an employment agreement. School Steps is an independent contractor and is responsible for all federal, state, and local payroll taxes for and on behalf of School Steps.

School Steps employees make no claim to the benefits Contracting Agency provides to employees of Contracting Agency. Contracting Agency shall not provide worker's compensation insurance coverage for School Steps employees.

7. Background Check/ DOJ Clearance

All of those in the employ of School Steps who come in contact with students will have submitted their fingerprint live scan to the DOJ for clearance.

8. Cancellation

This agreement may be cancelled by School Steps or Contracting Agency upon the giving of 45 calendar days, not including holidays, in advance written notice for all services. Such notice shall be delivered either in person, by email or by United States Postal Service. In the event of cancellation, School Steps shall be paid for all services rendered. Should Contracting Agency cancel the contract, School Steps Inc will be paid at the contracted rate and time commitment through the 45-day cancellation period.

9. Hold Harmless and Indemnification

Each party agrees to indemnify and hold the other party harmless from all liability for damage, actual or alleged, to persons or property arising out of or resulting from negligent acts or omissions of the indemnifying party.

10. Attorney Fees

If any litigation is initiated to enforce or interpret this agreement, the prevailing party shall be entitled to reasonable attorney's fees and costs.

11. Severability

In the event that any portion of this agreement is determined by a court of competent jurisdiction to be invalid or deemed unenforceable, the provision will be deemed void, and the remainder of the agreement will continue in full force and effect.

12. Non-Solicitation Agreement

For good consideration and as an inducement for School Steps to enter into contract with Contracting Agency, the Contracting Agency hereby agrees not to directly or indirectly solicit any School Steps employee with an offer of employment or an offer to enter into competing contract services for 1 year(s) following termination of employment from School Steps. If this agreement is breached Contracting Agency agrees to pay School Steps a finder's fee the equivalent of 2 months compensation, including wages and benefits.

School Steps agrees to release Mikayla Schnepel, Paraprofessional, to Contracting Agency at the end of the school year.

13. Exclusivity

In a show of good faith in order to enter into this contract, School Steps agrees to not have any employees of School Steps Inc., who have been employed by Contracting Agency within the previous year, render services on School Steps Inc. behalf to Contracting Agency.

14. Unintended Closing

Should school close on unscheduled days, for three days or more, Contracting Agency will pay School Steps based on the agreed upon rate of the contract.

THE PARTIES execute this AGREEMENT on the 11th day of May, 2022.

School Steps, Inc.

By: [Signature]
Matt Stringer, President

Date: 5/11/2022

Oroville Union High School District

By: [Signature]

Print Name: Kevin Simas

Title: Director of Education

Date: 5/11/22

Exhibit A
Services and Rates
2022-2023

Services	Rates	Hours
Board Certified Behavior Analyst	\$105.00/Hour	"as needed"
Paraprofessional	\$44.00/Hour	"as needed"
School Psychology	\$105.00/Hour	"as needed"
Registered Behavioral Tech	\$47.00/Hour	"as needed"

A-G Completion Improvement Grant Plan

Local Educational Agency (LEA) Name	Total Grant Allocation
Oroville Union High School District	\$668,219

Plan Descriptions

A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility

The Oroville Union High School District has an unduplicated student count of 73.6% (1,717.82) Socio Economically Disadvantaged, 3.9% (91) English Learners and 1.2% (28) Foster Youth. The district targets funding to improve or increase services for all students. 12.9% of OUHSD students meet A-G requirements upon graduation. Currently, only 64 students out of 2,202 are on track to meet A-G requirements this year. OUHSD will provide professional learning for high school counseling staff and support staff to increase knowledge related to transcript audits and criteria related to meeting A-G requirements. High school staff is also engaging in work related to updating student transcripts, four-year plans and family engagement strategies related to UC A-G completion. Additionally, Oroville High School and Las Plumas High School teaching staff will continue to identify students who are struggling in A-G courses and provide before or after school tutoring for identified students (especially low-income students, English learners, and Foster Youth). OUHSD will also provide professional learning related to equitable grading practices. OUHSD will also use funds to add additional credit recovery opportunities for students before and after school to remediate A-G courses. OUHSD will use the College and Career Readiness Technician to generate progress reports on students and their progress on meeting A-G requirements. The students that need credit recovery to improve A-G grades will be prioritized for on campus credit recovery. The combination of these strategies will increase and improve services for all students (especially low-income, English learners and Foster Youth) to improve A-G eligibility.

- * Allocation Amount for the A-G Access Grant (\$283.06 Per Grades 9-12 UPC): \$486,014.00
- * Allocation for the A-G Learning Loss Mitigation Grant (\$106.12 Per Grades 9-12 UPC): \$182,205.00

A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.

OUHSD will continue to expand access to coursework to satisfy A-G course requirements to all students (especially low-income, English learners, and Foster Youth). These opportunities may include course development, course review and exploring the possibility of incorporating A-G course requirements into the OUHSD graduation requirements. Additionally, OUHSD will expand opportunities to earn postsecondary credits during high school. OUHSD will explore the possibility of adding a World History/Geography course for ninth graders for the 23-24 school year for all students using the Pre-AP World History/Geography curriculum.

The number of students who were identified for opportunities to retake A-G approved courses in which they received a "D", "F", or "Fail" grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.

Number of Students: 1,995

OUHSD identified 1,995 students that received a "D" or "F" in English during the Fall 2021 semester. OUHSD identified 1,995 students that received a "D" or "F" in Math during the Fall 2021 semester. Students can make up grades during summer school or by taking credit recovery courses at Oroville Adult Education during the school year. Students can also repeat math courses for grade improvement during the school day. OUHSD will explore using Edgenuity to assist students with remediating D's and F's.

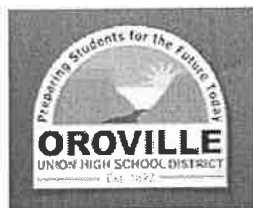
A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan.

OUHSD has targeted improving the College and Career Readiness School Dashboard indicator in the LCAP. All of the proposed actions proposed in this plan align with goals and actions proposed in the LCAP. OUHSD will continue to expand access to coursework to satisfy A-G course requirements to all students (especially low-income, English learners and Foster Youth). These opportunities may include course development, course review and exploring the possibility of incorporating A-G course requirements into the OUHSD graduation requirements. Additionally, OUHSD will expand opportunities to earn postsecondary credits during high school. OUHSD will use funds from this grant to target English and Math course completion which appears to be one barrier to students completing A-G requirements. OUHSD will add credit recovery opportunities at each school site, as well as before school and after school. OUHSD will also target English 9 and Math 1 sections with co-teachers to assist with increasing the number of students receiving a grade of "C" or better. OUHSD will define a process for site staff to monitor A-G completion for all students. The actions and strategies outlined in this plan supplement services described in the OUHSD Local Control Accountability Plan. Specifically, the following LCAP Actions will be supplemented through this grant: (1) College and Career Readiness (1.2), English Language Development (1.3), Academic Achievement (1.1, 1.4, 1.7, 1.8, 1.12, 1.13, 1.19 and 3.3), Professional Learning (1.2), PBIS (2.1), Social, Emotional and Health Supports (2.2), and Student Engagement (2.4, and 2.10).

Plan Expenditures

Programs and services to increase or improve A-G completion	Planned Expenditures
Pre- AP World History/Geography course beginning with 2023-2024 school year	15,000.00
Professional Development for AP course	10,000.00
Professional Development targeting counselors and teachers	10,000.00
AP Test Fees for unduplicated students	45,000.00

Co-Teachers in Math/Science/English courses that are identified by staff as barriers to completing A-G requirements	469,219.00
Planning time for co-teachers	10,000.00
Credit Recovery opportunities offered before and after school at Oroville High and Las Plumas High for three years	109,000.00



To: Oroville Union High School Board of Trustees
From: Kevin Simas, Director of Education
Date: 5/11/22
Subject: Updated English Language Development Course Outline

Background Information: The OUHSD English Language Development Coordinator has reviewed and revised our course outlines for English Language Development courses. The updated outlines now list the supplemental materials used during instruction.

Financial Impact: None

Recommendation: Approval

Oroville Union High School District
Course Description

Course Title:	ELD Beginning Reading
Aeries Course #:	925E
CBEDS #:	2110
Course Length:	One Year
Type of Credit(s):	Elective (10 Credits)
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	No
Includes Hands-on Lab Activities:	No
Grade Level(s):	9-12
Primary Textbook(s):	McClosky and Stack, <i>Visions A and B</i> . Heinle/Cengage, 2007. ISBN: 9780838452479 (A); 9780838452486 (B) <i>Corrective Reading: Decoding B1, B2 and C</i> . SRA/McGraw Hill, 2008. ISBN: 9780076112159 (B1); 9780076112268 (B2); 9780076112388 (C)
Supplemental Materials:	<i>Academic Vocabulary Toolkit 1 and 2</i> . Heinle/Cengage, 2011. ISBN: 9781133312918 <i>READ 180 Real Book: Stage C</i> . Houghton Mifflin Harcourt Publishing Company, 2017. ISBN: 9781328003379 <i>Scholastic Periodicals: Junior Scholastic, ACTION, New York Times Upfront, SCOPE</i> <i>SRA Reading Success Level A and B</i> . SRA/McGraw Hill, 2008. ISBN: 9780076184828 (B)
Digital Resources:	System 44/Read 180; Listenwise; Quill; Rosetta Stone; <i>myPerspectives</i> English Language Development Companion

Course Overview

This course is designed to be taught in conjunction with ELA Transitions to further the growth of students entering school with fluency in English at an "Emerging" level. Students will earn elective credits toward graduation and receive additional instruction in their development of English fluency through this course.

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

Board Approval Date: _____

ELD Standards	CCSS for ELA
Interacting in Meaningful Ways	
Collaborative	
Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topic	SL.9-10.1,6;L.9-10.3,6
Interpretive	
Listening actively to spoken English in a range of social and academic contexts	SL.9-10.1,3,6; L.9-10.1,3,6
Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	RL.9-10.1-7,9-10; RI.9-10.1-10; RH.9-10.1-10; RST.9-10.1-10; SL.9-10.2; L.9-10.1,3,6
Productive	
Expressing information and ideas in formal oral presentations on academic topics	SL.9-10.4-6; L.9-10.1,3

Oroville Union High School District
Course Description

Course Title:	English/Language Arts Transitions
Aeries Course #:	923E
CBEDS #:	2110
Course Length:	One Year
Type of Credit(s):	English (10 Credits)
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	No
Includes Hands-on Lab Activities:	No
Grade Level(s):	9-12
Primary Textbook(s):	McClosky and Stack, <i>Visions A and B</i> . Heinle/Cengage, 2007. ISBN: 9780838452479 (A); 9780838452486 (B)
Supplemental Materials:	<i>Academic Vocabulary Toolkit 1 and 2</i> . Heinle/Cengage, 2011. ISBN: 9781133312918 <i>McClosky and Stack, Visions Introductory</i> . Heinle/Cengage, 2006. ISBN: 9751413014860 <i>Scholastic Periodicals: Junior Scholastic, ACTION, New York Times Upfront, SCOPE</i> <i>Visions A, B and Introductory: Activity Book</i> . Heinle/Cengage, 2007. ISBN: 9780838452844 (A); 9780838453346 (B); (I) 9781413014877 <i>Visions A, B and Introductory: Grammar Practice</i> . Heinle/Cengage, 2007. ISBN: 9781424005710 (A); 9781424005697 (B); (I) 1424017025
Digital Resources:	System 44/Read 180; Listenwise; Quill; Rosetta Stone; <i>myPerspectives</i> English Language Development Companion

Course Overview

This course is designed to be taught in conjunction with ELD Beginning Reading to further the growth of students entering school with fluency in English at an "Emerging" level. Students will earn English credits toward graduation for completing this course. This course may only be taken once for English credit. Any subsequent classes will earn elective credit.

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

Board Approval Date: _____

ELD Standards	CCSS for ELA
Interacting in Meaningful Ways	
Collaborative	
Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	W.9-10.6; WHST.9-10.6; SL.9-10.2; L.9-10.3,6
Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	W.9-10.1; WHST.9-10.1; SL.9-10.1,4,6; L.9-10.3,6
Adapting language choices to various contexts (based on task, purpose, audience, and text type)	W.9-10.4-5; WHST.9-10.4-5; SL.9-10.6; L.9-10.1,3,6
Interpretive	
Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	RL.9-10.4-5; RI.9-10.4,6,8; RH.9-10.4-6,8; RST.9-10.4-6,8; SL.9-10.3; L.9-10.3,5-6
Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	RL.9-10.4-5; RI.9-10.4-5; RH.9-10.4-5; RST.9-10.4-5; SL.9-10.3; L.9-10.3,5-6
Productive	
Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	W.9-10.1-10; WHST.9-10.1-2,4-10; L.9-10.1-6
Justifying own arguments and evaluating others' arguments in writing	W.9-10.1,8-9; WHST.9-10.1,8-9; L.9-10.1-3,6
Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	W.9-10.4-5; WHST.9-10.4-5; SL.9-10.4,6; L.9-10.1,3,5-6
Learning About How English Works	
Structuring Cohesive Texts	
Understanding cohesion	RI.9-10.5; RH.9-10.5; RST.9-10.5; W.9-10.1-5,10; WHST.9-10.1-2,4-5,10; L.9-10.1,3
Expanding and Enriching Ideas	
Using verbs and verb phrases	W.9-10.5; WHST.9-10.5; SL.9-10.6; L.9-10.1,3-6
Using nouns and noun phrases	W.9-10.5; WHST.9-10.5; SL.9-10.6; L.9-10.1,3-6
Modifying to add details	W.9-10.4-5; WHST.9-10.4-5; SL.9-10.6; L.9-10.1,3-6

Connecting and Condensing Ideas	
Connecting Ideas	W.9-10.1-5; WHST.9-10.1-2,4-5; SL.9-10.4,6; L.9-10.1,3-6
Condensing ideas	W.9-10.1-5; WHST.9-10.1-2,4-5; SL.9-10.4,6; L.9-10.1,3-6

Oroville Union High School District
Course Description

Course Title:	Advanced Grammar
Aeries Course #:	926E
CBEDS #:	2110
Course Length:	One Year
Type of Credit(s):	Elective (10 Credits)
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Includes Hands-on Lab Activities:	No
Grade Level(s):	9-12
Primary Textbook(s):	McClosky and Stack, <i>Visions C</i> . Heinle/Cengage, 2007. ISBN: 9781133312918
Supplemental Materials:	<i>Academic Vocabulary Toolkit 1 and 2</i> . Heinle/Cengage, 2011. ISBN: 9781133312918 <i>English Essentials</i> . Townsend Press, Inc., 2005. ISBN-13: 9781591940227 <i>Grammar in Context 2 and 3</i> . Heinle/Cengage, 2011. ISBN: 9781424080908 Scholastic Periodicals: <i>Junior Scholastic</i> , <i>ACTION</i> , <i>New York Times Upfront</i> , <i>SCOPE</i> <i>Visions C: Activity Book</i> . Heinle/Cengage, 2004. ISBN: 9780838453469 <i>Visions C: Grammar Practice</i> . Heinle/Cengage, 2007. ISBN: 9781424005703

Digital Resources: System 44/Read 180; Listenwise; Quill; Rosetta Stone

Course Overview

This course is designed to further the growth of students entering school with fluency in English at an "Expanding" level. Students will earn elective credit and receive additional required instruction in their development of English fluency through Advanced Grammar.

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

Board Approval Date: _____

ELD Standards	CCSS for ELA
Interacting in Meaningful Ways	
Collaborative	
Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topic	SL.9-10.1,6; L.9-10.3,6
Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia	W.9-10.6; WHST.9-10.6; SL.9-10.2; L.9-10.3,6
Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	W.9-10.1; WHST.9-10.1; SL.9-10.1,4,6; L. 9-10.3,6
Adapting language choices to various contexts (based on task, purpose, audience, and text type	W.9-10.4-5; WHST. 9-10.4-5; SL.9-10.6; L.9-10.1,3,6
Interpretive	
Listening actively to spoken English in a range of social and academic contexts	SL.9-10.1,3,6; L.9-10.1,3,6
Productive	
Expressing information and ideas in formal oral presentations on academic topics	SL.9-10.4-6; L.9-10.1,3
Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	W.9-10.1-10; WHST.9-10.1-2,4-10; L.9- 10.1-6
Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	W.9-10.4-5; WHST.9-10.4-5; SL.9-10.4,6; L.9-10.1,3,5-6
Learning About How English Works	
Structuring Cohesive Texts	
Understanding text structure	RL.9-10.5; RI.9-10.5; RH.9-10.5; RST.9-10.5; W.9-10.1-5,10; WHST.9-10.1-2,4-5,10; SL.9-10.4
Understanding cohesion	RI.9-10.5; RH.9-10.5; RST.9-10.5; W.9-10.1-5,10; WHST.9-10.1-2,4-5,10; L.9-10.1,3
Expanding and Enriching Ideas	
Using verbs and verb phrases	W.9-10.5; WHST.9-10.5; SL.9-10.6; L.9-10.1,3- 6
Using nouns and noun phrases	W.9-10.5; WHST.9-10.5; SL.9-10.6; L.9-10.1,3- 6
Modifying to add details	W.9-10.4-5; WHST.9-10.4-5; SL.9-10.6; L.9-10.1,3-6

Connecting and Condensing Ideas	
Connecting Ideas	W.9-10.1-5; WHST.9-10.1-2,4-5; SL.9-10.4,6; L.9-10.1,3-6
Condensing ideas	W.9-10.1-5; WHST.9-10.1-2,4-5; SL.9-10.4,6; L.9-10.1,3-6

Oroville Union High School District
Course Description

Course Title:	Accelerated ELD 2
Aeries Course #:	922E
CBEDS #:	2110
Course Length:	One Year
Type of Credit(s):	Elective (10 credits)
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Includes Hands-on Lab Activities:	No
Grade Level(s):	9-12
Primary Textbook(s):	<i>English 3D Issues: Course B, Volumes 1 and 2.</i> Houghton Mifflin Harcourt Publishing Company, 2017. ISBN: 9780545822886 (V1), ISBN: 9780545822909 (V2) <i>English 3D Language and Writing Portfolio: Course B, Volumes 1 and 2.</i> Houghton Mifflin Harcourt Publishing Company, 2017. ISBN: 9780545823067 (V1); ISBN: 9780545822930 (V2)
Supplemental Materials:	<i>Academic Vocabulary Toolkit 1 and 2.</i> Heinle/Cengage, 2011. ISBN: 9781133312918 <i>English 3D Issues: Course C.</i> Houghton Mifflin Harcourt Publishing Company, 2017. ISBN: 9780545629737 <i>English 3D Language and Writing Portfolio: Course C.</i> Houghton Mifflin Harcourt Publishing Company, 2017. ISBN: 9780545629751

Six-Way Paragraphs: Middle Level, Jamestown Publishers, 2000
ISBN: 0844221198

Scholastic Periodicals: *Junior Scholastic*, *ACTION*, *New York Times Upfront*, *SCOPE*

Digital Resources: Listenwise; Quill

Course Overview

This course is designed to further the growth of students entering school with fluency in English at a "Bridging" level but not yet ready to be reclassified as Fluent in English. Students will earn elective credit and receive additional required instruction in their development of fluency through Accelerated ELD 2. This course utilizes informational and literary texts that are relevant to students' lives; these texts gradually increase in text complexity, spanning from 900L to 1450L.

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

Board Approval Date: _____

ELD Standards	CCSS for ELA
Interacting in Meaningful Ways	
Collaborative	
Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topic	SL.9-10.1,6; L.9-10.3,6
Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia	W.9-10.6; WHST.9-10.6; SL.9-10.2; L.9-10.3,6
Productive	
Expressing information and ideas in formal oral presentations on academic topics	SL.9-10.4-6; L.9-10.1,3
Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	W.9-10.1-10; WHST.9-10.1-2,4-10; L.9-10.1-6
Justifying own arguments and evaluating others' arguments in writing	W.9-10.1,8-9; WHST.9-10.1,8-9; L.9-10.1-3,6
Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	W.9-10.4-5; WHST.9-10.4-5; SL.9-10.4,6; L.9-10.1,3,5-6
Learning About How English Works	
Structuring Cohesive Texts	
Understanding cohesion	RI.9-10.5; RH.9-10.5; RST.9-10.5; W.9-10.1-5,10; WHST.9-10.1-2,4-5,10; L.9-10.1,3
Expanding and Enriching Ideas	
Using verbs and verb phrases	W.9-10.5; WHST.9-10.5; SL.9-10.6; L.9-10.1,3-6
Using nouns and noun phrases	W.9-10.5; WHST.9-10.5; SL.9-10.6; L.9-10.1,3-6
Modifying to add details	W.9-10.4-5; WHST.9-10.4-5; SL.9-10.6; L.9-10.1,3-6
Connecting and Condensing Ideas	
Connecting Ideas	W.9-10.1-5; WHST.9-10.1-2,4-5; SL.9-10.4,6; L.9-10.1,3-6

Oroville Union High School District
Course Description

Course Title:	Accelerated ELD 1
Aeries Course #:	922D
CBEDS #:	2110
Course Length:	One Year
Type of Credit(s):	Elective (10 credits)
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Includes Hands-on Lab Activities:	No
Grade Level(s):	9-12
Primary Textbook(s):	<i>English 3D Issues: Course B, Volumes 1 and 2.</i> Houghton Mifflin Harcourt Publishing Company, 2017. ISBN: 9780545822886 (V1), ISBN: 9780545822909 (V2) <i>English 3D Language and Writing Portfolio: Course B, Volumes 1 and 2.</i> Houghton Mifflin Harcourt Publishing Company, 2017. ISBN: 9780545823067 (V1); ISBN: 9780545822930 (V2)
Supplemental Materials:	<i>Academic Vocabulary Toolkit 1 and 2.</i> Heinle/Cengage, 2011. ISBN: 9781133312918 <i>English 3D Issues: Course C.</i> Houghton Mifflin Harcourt Publishing Company, 2017. ISBN: 9780545629737 <i>English 3D Language and Writing Portfolio: Course C.</i> Houghton Mifflin Harcourt Publishing Company, 2017. ISBN: 9780545629751

Six-Way Paragraphs: Middle Level. Jamestown Publishers, 2000.
ISBN: 0844221198

Scholastic Periodicals: *Junior Scholastic*, *ACTION*, *New York Times Upfront*, *SCOPE*

Digital Resources: Listenwise; Quill

Course Overview

This course is designed to further the growth of students entering school with fluency in English as a "Bridging" level but not yet ready to be reclassified as Fluent in English. Students will earn elective credit and receive additional required instruction in their development of fluency through Accelerated ELD 1. This course utilizes informational and literary texts that are relevant to students' lives; these texts gradually increase in text complexity, spanning from 830L to 1270L.

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

Board Approval Date: _____

ELD Standards	CCSS for ELA
Interacting in Meaningful Ways	
Collaborative	
Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topic	SL.9-10.1,6; L.9-10.3,6
Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia	W.9-10.6; WHST.9-10.6; SL.9-10.2; L.9-10.3,6
Productive	
Expressing information and ideas in formal oral presentations on academic topics	SL.9-10.4-6; L.9-10.1,3
Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	W.9-10.1-10; WHST.9-10.1-2,4-10; L.9-10.1-6
Justifying own arguments and evaluating others' arguments in writing	W.9-10.1,8-9; WHST.9-10.1,8-9; L.9-10.1-3,6
Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	W.9-10.4-5; WHST.9-10.4-5; SL.9-10.4,6; L.9-10.1,3,5-6
Learning About How English Works	
Structuring Cohesive Texts	
Understanding cohesion	RI.9-10.5; RH.9-10.5; RST.9-10.5; W.9-10.1-5,10; WHST.9-10.1-2,4-5,10; L.9-10.1,3
Expanding and Enriching Ideas	
Using verbs and verb phrases	W.9-10.5; WHST.9-10.5; SL.9-10.6; L.9-10.1,3-6
Using nouns and noun phrases	W.9-10.5; WHST.9-10.5; SL.9-10.6; L.9-10.1,3-6
Modifying to add details	W.9-10.4-5; WHST.9-10.4-5; SL.9-10.6; L.9-10.1,3-6
Connecting and Condensing Ideas	
Connecting Ideas	W.9-10.1-5; WHST.9-10.1-2,4-5; SL.9-10.4,6; L.9-10.1,3-6

FAMP DISPOSALS May 2022

[illegible]

Date Board Approved _____



Band Boosters



April 16, 2022

OUHSD Board of Trustees
2211 Washington Avenue
Oroville, CA 95966

Dear Board of Trustees:

The Las Plumas Oroville Alliance Band Boosters of Las Plumas High School and Oroville High School is requesting approval to be recognized as a school-connected organization for the 2022/2023 school year.

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

Sincerely,

Dana Lamb
President
LPO Band Boosters, Inc.



STATE FARM GENERAL INSURANCE COMPANY
A STOCK COMPANY WITH HOME OFFICES IN BLOOMINGTON, ILLINOIS

Po Box 853925
Richardson, TX 75085-3925

Named Insured

AT2 M-12-2680-FA96 F N
000882 3125
LAS PLUMAS OROVILLE ALLIANCE
BAND BOOSTER
PO BOX 1455
OROVILLE CA 95965-1455



RENEWAL DECLARATIONS

Policy Number	90-B8-N651-4	
Policy Period	Effective Date	Expiration Date
12 Months	NOV 14 2021	NOV 14 2022
The policy period begins and ends at 12:01 am standard time at the premises location.		

Agent and Mailing Address
JIM HOLLINGSWORTH
1970 MITCHELL AVE
OROVILLE CA 95966-5393
PHONE: (530) 533-3907

Businessowners Policy

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

Entity: NON PROFIT

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

POLICY PREMIUM \$ 500.00
Minimum Premium

Discounts Applied:
Renewal Year
Years in Business
Claim Record

Prepared
SEP 01 2021
CMP-4000

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530-686 a.2 05-31-2011 (a1)32



RENEWAL DECLARATIONS (CONTINUED)

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

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

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

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

Prepared
SEP 01 2021
CMP-4000

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Page 3 of 7



RENEWAL DECLARATIONS (CONTINUED)

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

Coverage M - Medical Expenses (Any One Person)	\$5,000
Damage To Premises Rented To You	\$300,000
AGGREGATE LIMITS	LIMIT OF INSURANCE
Products/Completed Operations Aggregate	\$4,000,000
General Aggregate	\$4,000,000

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

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

FORMS AND ENDORSEMENTS

CMP-4101	Businessowners Coverage Form
FE-6999.3	*Terrorism Insurance Cov Notice
CMP-4804	Addl Insd Club Members
CMP-4709	Money and Securities
CMP-4705.2	Loss of Income & Extra Expense
CMP-4260.1	Amendatory Endorsement-CA
CMP-4261	Amendatory Endorsement
FD-6007	Inland Marine Attach Dec
	* New Form Attached

SCHEDULE OF ADDITIONAL INTERESTS

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

OROVILLE UNION HIGH SCHOOL
 DISTRICT
 2311 WASHINGTON AVE
 OROVILLE CA 95966

Prepared
 SEP 01 2021
 CMP-4000

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ADDRESS SERVICE REQUESTED

>000075 8354996 0001 93528 10Z 19

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

Service With Solutions


Speak with a Banker: 1-800-922-8742



Automated Phone Banking: 1-844-822-2447



Online Banking: TriCountiesBank.com



Home Equity Lines of Credit

Historic low rates. Historically better service.

Apply online at TriCountiesBank.com/heloc-apply,
contact your local branch, or call 1-800-982-2660.



EQUAL HOUSING
LENDER NMLS #458732

Member FDIC



Overall Balance Summary

Account Type	Account Number	Ending Balance
Not for Profit Business Chkg	191047254	\$2,912.56

Not for Profit Business Chkg-191047254

Account Summary

Date	Description	Amount
03/01/2022	Beginning Balance	\$2,912.56
	0 Credit(s) This Period	\$0.00
	0 Debit(s) This Period	\$0.00
03/29/2022	Ending Balance	\$2,912.56



Las Plumas Parent Teacher Student Association (PTSA)

4/20/22

OUHSD Board of Trustees
2211 Washington Avenue
Oroville, CA 95966

Dear Board of Trustees:

The PTSA of Las Plumas High School is requesting approval to be recognized as a school-connected organization for the 2022/2023 school year.

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

Sincerely,



Elizabeth Madison
2021-2022 PTSA President
530-301-0430
mathiaselizabeth@hotmail.com

MEMBER CERTIFICATE OF INSURANCE

2/4/22

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

Insured #: CAUNIT181865

NAMED INSURED MEMBER:

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

Named Insured & Mailing Address

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

PRODUCER NAME

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

Company / Coverage	Policy #	Effective Dates	Deductible	Limits of Insurance	
Gotham Insurance Company / General Liability for CA PTA	GL2022PTA04147	1/5/22 - 1/5/23	\$ 0	Each Occurrence	\$1,000,000
				General Aggregate	\$2,000,000
				Products - Comp/Ops	\$2,000,000
				Personal & Advertising Injury	\$1,000,000
				Fire Damage (any one fire)	\$1,000,000
				Abuse & Molestation	\$1,000,000
				Hired & Non Owned Auto	\$1,000,000
				Extended Medical Payments	\$20,000
Gotham Insurance Company / Directors & Officers for CA PTA	DO2022PTA04034	1/5/22 - 1/5/23	\$ 0	Employee Benefits Liability	\$1,000,000
				Aggregate	\$1,000,000
Oak River Insurance Company / Workers Compensation for CA PTA	CAWC350707	1/5/22 - 1/5/23	\$ 0	Each Accident	\$1,000,000
				Each Employee	\$1,000,000
				Policy Limit	\$1,000,000

Oroville Union High School District is added as an additional insured on the General Liability policy only.
Event: LPHS Safe Grad Event 2022
Date/Time: 6/2/22 9 am - 6/3/22 9 am

Certificate Holder:

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

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

AUTHORIZED REPRESENTATIVE



Mechanics Bank®

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

RETURN SERVICE REQUESTED

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

Statement Ending 03/31/2022

Page 1 of 4

Managing Your Accounts



Client Services 800.797.6324



Online www.mechanicsbank.com



Mobile Download Our Mobile Apps

LIMITED TIME OFFER¹

2.99%
APR²

Prime + 1%, years 2-5²

EQUIPMENT FINANCING

Great rates for the equipment you need

Learn more at www.MechanicsBank.com/GetEquipment



1) Offer is effective as of 10/1/2021 and is subject to change or cancellation without notice. See banker for details. 2) First year interest rate will have a promo of 2.99%, Years 2 – 5 will have an interest rate at Prime + 1% fixed at signing. As of 10/8/21, the Prime Rate is 3.25%. Pricing subject to change. Prepayment penalty in the first 2 years. Prime Rate is defined as "the Prime Rate as published daily in the Money Rates section of the Wall Street Journal." Offer is for new 5-year term loan up to \$250,000 on new equipment only and does not apply to the refinance of existing loans.

Summary of Accounts

Account Type	Account Number	Ending Balance
PREFERRED BUSINESS CHECKING	XXXXXXXX9594	\$23,632.47

PREFERRED BUSINESS CHECKING-XXXXXXXX9594

Account Summary

Date	Description	Amount
03/01/2022	Beginning Balance	\$23,407.92
	6 Credit(s) This Period	\$8,212.67
	8 Debit(s) This Period	\$7,988.12
03/31/2022	Ending Balance	\$23,632.47

Deposits

Date	Description	Amount
03/01/2022	DEPOSIT	\$1,804.50
03/10/2022	DEPOSIT	\$1,000.00
03/25/2022	DEPOSIT	\$650.00

Electronic Credits

Date	Description	Amount
03/01/2022	AmazonSmil AMZNTU5OR5VT payments.amazon.com ID#657DQZ92XTF9ARL	\$14.32
03/04/2022	VENMO CASHOUT 1018794724882	\$1,843.85
03/04/2022	VENMO CASHOUT 1018794712873	\$2,900.00



**PREFERRED BUSINESS CHECKING-XXXXXXXXX9594 (continued)****Other Debits**

Date	Description	Amount
03/01/2022	Charge Back Item Check 7333886	\$200.00
03/01/2022	DEPOSITED CHECK RETURNED UNPAID CHARGE	\$12.00

Checks Cleared

Check Nbr	Date	Amount	Check Nbr	Date	Amount	Check Nbr	Date	Amount
1574	03/14/2022	\$50.00	1577	03/03/2022	\$595.40	1579	03/10/2022	\$152.00
1576*	03/14/2022	\$222.25	1578	03/03/2022	\$6,148.47	1580	03/10/2022	\$608.00

* Indicates skipped check number

Daily Balances

Date	Amount	Date	Amount	Date	Amount
03/01/2022	\$25,014.74	03/04/2022	\$23,014.72	03/14/2022	\$22,982.47
03/03/2022	\$18,270.87	03/10/2022	\$23,254.72	03/25/2022	\$23,632.47

Overdraft and Returned Item Fees

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



Oroville High School

April 8, 2022

OUHSD Board of Trustees
2211 Washington Avenue
Oroville, CA 95966

Dear Board of Trustees:

The PTSA of Oroville High School is requesting approval to be recognized as a school-connected organization for the 2022/2023 school year.

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

Sincerely,

Amanda Sharp
President



ASSOCIATION INSURANCE
MANAGEMENT INC

2/17/2022

MEMBER CERTIFICATE OF INSURANCE

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

Insured Number: CAUNIT181868

NAMED INSURED MEMBER:

Oroville High PTSA
or Current Officer
1535 Bridge Street
Oroville, CA 95966

Named Insured & Mailing Address

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

PRODUCER NAME

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

Coverage	Policy #	Effective Dates	Deductible	Limits of Insurance	
Commercial General Liability Gotham Insurance Company	GL2022PTA04148	1/5/2022-1/5/2023	\$0	Each Occurrence	\$1,000,000
				General Aggregate	\$2,000,000
				Products – Comp/Ops	\$2,000,000
				Personal & Advertising Injury	\$1,000,000
				Fire Damage (any one fire)	\$1,000,000
				Sexual Molestation	\$1,000,000
				Hired & Non Owned Auto	\$1,000,000
				Extended Med Payments	\$20,000
Directors & Officers Liability Gotham Insurance Company Retro-active Effective Date: 1/5/2017	DO2022PTA04035	1/5/2022-1/5/2023	\$0	General Aggregate	\$1,000,000
Workers Compensation Oak River Insurance Company	CAWC350707	1/5/2022-1/5/2023	\$0	Each Accident	\$1,000,000
				Each Employee	\$1,000,000
				Policy Limit	\$1,000,000

Certificate Holder:

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

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

AUTHORIZED REPRESENTATIVE



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

February 15, 2022 through March 14, 2022
Account Number: **000001923205470**

00024433 DRE 703 219 07422 NNNNNNNNNN 1 000000000 10 0000
OROVILLE HIGH SCHOOL P T S A
1535 BRIDGE ST
OROVILLE CA 95966

CUSTOMER SERVICE INFORMATION

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



CHECKING SUMMARY

Chase Total Checking

	AMOUNT
Beginning Balance	\$3,804.85
Deposits and Additions	5,529.50
Checks Paid	-355.50
Ending Balance	\$8,978.85

CHECKS PAID

CHECK NUMBER	DATE PAID	AMOUNT
698 ^	02/16	\$283.00
700 * ^	02/16	72.50
Total Checks Paid		\$355.50

If you see a check description in the Transaction Detail section, it means your check has already been converted for electronic payment. Because of this, we're not able to return the check to you or show you an image on Chase.com.

* All of your recent checks may not be on this statement, either because they haven't cleared yet or they were listed on one of your previous statements.

^ An image of this check may be available for you to view on Chase.com.

TRANSACTION DETAIL

DATE	DESCRIPTION	AMOUNT	BALANCE
	Beginning Balance		\$3,804.85
02/16	Check # 698	-283.00	3,521.85
02/16	Check # 700	-72.50	3,449.35
03/02	Amznvm48Lwib Amazonsmil 53Vjsawm51Wd80C CCD ID: 9215319235	13.60	3,462.95
03/04	Deposit 1074383756	1,415.90	4,878.85
03/11	Deposit 1169562828	4,100.00	8,978.85
	Ending Balance		\$8,978.85



February 15, 2022 through March 14, 2022

Account Number: **000001923205470**

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

- **Have electronic deposits made into this account totaling \$500.00 or more, such as payments from payroll providers or government benefit providers, by using (i) the ACH network, (ii) the Real Time Payment network, or (iii) third party services that facilitate payments to your debit card using the Visa or Mastercard network.**
(Your total electronic deposits this period were \$13.60. Note: some deposits may be listed on your previous statement)
- **QB, keep a balance at the beginning of each day of \$1,500.00 or more in this account.**
(Your balance at the beginning of each day was \$3,449.35)
- **QB, keep an average beginning day balance of \$5,000.00 or more in qualifying linked deposits and investments.**
(Your average beginning day balance of qualifying linked deposits and investments was \$4,425.53)

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC FUNDS TRANSFERS: Call us at 1-866-564-2262 or write us at the address on the front of this statement (non-personal accounts contact Customer Service) immediately if you think your statement or receipt is incorrect or if you need more information about a transfer listed on the statement or receipt.
For personal accounts only: We must hear from you no later than 60 days after we sent you the FIRST statement on which the problem or error appeared. Be prepared to give us the following information:

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

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

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



JPMorgan Chase Bank, N.A. Member FDIC

O.A.S.I.S.
PO BOX 5662
OROVILLE, CA 95966

April 11, 2022

OUHSD Board of Trustees
2211 Washington Avenue
Oroville, CA 95966

Dear Board of Trustees

The O.A.S.I.S. is requesting approval to be recognized as a school-connected organization for the 2021-2022 school year.

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

Sincerely, 



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

3824 TRN S Y ST01



000072137 01 AB 0.461 000638174215409 P Y
OROVILLE AREA SPORTS INITIATIVE
SUPPORTERS
PO BOX 5862
OROVILLE CA 95966-0862

Business Statement

Account Number:

1 534 6515 4109

Statement Period:

Apr 1, 2022

through

Apr 29, 2022

Page 1 of 2



To Contact U.S. Bank

24-Hour Business

Solutions:

1-800-673-3555

U.S. Bank accepts Relay Calls

Internet:

usbank.com

INFORMATION YOU SHOULD KNOW

Effective May 26, 2022 the "Your Deposit Account Agreement" disclosure will include update(s) and may affect your rights.

Primary update:

- Updates to Unauthorized Transactions and Lost or Stolen Cards section

Beginning May 26, 2022, a copy of the "Your Deposit Account Agreement" disclosure will be available at your local U.S. Bank branch, online at usbank.com, or by calling 800-673-3555.

If you have any questions, you can call us at 800-673-3555. Our business bankers are here to help 8 a.m. to 8 p.m. CT Monday through Friday and 8 a.m. to 6:30 p.m. CT on Saturday. We accept relay calls. Our bankers are also available to help at your local branch via appointment.

SILVER BUSINESS CHECKING

U.S. Bank National Association

Member FDIC

Account Number 1-534-6515-4109

Account Summary

	# Items		
Beginning Balance on Apr 1		\$	2,690.44
Other Withdrawals	1		5.00-
Ending Balance on Apr 30, 2022		\$	2,685.44

Other Withdrawals

Date	Description of Transaction	Ref Number	Amount
Apr 14	Analysis Service Charge	1400000000	\$ 5.00-
Total Other Withdrawals			\$ 5.00-

Balance Summary

Date	Ending Balance
Apr 14	2,685.44

Balances only appear for days reflecting change.

ANALYSIS SERVICE CHARGE DETAIL

Account Analysis Activity for: March 2022

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

¹ Financial institutions are required by the State of Iowa to charge sales taxes on certain service charges related to checking accounts. Any assessed tax has been itemized on your statement.

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

Service	Volume	Avg Unit Price	Total Charge
Depository Services			
Combined Transactions/Items	1		No Charge
Truncated Paper Stmt	1	5.00000	5.00



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

Business Statement

Account Number:

1 534 6515 4109

Statement Period:

Apr 1, 2022

through

Apr 29, 2022

Page 2 of 2



ANALYSIS SERVICE CHARGE DETAIL

(CONTINUED)

Service Activity Detail for Account Number 1-534-6515-4109 (continued)

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

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

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

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

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/Y.YYY)	LIMITS
A	COMMERCIAL GENERAL LIABILITY	X		57 SBM ZF5770	03/14/2022	03/14/2023	EACH OCCURRENCE \$1,000,000
	☐ CLAIMS-MADE ☒ OCCUR ☒ General Liability						DAMAGE TO RENTED PREMISES (Ea occurrence) \$1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER: ☐ POLICY ☐ PRO-JECT ☒ LOC OTHER:						MED EXP (Any one person) \$10,000
							PERSONAL & ADV INJURY \$1,000,000
							GENERAL AGGREGATE \$2,000,000
							PRODUCTS - COMP/OP AGG \$2,000,000
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)
	☐ ANY AUTO ☐ ALL OWNED AUTOS ☐ HIRED AUTOS ☐ SCHEDULED AUTOS ☐ NON-OWNED AUTOS						BODILY INJURY (Per person)
							BODILY INJURY (Per accident)
							PROPERTY DAMAGE (Per accident)
	UMBRELLA LIAB EXCESS LIAB						EACH OCCURRENCE
	☐ OCCUR ☐ CLAIMS-MADE ☐ RETENTION \$						AGGREGATE
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						PER STATUTE
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A				OTH-ER
							E.L. EACH ACCIDENT
							E.L. DISEASE -EA EMPLOYEE
							E.L. DISEASE -POLICY LIMIT

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

Those usual to the Insured's Operations.

CERTIFICATE HOLDER

Oroville Union High School District
2211 WASHINGTON AVE
OROVILLE CA 95966

CANCELLATION

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

AUTHORIZED REPRESENTATIVE

Swann L. Castaneda

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Oroville Union High School District
Request for Board Approval to Participate in a "High Risk" Activity

Activity: Senior Class Trip to Cal Skate
Date(s): Tues May 24, 2022 Hours: 4.5 hrs 9:15 to 1:45
Location(s): Cal Skate Fun land Chico
Individuals Responsible for Supervision: Rebecca Howard & Kaylie Hull
Cell Phone # for the Above Individuals: 530-403-9314
Additional Chaperones: _____

List of Students Attending Activity (attach list if additional space is needed):
Seniors who helped with our fundraiser.
Class of 2022 Las Plumas High

Liability and property insurance can be purchased for special events through companies like insurevents.com.
Has special event insurance been purchased? ☐ Yes ☒ No If yes, please attach a copy of the policy.

Provide details of any measures taken to reduce the risk of incurring a loss: _____

High Risk Categories

The following activity/activities are considered "High Risk" Activities by the Butte Schools Self-Funded Programs (Policy 5.9). For any claims arising out of the specified activity/activities, the District will incur a \$5,000 deductible.

- | | | |
|---|--|--|
| ☐ Snow/ski trip | ☐ Scuba diving trips | ☐ Any water activity* |
| ☐ Bicycle activities/trips | ☐ Out-of-country trips | ☐ Indoor/outdoor floor hockey |
| ☐ Kickboxing, martial arts | ☐ Bonfires | ☐ Bounce houses/inflatable structures |
| ☐ Overnight trips (chaperones not fingerprinted) | ☒ Skateboard/rollerblade or similar item | ☐ Outdoor rock climbing, spelunking or rappelling (no contract for Ropes or similar course) |

***You must complete the second page.**

Requestor's signature: Rebecca Howard
Principal's signature: [Signature]
Asst. Superintendent's/CBO signature: [Signature]

Date: 5/3/22
Date: 5/3/22
Date: 5/5/22

Date of Board approval: _____

Forms are due to the Superintendent's office no later than the first working day of the month in which the activity occurs.

First Reading of BP's and AR's

BP/AR 6158 (Independent Study)

Policy updated to reflect NEW LAW (AB 167, 2021) which relaxes certain independent study (IS) requirements with respect to any student who is unable to attend in-person instruction due to a quarantine or school closure during the 2021-22 school year and to incorporate California Department of Education program clarifications, including that a district is permitted to (1) require students who cannot participate in classroom-based instruction during the school year due to quarantine or school closure because of infection with or exposure to COVID-19 to participate in IS, (2) claim apportionment credit for such students' participation in IS for fewer than the minimum three consecutive days generally required for IS, and (3) obtain a signed written agreement from each participating student not later than 30 days after IS begins, rather than before a student may participate in IS. Administrative Regulation 6158 - Independent Study Regulation updated to reflect NEW LAW (AB 167, 2021) which permits districts to offer Independent Study (IS) to students who are unable to attend in-person instruction due to a quarantine pursuant to local or state public health guidance because of exposure to or infection with COVID-19. Regulation also revised to clarify that a student must be enrolled in school in order to participate in IS.

Instruction

Independent Study

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

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

Except for students who, during the 2021-2022 school year, cannot participate in classroom-based instruction due to quarantine or school closure for exposure to or infection with COVID-19, student participation in independent study shall be voluntary. (Education Code 51747, 51749.5, 51749.6)

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

With the exception of students who, during the 2021-2022 school year, cannot participate in classroom-based instruction due to a quarantine or school closure for exposure to or infection with COVID-19, the minimum period of time for any independent study option shall be three consecutive school days. (Education Code 51747)

General Independent Study Requirements

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

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

The minimum instructional minutes for students participating in independent study shall be the same as required for their peers at the school who are receiving in-person instruction, except as otherwise permitted by law. (Education Code 46100)

Independent Study (Cont.)

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

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

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning of required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

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

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

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students participating in an independent study program for 15 school days or more who: (Education Code 51747)

Independent Study (Cont.)

1. Are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of the district's approved instructional calendar
2. Are found to be not participatory pursuant to Section 51747.5 for more than the greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span
3. Are in violation of their written agreement

Tiered reengagement strategies procedures used in district independent study programs shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

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

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

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

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

Upon the request of the parent/guardian of a student, and before signing a written agreement as described below in the section "Master Agreement," the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, and, if requested, their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Independent Study (Cont.)

Master Agreement

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

However, for the 2021-22 school year only, the district shall obtain a signed written agreement from each student participating in an independent study program for any length of time, no later than 30 days after the first day of instruction in the independent study program.

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

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

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate

Independent Study (Cont.)

For the 2021-22 school year, this statement shall not be required for a student's participation in independent study if the student is unable to attend in-person instruction because of a quarantine or school closure mandated by a local or state health order or guidance due to the student's exposure to or infection with COVID-19.

9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction
10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student, no later than 30 days after the first day of instruction in the independent study program or October 15, whichever date comes later.

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

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

Student-Parent-Educator Conferences

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

Records

The Superintendent or designee shall ensure that records are maintained for audit purposes.

These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education

Independent Study (Cont.)

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

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

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

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

Program Evaluation

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

State	Description
5 CCR 11700-11705	Independent study
Ed. Code 17289	Exemption for facilities
Ed. Code 41020	Requirement for annual audit
Ed. Code 41422	Apportionment credit for student inability to attend in-person or school closure due to COVID-19
Ed. Code 41976.2	Independent study programs; adult education funding

Independent Study (Cont.)

Ed. Code 42238	Revenue limits
Ed. Code 42238.05	Local control funding formula; average daily attendance
Ed. Code 44865	Qualifications for home teachers
Ed. Code 46100	Length of school day
Ed. Code 46200-46208	Incentives for longer instructional day and year
Ed. Code 46300-46307.1	Methods of computing average daily attendance
Ed. Code 46390-46393	Emergency average daily attendance
Ed. Code 46600	Inter-district attendance computation
Ed. Code 47612-47612.1	Charter School Operation
Ed. Code 47612.5	Charter schools operations, general requirements
Ed. Code 48204	Residency requirements for school attendance
Ed. Code 48206.3	Home or hospital instruction; students with temporary disabilities
Ed. Code 48220	Classes of children exempted
Ed. Code 48340	Improvement of pupil attendance
Ed. Code 48915	Expulsion; particular circumstances
Ed. Code 48916.1	Educational program requirements for expelled students
Ed. Code 48917	Suspension of expulsion order
Ed. Code 49011	Student fees
Ed. Code 51225.3	High school graduation
Ed. Code 51745-51749.6	Independent study programs
Ed. Code 52060	Local Control and Accountability Plan
Ed. Code 52522	Adult education alternative instructional delivery
Ed. Code 52523	Adult education as supplement to high school curriculum; criteria
Ed. Code 56026	Individual with exceptional needs
Ed. Code 58500-58512	Alternative schools and programs of choice
Fam. Code 6550-6552	Caregivers

Federal

Description

20 USC 6301	Highly qualified teachers
20 USC 6311	State plan

Adopted: 1/23/80

Amended: 7/3/91, 3/17/95, 1/16/02, 1/19/05, 9/5/07, 11/7/12, 3/21/18, 8/5/21

Instruction

Independent Study

Definitions

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

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

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

Educational Opportunities

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

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

1. Special assignments extending the content of regular courses of instruction
2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
4. Continuing and special study during travel
5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement
6. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction or for a student who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance

Independent Study (Cont.)

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

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

Equivalency

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

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

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

Eligibility for Independent Study

To participate in independent study, a student shall be enrolled in a district school. (Education Code 51748)

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

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

Independent Study (Cont.)

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

With the exception of students who, during the 2021-2022 school year, cannot participate in classroom-based instruction due to a COVID-19 quarantine or school closure, a temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51747)

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

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

Monitoring Student Progress

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

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

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

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

Responsibilities of Independent Study Administrator

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

Independent Study (Cont.)

1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
2. Approving or denying the participation of students requesting independent study
3. Facilitating the completion of written independent study agreements
4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

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

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

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

1. Completing designated portions of the written independent study agreement and signing the agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records for Audit Purpose" in the accompanying Board policy
5. Providing direct instruction and counsel as necessary for individual student success
6. Regularly meeting with the student to discuss the student's progress
7. Determining the time value of assigned work or work products completed and submitted by the student

Independent Study (Cont.)

8. Assessing student work and assigning grades or other approved measures of achievement
9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program

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

State	Description
5 CCR 11700-11705	Independent study
Ed. Code 17289	Exemption for facilities
Ed. Code 41020	Requirement for annual audit
Ed. Code 41422	Apportionment credit for student inability to attend in-person or school closure due to COVID-19
Ed. Code 41976.2	Independent study programs; adult education funding
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Ed. Code 46390-46393	Emergency average daily attendance
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Ed. Code 48220	Classes of children exempted
Ed. Code 48340	Improvement of pupil attendance
Ed. Code 48915	Expulsion; particular circumstances
Ed. Code 48916.1	Educational program requirements for expelled students
Ed. Code 48917	Suspension of expulsion order
Ed. Code 49011	Student fees
Ed. Code 51225.3	High school graduation
Ed. Code 51745-51749.6	Independent study programs
Ed. Code 52060	Local Control and Accountability Plan
Ed. Code 52522	Adult education alternative instructional delivery
Ed. Code 52523	Adult education as supplement to high school curriculum; criteria
Ed. Code 56026	Individual with exceptional needs
Ed. Code 58500-58512	Alternative schools and programs of choice
Fam. Code 6550-6552	Caregivers
Federal	Description
20 USC 6301	Highly qualified teachers
20 USC 6311	State plan

Approved: 1/23/80

Amended: 3/3/04, 1/19/05, 9/5/07, 11/7/12, 3/21/18, 8/5/21



To: Oroville Union High School District Board of Trustees
From: Dr. Corey Willenberg, Superintendent
Date: April 26, 2022
Subject: Transportation MOU with Feather River Chapter #342

During the 2021-2022 school year, Oroville City Elementary School District requested that the Oroville Union High School District transport their special education students beginning July 1, 2022.

OCESD transportation employees will become OUHSD employees effective July 1, 2022. The attached MOU was agreed upon by OUHSD and Feather River Chapter #342 to facilitate the transfer of the OCESD transportation employees and to define each employee's rights with their new employer.

An attorney is currently working on an agreement between OUHSD and OCESD for the transfer of assets and the contract for transportation services.

Memorandum of Understanding
Between the
Oroville Union High School District (OUHSD)
And the
California School Employees Association and its Feather River Chapter #342 (CSEA)
April 4, 2022

The Oroville Union High School District ("OUHSD") and the California School Employees Association and its Feather River Chapter #342 ("CSEA") met and negotiated regarding the effects of OUHSD's assumption of transportation services for Special Education students from the Oroville City Elementary School District ("OCESD"). As a result of these negotiations, the parties agree as follows:

1. The current classified transportation drivers ("drivers") employed by OCESD for its Special Education transportation services who accept employment offers with OUHSD will become part of the bargaining unit in OUHSD represented by CSEA effective July 1, 2022 and covered by the terms of the collective bargaining agreement between OUHSD and CSEA upon commencement of their employment with OUHSD.
2. It is understood that OUHSD is only acquiring the transportation services from OCESD. To the extent current OCESD drivers also have other classified positions within OCESD, OUHSD has no obligation to provide commensurate employment or hours or seniority in classifications other than in transportation (bus driver or courier). It may, however, at its sole discretion, offer additional employment hours in non-transportation job classifications based on OUHSD's available vacancies and need. Employees may accept or decline those additional assignments.
3. The drivers will maintain their current respective OCESD hire dates as drivers when they become employees of the OUHSD and will be placed on the OUHSD/CSEA seniority list accordingly. Should any employee also accept employment in a different job classification, the employee's seniority date for that classification shall be the initial date of employment with OUHSD in that job classification.
4. Salary schedule placement, step increases, longevity increments and qualification for retiree benefits shall be granted in accordance with OUHSD-CSEA Collective Bargaining Agreement.
5. To be eligible for OUHSD's CSEA-contracted retirement benefits, the employee's years of service in OCESD will be combined with years of service in OUHSD to meet the ten (10) years' service requirement. In all other respects, the employee must meet the requirements in the CSEA-District collective bargaining agreement in effect at the time of the employee's retirement.

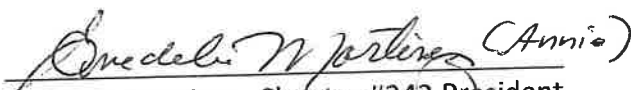
6. Employee health benefits under the OUHSD health benefits plan begins the beginning of the month following the employee's first month of employment with OUHSD. OCESD has agreed to continue the employees' health benefits under its plan until the employees are eligible to be included in OUHSD's health benefits plan.
7. The specific information (name, OCESD job title, hours, hire date and pay; and OUHSD job title, hours, salary schedule placement and job title) for each of the seven OCESD employees affected by this Memorandum is attached as Appendix "A" and incorporated herein.

AGREED:



Dr. Corey Willenberg, Superintendent

Date: 4.20.22



Enedelia Martinez, Chapter #342 President

Date: 4/22/22

OROVILLE UNION HIGH SCHOOL DISTRICT

**RESOLUTION NO. 19-21/22 (May 18, 2022, Regular Meeting)
A RESOLUTION OF THE GOVERNING BOARD OF THE
OROVILLE UNION HIGH SCHOOL DISTRICT
INCREASING SCHOOL FACILITIES FEES AS AUTHORIZED BY
GOVERNMENT CODE SECTION 65995 (b) 3**

WHEREAS, Statute AB 2926 (Chapter 887/Statutes of 1986) authorizes the governing board of any school district to levy a fee, charge, dedication or other form of requirement against any development project for the reconstruction of school facilities; and,

WHEREAS, Government Code Section 65995 establishes a maximum amount of fee that may be charged against such development projects and authorizes the maximum amount set forth in said section to be adjusted for inflation every two years as set forth in the state-wide cost index for Class B construction as determined by the State Allocation Board at its January meeting; and,

WHEREAS, at its February 23, 2022, meeting, the State Allocation Board approved the maximum fee authorized by Education Code Section 17620 to \$4.79 per square foot of residential construction described in Government Code Section 65995(b)(1) and \$0.78 per square foot against commercial and industrial construction described in Government Code Section 65995(b)(2); and,

WHEREAS, the purpose of this Resolution is to approve and adopt fees on residential projects in the amount of up to \$4.79 per square foot as authorized by Education Code Section 17620; and,

WHEREAS, the purpose of this Resolution is to approve and adopt fees on commercial and industrial development projects in the amount of up to \$0.78 per square foot as described in Government Code Section 65995(b)(2). The mini-storage category of commercial/industrial justification has less impact than the statutory \$0.78 per square foot commercial/industrial justification and should be collected at the justified rate of \$0.03 per square foot.

NOW, THEREFORE, BE IT HEREBY RESOLVED by the Governing Board of the Oroville Union High School District as follows:

1. Procedure. This Board hereby finds that prior to the adoption of this Resolution, the Board conducted a public hearing at which oral and written presentations were made, as part of the Board's regularly scheduled May 18, 2022, meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered, has been published twice in a newspaper in accordance with Government Code Section 66016, and a notice, including a statement that the data required by Government Code Section 66016 was available, was mailed at least 30 days prior to the meeting to any interested party who had filed a written request with the District for mailed notice of the meeting on new fees or service charges within the period specified by law. Additionally, at least 30 days prior to the meeting, the District made available to the public, data indicating the amount of the cost, or estimated cost, required to provide the service for which the fee or service charge is to be adjusted pursuant to this Resolution, and the revenue sources anticipated to provide this service. By way of such public meeting, the Board received oral and written presentations by District staff which are summarized and contained in the District's Developer Fee Implementation Study dated March 22, 2022, (hereinafter referred to as the "Plan") and which formed the basis for the action taken pursuant to this Resolution.

2. Findings. The Board has reviewed the Plan as it relates to proposed and potential development, the resulting school facilities needs, the cost thereof, and the available sources of revenue including the fees provided by this Resolution, and based thereon and upon all other written and oral presentations to the Board, hereby makes the following findings:

- A. Additional development projects within the District, whether new residential construction or residential reconstruction involving increases in assessable area greater than 500 square feet, or new commercial or industrial construction will increase the need for reconstruction of school facilities.
- B. Without reconstruction of present school facilities, any further residential development projects or commercial or industrial development projects within the District will result in a significant decrease in the quality of education presently offered by the District;
- C. The fees proposed in the Plan and the fees implemented pursuant to this Resolution are for the purposes of providing adequate school facilities to maintain the quality of education offered by the District;
- D. The fees proposed in the Plan and implemented pursuant to this Resolution will be used for the reconstruction of school facilities as identified in the Plan;
- E. The uses of the fees proposed in the Plan and implemented pursuant to this Resolution are reasonably related to the types of development projects on which the fees are imposed;
- F. The fees proposed in the Plan and implemented pursuant to this Resolution bear a reasonable relationship to the need for reconstructed school facilities created by the types of development projects on which the fees are imposed;
- G. The fees proposed in the Plan and implemented pursuant to this Resolution do not exceed the estimated amount required to provide funding for the reconstruction of school facilities for which the fees are levied; and in making this finding, the Board declares that it has considered the availability of revenue sources anticipated to provide such facilities, including general fund revenues;
- H. The fees imposed on commercial or industrial development bear a reasonable relationship and are limited to the needs of the community for schools and are reasonably related and limited to the need for reconstructed school facilities caused by the development;
- I. The fees will be collected for school facilities for which an account has been established and funds appropriated and for which the district has adopted a reconstruction schedule and/or to reimburse the District for expenditures previously made.

3. Fee. Based upon the foregoing findings, the Board hereby increases the previously levied fee to the amount of up to \$4.79 per square foot for assessable space for new residential construction and for residential reconstruction to the extent of the resulting increase in assessable areas; and to the amount of up to \$0.78 per square foot for new commercial or industrial construction. The mini-storage category of commercial/industrial justification has less impact than the statutory \$0.03 per square foot commercial/industrial justification and should be collected at the justified rate of \$0.78 per square foot.

4. Fee Adjustments and Limitation. The fees adjusted herewith shall be subject to the following:

- A. The amount of the District's fees as authorized by Education Code Section 17620 shall be reviewed every two years to determine if a fee increase according to the adjustment for inflation set forth in the statewide cost index for Class B construction as determined by the State Allocation Board is justified.
- B. Any development project for which a final map was approved and construction had commenced on or before September 1, 1986, is subject only to the fee, charge, dedication or other form of requirement in existence on that date and applicable to the project.
- C. The term "development project" as used herein is as defined by Section 65928 of the Government Code.
5. Additional Mitigation Methods. The policies set forth in this Resolution are not exclusive and the Board reserves the authority to undertake other or additional methods to finance school facilities including but not limited to the Mello-Roos Community Facilities Act of 1982 (Government Code Section 53311, et seq.) and such other funding mechanisms. This Board reserves the authority to substitute the dedication of land or other property or other form of requirement in lieu of the fees levied by way of this Resolution at its discretion, so long as the reasonable value of land to be dedicated does not exceed the maximum fee amounts contained herein or modified pursuant hereto.
6. Implementation. For residential, commercial or industrial projects within the District, the Superintendent, or the Superintendent's designee, is authorized to issue Certificates of Compliance upon the payment of any fee levied under the authority of this Resolution.
7. California Environmental Quality Act. The Board hereby finds that the implementation of Developer Fees is exempt from the California Environmental Quality Act (CEQA).
8. Commencement Date. The effective date of this Resolution shall be July 17, which is 60 days following its adoption by the Board.
9. Notification of Local Agencies. The Secretary of the Board is hereby directed to forward copies of this Resolution and a Map of the District to the Planning Commission and Board of Supervisors of Butte County and to the Planning Commission and City Council of the City of Oroville.
10. Severability. If any portion of this Resolution is found by a Court of competent jurisdiction to be invalid, such finding shall not affect the validity of the remaining portions of this Resolution. The Board hereby declares its intent to adopt this Resolution irrespective of the fact that one or more of its provisions may be declared invalid subsequent hereto.

APPROVED, PASSED and ADOPTED by the Governing Board of the Oroville Union High School District this 18th day of May, 2022, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

President, Governing Board
Oroville Union High School District

ATTEST:

Secretary, Governing Board
Oroville Union High School District



Level I Developer Fee Study
for
Oroville
Union High School District

March 22, 2022

Corey Willenberg, EdD., Superintendent

Board of Trustees

Mr. Scott Damon
Mrs. Amber England
Mrs. Bonnie King
Mr. Ray Sehorn
Mrs. Nannette Walker

Prepared by:

Jack Schreder & Associates, Inc.



2230 K Street
Sacramento, CA 95816
916-441-0986

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EXECUTIVE SUMMARY

- Education Code Section 17620 authorizes school districts to levy a fee, charge, dedication or other form of requirement against any development project for the construction or modernization of school facilities, provided the District can show justification for levying of fees.
- In February 2022, the State Allocation Board's biennial inflation adjustment changed the fee to \$4.79 per square foot for residential construction and \$0.78 per square foot for commercial/industrial construction.
- The Oroville Union High School District shares developer fees with its feeder districts. The High School District collects 40 percent of the Level I Fee while the feeders collect 60 percent of the Level I Fee.
- The Oroville Union High School District is justified in collecting \$1.92 (40 percent of \$4.79) per square foot of residential construction and \$0.31 (40 percent of \$0.78) per square foot of commercial/industrial construction, with the exception of mini storage. The mini storage category of construction should be collected at a rate of \$0.03 per square foot.
- In general, it is fiscally more prudent to extend the useful life of an existing facility than to construct new facilities when possible. The cost to modernize facilities is approximately 42.2 percent of the cost to construct new facilities.
- The residential justification is based on the Oroville Union High School District's projected modernization need of \$24,605,340 for students generated from residential development over the next 25 years and the projected residential square footage of 5,913,500.
- Based on the modernization need for students generated from projected residential development and the projected residential square footage, each square foot of residential construction will create a school facilities cost of \$4.16 ($\$24,605,340 / 5,913,500$).

- Each square foot of commercial/industrial construction will create a school facilities cost ranging from \$0.03 to \$2.46 per square foot of new commercial/industrial construction.
- For both residential and commercial/industrial development, the fees authorized by Government Code section 65995 are justified.

SCHOOL DISTRICT BACKGROUND

The Oroville Union High School District serves approximately 2,300 students in ninth through twelfth grade at two comprehensive high schools, one continuation school and one community day school: Las Plumas High, Oroville High, Prospect High, and Oroville High Community Day. The District also operates the Oroville Adult Education Career and Technical Center. The majority of students identify as White (approximately 48%), followed by Hispanic or Latino (approximately 22%), with a small portion of other ethnic groups. The majority of students (approximately 73%) meet the criteria for socioeconomically disadvantaged. The northern portion of the District's boundary was impacted by wildfire, the Camp Fire, in 2018. "Oroville Union High School District will provide a variety of quality educational experiences for students of all learning styles, in a safe and nurturing environment to prepare them to be critical thinkers and consumers in the 21st century in a fiscally responsible manner. Learning communities will provide programs and experiences that promote academic achievement and personal and social growth of every student."

Oroville Union High School District serves students in the City of Oroville and a portion of unincorporated Butte County, encompassing 723 square miles, located in the foothills on the western slope of the Sierra Nevada Mountain Range in Northern California. The City of Oroville is located on the Feather River, approximately 70 miles north of the City of Sacramento. The City grew substantially during the California Gold rush, following the discovery of gold and the establishment of one of California's first mining sites at Bidwell Bar, which now lies beneath Lake Oroville. The City of Oroville is the county seat for Butte County. According to the City's General Plan, the City is surrounded by many bodies of water that serve as the starting point for the State Water Project. The primarily single-family residential community of Oroville has experienced steady population growth over the last 25 years, and anticipates the residential and commercial growth to continue for the next 25 years. As of 2007, the retail trade, manufacturing, healthcare, and social assistance economic sectors were the greatest sources of revenue and jobs in the City. The City has established a variety of economic development programs and projects designed to retain existing jobs and businesses and attract new economic opportunities to the multifaceted economy of the region, which boasts a charming downtown area, commercial corridors, industrial land, a municipal airport, and undeveloped land.

INTRODUCTION

In September, 1986, the Governor signed into law Assembly Bill 2926 (Chapter 887/Statutes 1986) which granted school district governing boards the authority to impose developer fees. This authority is codified in Education Code Section 17620 which states in part "...the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or modernization of school facilities."

The Level I fee that can be levied is adjusted every two years according to the inflation rate, as listed by the state-wide index for Class B construction set by the State Allocation Board. In January of 1992, the State Allocation Board increased the Level I fee to \$1.65 per square foot for residential construction and \$0.27 per square foot for commercial and industrial construction.

Senate Bill 1287 (Chapter 1354/Statutes of 1992) effective January 1, 1993, affected the facility mitigation requirements a school district could impose on developers. Senate Bill 1287 allowed school districts to levy an additional \$1.00 per square foot of residential construction (Government Code Section 65995.3). The authority to levy the additional \$1.00 was rescinded by the failure of Proposition 170 on the November 1993 ballot.

In January 1994, the State Allocation Board's biennial inflation adjustment changed the fee to \$1.72 per square foot for residential construction and \$0.28 per square foot for commercial/industrial construction.

In January 1996, the State Allocation Board's biennial inflation adjustment changed the fee to \$1.84 per square foot for residential construction and \$0.30 per square foot for commercial/industrial construction.

In January 1998, the State Allocation Board's biennial inflation adjustment changed the fee to \$1.93 per square foot for residential construction and \$0.31 per square foot for commercial/industrial construction.

In January 2000, the State Allocation Board's biennial inflation adjustment changed the fee to \$2.05 per square foot for residential construction and \$0.33 per square foot for commercial/industrial construction.

In January 2002, the State Allocation Board's biennial inflation adjustment changed the fee to \$2.14 per square foot for residential construction and \$0.36 per square foot for commercial/industrial construction.

In January 2004, the State Allocation Board's biennial inflation adjustment changed the fee to \$2.24 per square foot for residential construction and \$0.41 per square foot for commercial/industrial construction.

In January 2006, the State Allocation Board's biennial inflation adjustment changed the fee to \$2.63 per square foot for residential construction and \$0.42 per square foot for commercial/industrial construction.

In January 2008, the State Allocation Board's biennial inflation adjustment changed the fee to \$2.97 per square foot for residential construction and \$0.47 per square foot for commercial/industrial construction.

In January 2010, the State Allocation Board's biennial inflation adjustment maintained the fee at \$2.97 per square foot for residential construction and \$0.47 per square foot for commercial/industrial construction.

In January 2012, the State Allocation Board's biennial inflation adjustment changed the fee to \$3.20 per square foot for residential construction and \$0.51 per square foot for commercial/industrial construction.

In January 2014, the State Allocation Board's biennial inflation adjustment changed the fee to \$3.36 per square foot for residential construction and \$0.54 per square foot for commercial/industrial construction.

In February 2016, the State Allocation Board's biennial inflation adjustment changed the fee to \$3.48 per square foot for residential construction and \$0.56 per square foot for commercial/industrial construction.

In January 2018, the State Allocation Board's biennial inflation adjustment changed the fee to \$3.79 per square foot for residential construction and \$0.61 per square foot for commercial/industrial construction.

In January 2020, the State Allocation Board's biennial inflation adjustment changed the fee to \$4.08 per square foot for residential construction and \$0.66 per square foot for commercial/industrial construction.

In February 2022, the State Allocation Board's biennial inflation adjustment changed the fee to \$4.79 per square foot for residential construction and \$0.78 per square foot for commercial/industrial construction.

The next adjustment to the fee will occur at the January 2024 State Allocation Board meeting.

In order to levy a fee, a district must make a finding that the fee to be paid bears a reasonable relationship and be limited to the needs of the community for elementary or high school facilities and be reasonably related to the need for schools caused by the development. Fees are different from taxes and do not require a vote of the electorate. Fees may be used only for specific purposes and there must be a reasonable relationship between the levying of fees and the impact created by development.

In accordance with the recent decision in the Cresta Bella LP v. Poway Unified School District, 218 Cal. App.4th 438(2013) court case, school districts are now required to demonstrate that reconstruction projects will generate an increase in the student population thereby creating an impact on the school district's facilities. School districts must establish a reasonable relationship between an increase in student facilities needs and the reconstruction project in order to levy developer fees.

Purpose of Study

This study will demonstrate the relationship between residential, commercial and industrial growth and the need for the modernization of school facilities in the Oroville Union High School District.

SECTION I: DEVELOPER FEE JUSTIFICATION

Developer fee law requires that before fees can be levied a district must find that justification exists for the fee. Government Code Section 66001 (g) states that a fee shall not include the costs attributable to existing deficiencies in public facilities, but may include the costs attributable to the increased demand for public facilities reasonably related to the development project in order to refurbish existing facilities to maintain the existing level of service or achieve an adopted level of service that is consistent with a general plan. This section of the study will show that justification does exist for levying developer fees in the Oroville Union High School District.

Facilities Capacity

The District's capacity is adequate to house the District's current student population. Facility needs exist regardless of the availability of capacity to house student enrollments, inclusive of student enrollment generated from new development. New students generated from future development will create a burden on existing school facilities. Capital improvements, including upgrades or the replacement of existing facilities with new facilities for their continued long-term use, are necessary to adequately house future enrollment growth at all school levels.

The District's current total student capacity will diminish over time if the District does not modernize its facilities. Without modernization of aging buildings, some facilities will become unavailable, which will decrease the District's total student capacity. New development in the District necessitates that modernization occur in order to continue to have available school housing for newly generated students. As part of these modernization efforts, the District plans to modernize existing schools and to replace some of its existing schools with new buildings on the same site as the existing schools become old, inadequate, and pose health and safety challenges.

Modernization and Reconstruction

Extending the useful life of a school is a cost effective and prudent way to house students generated from future development. The state of California recognizes the need to extend the life of existing schools and provides modernization funding through the State School Facility Program. For the purpose of this report, modernization and reconstruction are used interchangeably since many of the improvements are common to both programs. Developer fees may not be used for regular maintenance, routine repair of school buildings and facilities or deferred maintenance. The District plans to use developer fees to install shade structures for outdoor student meeting areas, replace the ag greenhouse, install HVAC in the student union for physical education at Oroville High, resurface tennis courts for physical education, replace roofs, modernize instructional spaces and add instructional space as needed. Projects will be funded as developer fee revenue is generated. The authorization to justify modernization and reconstruction of school facilities and extend the useful life of existing schools is contained in Education Code Section 17620 and Government Code Section 66001 (g). School districts are permitted to modernize or replace existing or build new school facilities with developer fees as justified by this Study.

Modernization Need

As new students are generated by new development, the need to increase the useful life of school facilities will be necessary. In order to calculate the District's estimated modernization need generated by students from new development, it is necessary to determine the following factors: the number of units included in proposed developments, the District student yield factor, and the per pupil cost to modernize facilities.

Potential Development

The Oroville Union High School District is located within the City of Oroville and Butte County Planning jurisdictions. According to the County Planning Department, minimal development is projected in the County's portion of the District's boundary. The majority of development will occur within the City's boundary. According to the City of Oroville Planning Department, the total build out for the School District's boundary is 37,635 residential units. However, there are

many constraints associated with the build out of the total number of units; it is uncertain when all units will be constructed. Per the City's Housing Element, it was projected that an estimated 1,739 residential units, 217 units per year ($1,739/8$) may be constructed between 2014 and 2022 within the City's boundary. Based on information provided by the Planning Department, it would be reasonable to estimate approximately 80 percent, 174 ($217 \times .80$) units per year, may be constructed within Oroville Union High School District's boundary over the next 25 years for a total of 4,350 (174×25). Based on the District's current housing breakdown, 63 percent, 2,740 units, are projected to be single-family detached and single-family attached, while 37 percent, 1,610 units, are projected to be multi-family and mobile homes. A total of 4,350 units were included to calculate the Level I fee. The City is in the process of updating its Housing Element. The information from the updated Housing Element will be included in the District's 2024 Study. A letter from the City of Oroville regarding the buildout is included as Appendix D.

The School Facility Program allows districts to apply for modernization funding for classrooms over 25 (permanent) or 20 years (portable), meaning that school facilities are presumed to be eligible for, and therefore need, modernization after that time period. It is therefore generally presumed that school facilities have a useful life span of 25 years before modernization is needed in order to maintain the same level of service as previously existed. The same would be true for modernization of buildings 25 years after their initial modernization. In some cases, these older buildings may need to be closed entirely for the health and safety of students, teachers, staff and other occupants. Aging infrastructure and building problems can profoundly impact a school's ability to safely remain in service and to continue delivering the instructional program to students at existing levels of service. Therefore, the District's modernization needs are considered over a 25 year period, and a 25 year projection has been included in the Study when considering the homes that will generate students for the facilities in question. Future development will generate additional students for the District to house. Developer fees generated from future development may be used to modernize or construct facilities to house students from planned future development.

School facilities have a limited usable lifespan, and school districts must consider the lifespan for each facility when planning and determining student housing needs in the future. Residential units will be built at different times over the coming years, and it

is difficult to predict when construction on these projects will be complete. Additionally, the homes in these developments may be immediately occupied with families with school-aged children, or they may not be occupied by school-aged children for another five, ten or fifteen years as young people who move in begin starting to have families. Thus, the District must be prepared to house students from new developments for the next several decades.

Student Generation Rate

In determining the impact of new development, the District is required to show how many students will be generated from the new development. In order to ensure that new development is paying only for the impact of those students that are being generated by new homes and businesses, the student generation rate is applied to the number of new housing units to determine development-related impacts. The student generation rate identifies the number of students per housing unit and provides a link between new residential construction projects and projected enrollment.

To identify the number of students anticipated to be generated by new residential development, a student yield factor of .2 has been utilized for the Oroville Union High School District. The yield factor is based on State wide student yield averages calculated by the Office of Public School Construction.

Construction Cost

The construction cost per 9-12 pupil is \$67,019. Construction costs are based on information provided by California Department of Education and research completed by Jack Schreder & Associates. Appendix A includes the cost per student calculations. Table 1 shows the estimated cost to construct facilities per 9-12 pupil.

Table 1:
Construction Costs

Grade Level	Construction Costs
9-12	\$67,019

Source: California Department of Education, Jack Schreder & Associates.

Modernization Cost

The cost to modernize facilities is 42.2 percent of new construction costs. The percentage is based on the comparison of the State per pupil modernization grant (including 3% for Americans with Disabilities and Fire, Life Safety improvements) and the State per pupil new construction grant. For example, the State provides \$19,679 per 9-12 pupil to construct new facilities and \$7,710 to modernize facilities, which is 39.2 percent ($\$7,710 / \$19,679$) of the new construction grant amount. In addition, the State provides a minimum of three percent for ADA/FLS improvements which are required by the Department of State Architect's (DSA) office. Based on the per pupil grant amounts and the ADA/FLS costs, the estimated cost to modernize facilities is 42.2 percent of the cost to construct facilities. The School Facility Program per pupil grant amounts are included in Appendix B.

The construction cost per 9-12 pupil is \$67,019 and is outlined in Table 1. Therefore, the per pupil cost to modernize facilities per 9-12 pupil is \$28,282 ($\$67,019 \times .422$).

25 year Modernization Need

Based on the student generation rate and the projected number of residential units, 870 9-12 students are projected from proposed new development. The calculation is included in Table 2.

Table 2:
Projected Students from Proposed Development

Projected Units	Student Generation Rate	Projected Students
4,350	.2	870

Source: Oroville Union High School District, Siskiyou County, Butte County, City of Oroville, Jack Schreder & Associates.

The District's estimated modernization need generated by students from new residential development is \$24,605,340. The calculation is included in Table 3.

Table 3:
25 year Modernization Need

Per Pupil Modernization Cost	\$28,282
Students Generated	<u>x 870</u>
Modernization Need	\$24,605,340

Source: Oroville Union High School District, Office of Public School Construction, Jack Schreder & Associates, Butte County, City of Oroville.

Residential Development and Fee Projections

To show a reasonable relationship exists between the construction of new housing units and the need for modernized school facilities, it will be shown that residential construction will create a school facility cost impact on the Oroville Union High School District by students generated from new development. The Oroville Union High School District is located within the City of Oroville and Butte County Planning jurisdictions. According to the County Planning Department, minimal development is projected in the County's portion of the District's boundary. The majority of development will occur within the City's boundary. Based on the City's most current Housing Element, a total of 4,350 residential units may be constructed over the next 25 years of which an estimated 2,740 will be single family and 1,610 will be multi family and mobile homes. Single family homes average 1,600 square feet while multi family

and mobile homes average 950 square feet. Based on this information, an estimated 4,350 residential units, totaling 5,913,500 square feet, may be constructed within District boundaries in the next 25 years. Table 4 includes the square footage calculation.

Table 4:
Summary of Projected Residential Square Footage

Unit Type	Projected Units	Average Square Footage	Total Square Footage
Single Family	2,740	1,600	4,384,000
Multi Family Mobile Homes	1,610	950	1,529,500
Total	4,350		5,913,500

Source: Oroville City Elementary School District, City of Oroville, Butte County, Jack Schreder & Associates

Based on the District's modernization need of \$24,605,340 generated by students from residential construction and the total projected residential square footage of 5,913,500, residential construction will create a facilities cost of \$4.16 per square foot. The calculation is included in Table 5. However, the Level I statutory fee is \$4.79 per square foot and the District has a fee sharing arrangement with its feeder districts. The High School district collects 40 percent of the fee and the feeder districts collect 60 percent of the fee. Therefore, the District is justified to collect \$1.92 (40 percent of \$4.79) per square foot of residential construction.

Table 5:
Facilities Cost per SF from Proposed Residential Construction

Modernization Need	Total Square Footage	Facilities Cost
\$24,605,340	/5,913,500	= \$4.16

Source: Oroville Union High School District, Jack Schreder & Associates, Office of Public School Construction, City of Oroville, Butte County.

Extent of Mitigation of School Facility Costs Provided by Level I Residential Fees

Based on development projections, an estimated 5,913,500 residential square feet may be constructed in the next 25 years. Based on the statutory Level I fee of \$1.92 (40 percent of \$4.79) per square foot, the District is projected to collect \$11,353,920 ($\$1.92 \times 5,913,500$) in residential developer fees. The \$11,353,920 in total residential Level I fee revenue will cover only 46 percent of the \$24,605,340 in total school facility modernization costs attributable to new residential development over the next 25 years.

Commercial / Industrial Development and Fee Projections

In order to levy developer fees on commercial and industrial development, a district must conduct a study to determine the impact of the increased number of employees anticipated to result from commercial and industrial development upon the cost of providing school facilities within the district. For the purposes of making this determination, the [developer fee justification] study shall utilize employee generation estimates that are calculated on either an individual project or categorical basis. Those employee generation estimates shall be based upon commercial and industrial factors within the district or upon, in whole or part, the applicable employee generation estimates as set forth in the January 1990 edition of "San Diego Traffic Generators," a report of the San Diego Association of Governments. (Education Code Section 17621). The initial study that was completed in January of 1990 (updated annually) identifies the number of employees generated for every 1,000 square feet of floor area for several development categories. These generation factors are shown in Table 6.

Table 6 indicates the number of employees generated for every 1,000 square feet of new commercial and industrial development and the number of District households generated for every employee in 12 categories of commercial and industrial development. The number of District households is calculated by adjusting the number of employees for the percentage of employees that live in the District and are heads of households. School facility costs for development projects not included on the list may be estimated by using the closest employee per 1,000 square feet ratio available for the proposed development.

In addition, an adjustment in the formula is necessary so that students moving into new residential units that have paid residential fees are not counted in the commercial/industrial fee calculation. Forty percent of all employees in the District live in existing housing units. The forty percent adjustment eliminates double counting the impact. This adjustment is shown in the worksheets in Appendix C and in Table 6.

These adjustment factors are based on surveys of commercial and industrial employees in school districts similar to the District. When these figures are compared to the cost to house students, it can be shown that each square foot of commercial and industrial development creates a cost impact greater than the maximum fee, with the exception of mini storage. The data in Table 7 is based on the per student costs shown in Table 1. These figures are multiplied by the student yield factor to determine the number of students generated per square foot of commercial and industrial development. To determine the school facilities square foot impact of commercial and industrial development shown in Table 7, the students per square foot are multiplied by the cost of providing school facilities.

Table 6:
Commercial and Industrial Generation Factors

Type of Development	*Employees per 1,000 sf	**Dist HH Per Emp.	% Emp in Exist HH	Adj.%Emp Dist HH/Emp
Medical Offices	4.27	.2	.4	.08
Corporate Offices	2.68	.2	.4	.08
Commercial Offices	4.78	.2	.4	.08
Lodging	1.55	.3	.4	.12
Scientific R&D	* 3.04	.2	.4	.08
Industrial Parks	1.68	.2	.4	.08
Industrial/Business Parks	2.21	.2	.4	.08
Neighborhood Shopping Centers	3.62	.3	.4	.12
Community Shopping Centers	1.09	.3	.4	.12
Banks	2.82	.3	.4	.12
Mini-Storage	.06	.2	.4	.08
Agriculture	.31	.5	.4	.20

* Source: San Diego Association of Governments.

** Source: Jack Schreder and Associates. Original Research.

Table 7:
Commercial and Industrial Facilities Cost Impact

Type of Development	Cost Impact Per Sq. Ft.
Medical Offices	\$1.93
Corporate Offices	\$1.21
Commercial Offices	\$2.16
Lodging	\$1.05
Scientific R&D	\$1.38
Industrial/Business Parks	\$0.76
Industrial/Com Park	\$1.00
Commercial Shopping Centers	\$2.46
Community Shopping Centers	\$0.74
Banks	\$1.91
Mini-Storage	\$0.03
Agriculture	\$0.35

**Sources: San Diego Association of Governments and Jack Schreder and Associates, Original Research.*

Table 7 shows that all types of commercial and industrial development will create a square foot cost justifying a commercial/industrial fee. Thus, a reasonable relationship between commercial and industrial development and the impact on the District is shown. Based on this relationship, the levying of commercial and industrial developer fees is justified in the District.

Extent of Mitigation of School Facility Costs Provided by Level I Commercial/Industrial Fees

Each square foot of commercial and industrial development creates a school facility cost ranging from \$0.03 to \$2.46 per square foot. The cost per square foot of commercial/industrial construction exceeds the District's share of the Level I commercial fee of \$0.31 (40 percent of \$0.78) in all categories of construction, with the exception of Agriculture and mini storage. Agriculture construction should be collected at \$0.35 per square foot while Mini storage should be collected at \$0.03 per square foot of construction. Therefore, the District is justified to collect \$0.31 (40 percent of \$0.78) per square foot of commercial/industrial construction.

Summary

The cost impact on the District imposed by new students to be generated from new or expanded residential, commercial, and industrial development is greater than the maximum allowable fees. Each square foot of residential development creates a school facility cost of \$4.16 per square foot. Each square foot of commercial and industrial development creates a school facility cost ranging from \$0.03 to \$2.46 per square foot. The cost to provide additional school facilities exceeds the amount of residential and commercial/industrial fees to be generated directly and indirectly by residential construction. However, the District currently has a Level I Fee Sharing Agreement with its feeder districts. The High School District collects 40 percent of the Level I fee and the Feeder districts School District collect 60 percent of the fee. Therefore, the Oroville Union High School District is justified to collect \$1.92 (40 percent of \$4.79) per square foot of residential construction and \$0.31 (40 percent of \$0.78) per square foot of commercial/industrial construction, with the exception of agriculture and mini storage. Agriculture construction should be collected at \$0.35 per square foot while Mini storage should be collected at \$0.03 per square foot of construction.

SECTION II: BACKGROUND OF DEVELOPER FEE LEGISLATION

Initially, the allowable developer fee was limited by Government Code Section 65995 to \$1.50 per square foot of covered or enclosed space for residential development and \$0.25 per square foot of covered or enclosed space of commercial or industrial development. The Level I fee that can be levied is adjusted every two years, according to the inflation rate as listed by the state-wide index for Class B construction set by the State Allocation Board. In February of 2022, the State Allocation Board changed the Level I fee to \$4.79 per square foot of residential construction and \$0.78 per square foot of commercial and industrial construction.

The fees collected are to be used by the school district for the construction or modernization of school facilities and may be used by the district to pay bonds, notes, loans, leases or other installment agreements for temporary as well as permanent facilities.

Assembly Bill 3980 (Chapter 418/Statutes of 1988) added Government Code Section 66006 to require segregation of school facilities fees into a separate capital facilities account or fund and specifies that those fees and the interest earned on those fees can only be expended for the purposes for which they were collected.

Senate Bill 519 (Chapter 1346/Statutes of 1987) added Section 17625 to the Education Code. It provides that a school district can charge a fee on manufactured or mobile homes only in compliance with all of the following:

1. The fee, charge, dedication, or other form of requirement is applied to the initial location, installation, or occupancy of the manufactured home or mobile home within the school district.
2. The manufactured home or mobile home is to be located, installed, or occupied on a space or site on which no other manufactured home or mobile home was previously located, installed, or occupied.
3. The manufactured home or mobile home is to be located, installed, or occupied on a space in a mobile home park, on which the construction of the pad or foundation system commenced after September 1, 1986.

Senate Bill 1151 (Chapter 1037/Statutes of 1987) concerns agricultural buildings and adds Section 17622 to the Education Code. It provides that no school fee may be imposed and collected on a greenhouse or other space covered or enclosed for agricultural purposes unless the school district has made findings supported by substantial evidence as follows:

1. The amount of the fees bears a reasonable relationship and is limited to the needs for school facilities created by the greenhouse or other space covered or enclosed for agricultural purposes.
2. The amount of the fee does not exceed the estimated reasonable costs of the school facilities necessitated by the structures as to which the fees are to be collected.

3. In determining the amount of the fees, the school district shall consider the relationship between the proposed increase in the number of employees, if any, the size and specific use of the structure, as well as the cost of construction.

In order to levy developer fees, a study is required to assess the impact of new growth and the ability of the local school district to accommodate that growth. The need for new school construction and modernization must be determined along with the costs involved. The sources of revenue need to be evaluated to determine if the district can fund the new construction and modernization. Finally, a relationship between needs and funding raised by the fee must be quantified.

Assembly Bill 181 (Chapter 1109/Statutes of 1989) which became effective October 2, 1989, was enacted to clarify several areas of developer fee law. Assembly Bill 181 provisions include the following:

1. Exempts residential remodels of less than 500 square feet from fees.
2. Prohibits the use of developer fee revenue for routine maintenance and repair, most asbestos work, and deferred maintenance.
3. Allows the fees to be used to pay for the cost of performing developer fee justification studies.
4. States that fees are to be collected at the time of occupancy, unless the district can justify earlier collection. The fees can be collected at the time the building permit is issued if the district has established a developer fee account and funds have been appropriated for which the district has adopted a proposed construction schedule or plan prior to the issuance of the certificate of occupancy.
5. Clarifies that the establishment or increase of fees is not subject to the California Environmental Quality Act.

6. Clarifies that the impact of commercial and industrial development may be analyzed by categories of development as well as an individual project-by-project basis. An appeal process for individual projects would be required if analysis was done by categories.
7. Changes the frequency of the annual inflation adjustment on the Level I fee to every two years.
8. Exempts from fees - development used exclusively for religious purposes, private schools, and government-owned development.
9. Expands the definition of senior housing, which is limited to the commercial/industrial fee and requires the conversion from senior housing to be approved by the city/county after notification of the school district.
10. Extends the commercial/industrial fee to mobile home parks limited to older persons.

SECTION III: REQUIREMENTS OF AB 1600

Assembly Bill 1600 (Chapter 927/Statutes of 1987) adds Section 66000 through 66003 to the Government Code:

Section 66000 defines various terms used in AB 1600:

"Fee" is defined as monetary exaction (except a tax or a special assessment) which is charged by a local agency to the applicant in connection with the approval of a development project for the purpose of defraying all or a portion of the costs of public facilities related to the development project.

"Development project" is defined broadly to mean any project undertaken for purposes of development. This would include residential, commercial, or industrial projects.

"Public facilities" is defined to include public improvements, public services, and community amenities.

Section 66001 (a) sets forth the requirements for establishing, increasing or imposing fees. Local agencies are required to do the following:

1. Identify the purpose of the fee.
2. Identify the use to which the fee is to be put.
3. Determine how there is a reasonable relationship between the fee's use and the type of development project on which the fee is imposed.
4. Determine how there is a reasonable relationship between the need for the public facility and the type of development project on which the fee is imposed.

Section 66001 (c) requires that any fee subject to AB 1600 be deposited in an account established pursuant to Government Code Section 66006. Section 66006 requires that development fees be deposited in a capital facilities account or fund. To avoid any commingling of the fees with other revenues and funds of the local agency, the fees can only be expended for the purpose for which they were collected. Any income earned on the fees should be deposited in the account and expended only for the purposes for which the fee was collected.

Section 66001 (d) as amended by Senate Bill 1693 (Monteith/Statutes of 1996, Chapter 569), requires that for the fifth year following the first deposit into a developer fee fund, and for every five years thereafter, a school district must make certain findings as to such funds. These findings are required regardless of whether the funds are committed or uncommitted. Formerly only remaining unexpended or uncommitted fees were subject to the mandatory findings and potential refund process. Under this section as amended, relating to unexpended fee revenue, two specific findings must be made as a part of the public information required to be formulated and made available to the public. These findings are:

1. Identification of all sources and amounts of funding anticipated to provide adequate revenue to complete any incomplete improvements identified pursuant to the requirements of Section 66001 (a)(2).
2. A designation of the approximate date upon which the anticipated funding will be received by the school district to complete the identified but as yet, incomplete improvements.

If the two findings are not made, a school district must refund the developer fee revenue on account in the manner provided in Section 66001 (e).

Section 66001 (e) provides that the local agency shall refund to the current record owners of the development project or projects on a prorated basis the unexpended or uncommitted portion of the fees and any accrued interest for which the local agency is unable to make the findings required by Section 66001 (d) that it still needs the fees.

Section 66002 provides that any local agency which levies a development fee subject to Section 66001 may adopt a capital improvement plan which shall be updated annually and which shall indicate the approximate location, size, time of availability and estimates of cost for all facilities or improvements to be financed by the fees.

Assembly Bill 1600 and the Justification for Levying Developer Fees

Effective January 1, 1989, Assembly Bill 1600 requires that any school district which establishes, increases or imposes a fee as a condition of approval of development shall make specific findings as follows:

1. A cost nexus must be established. A cost nexus means that the amount of the fee cannot exceed the cost of providing adequate school facilities for students generated by development. Essentially, it prohibits a school district from charging a fee greater than their cost to construct or modernize facilities for use by students generated by development.
2. A benefit nexus must be established. A benefit nexus is established if the fee is used to construct or modernize school facilities benefiting students to be generated from development projects.

3. A burden nexus must be established. A burden nexus is established if a project, by the generation of students, creates a need for additional facilities or a need to modernize existing facilities.

SECTION IV: REVENUE SOURCES FOR FUNDING FACILITIES

Two general sources exist for funding facility construction and modernization - state sources and local sources. The District has considered the following available sources:

State Sources

State School Facility Program

Senate Bill 50 reformed the State School Building Lease-Purchase Program in August of 1998. The new program, entitled the School Facility Program, provides funding under a "grant" program once a school district establishes eligibility. Funding required from districts will be a 50/50 match for construction projects and 60/40 (District/State) match for modernization projects. Districts may levy the current statutory developer fee as long as a district can justify collecting that fee. If a district desires to collect more than the statutory fee (Level 2 or Level 3), that district must meet certain requirements outlined in the law, as well as conduct a needs assessment to enable a higher fee to be calculated.

Local Sources

Mello-Roos Community Facilities Act

The Mello-Roos Community Facilities Act of 1982 allows school districts to establish a community facilities district in order to impose a special tax to raise funds to finance the construction of school facilities.

1. The voter approved tax levy requires a two-thirds vote by the voters of the proposed Mello-Roos district.

4. If a Mello-Roos district is established in an area in which fewer than twelve registered voters reside, the property owners may elect to establish a Mello-Roos district.

General Obligation Bonds

General Obligation (GO) bonds may be issued by any school district for the purposes of purchasing real property or constructing or purchasing buildings or equipment "of a permanent nature." Because GO bonds are secured by an ad valorem tax levied on all taxable property in the district, their issuance is subject to two-thirds voter approval or 55% majority vote under Proposition 39 in an election. School districts are obligated, in the event of delinquent payments on the part of the property owners, to raise the amount of tax levied against the non-delinquent properties to a level sufficient to pay the principal and interest coming due on the bonds.

The District does not have available bond funds for facility improvements.

Developer Fees

The District's developer fees are dedicated to the current needs related directly to modernization and replacement of school facilities.

School District General Funds

The District's general funds are needed by the District to provide for the operation of its instructional program.

Expenditure of Lottery Funds

Government Code Section 8880.5 states: "It is the intent of this chapter that all funds allocated from the California State Lottery Education Fund shall be used exclusively for the education of pupils and students and no funds shall be spent for acquisition of real property, construction of facilities, financing research, or any other non-instructional purpose."

SECTION V: ESTABLISHING THE COST, BENEFIT AND BURDEN NEXUS

In accordance with Government Code Section 66001, the District has established a cost nexus and identified the purpose of the fee, established a benefit nexus, and a burden nexus:

Establishment of a Cost Nexus & Identify Purpose of the Fee

The Oroville Union High School District chooses to replace and/or modernize facilities for the additional students created by development in the district and the cost to replace and/or modernize facilities exceeds the amount of developer fees to be collected.

Based on development projections, an estimated 5,913,500 residential square feet may be constructed in the next 25 years. Based on the statutory Level I fee of \$1.92 (40 percent of \$4.79) per square foot, the District is projected to collect \$11,353,920 ($\$1.92 \times 5,913,500$) in residential developer fees. The \$11,353,920 in total residential Level I fee revenue will cover only 46 percent of the \$24,605,340 in total school facility modernization costs attributable to new residential development over the next 25 years. Each square foot of commercial and industrial development creates a school facility cost ranging from \$0.03 to \$2.46 per square foot. The cost per square foot of commercial/industrial construction exceeds the District's share of the Level I commercial fee of \$0.31 (40 percent of \$0.78) in all categories of construction, with the exception of agriculture and mini storage. Agriculture construction should be collected at \$0.35 per square foot while Mini storage should be collected at \$0.03 per square foot of construction. It is clear that when educational facilities are provided for students generated by new residential, commercial and industrial development that the cost of replacing and/or modernizing facilities exceeds developer fee generation, thereby establishing a cost nexus.

Establishment of a Benefit Nexus

Students generated by new residential, commercial and industrial development will be attending District schools. Housing District students in replaced and/or modernized facilities will directly benefit those students from the new development projects upon which the fee is imposed, therefore, a benefit nexus is established.

Establishment of a Burden Nexus

Future residential and commercial/industrial development will cause new families to move into the District and, consequently, will generate additional students in the District. While facilities are currently designed to meet the projected student enrollment, the existing facilities will need to remain in sufficient condition to maintain existing levels of service for the newly generated students. Future residential and commercial/industrial development, therefore, creates a need for the reconstruction and/or modernization of existing school facilities. The fee's use for school facility reconstruction and/or modernization efforts is, therefore, reasonably related to the future residential and commercial/industrial development upon which it is imposed.

The need for reconstructing and/or modernizing facilities will be, in part, satisfied by the levying of developer fees on new residential and commercial/industrial developments, therefore, a burden nexus is established.

SECTION VI: FACILITY FUNDING ALTERNATIVES

The District does not currently have funds to provide for the shortfall in modernization costs. We suggest the District continue to consider and pursue all State funding sources for the modernization of facilities.

STATEMENT TO IDENTIFY PURPOSE OF FEE

It is a requirement of AB 1600 that the District identify the purpose of the fee. The purpose of fees being levied shall be used for the replacement and/or modernization of school facilities. The District will provide for the replacement and/or modernization of school facilities, in part, with developer fees. The District plans to use developer fees to

install shade structures for outdoor student meeting areas, replace the ag greenhouse, install HVAC in the student union for physical education at Oroville High, resurface tennis courts for physical education, replace roofs, modernize instructional spaces and add instructional space as needed. Projects will be funded as developer fee revenue is generated.

ESTABLISHMENT OF A SPECIAL ACCOUNT

Pursuant to Government Code section 66006, the District has established a special account in which fees for capital facilities are deposited. The fees collected in this account will be expended only for the purpose for which they were collected. Any interest income earned on the fees that are deposited in such an account must remain with the principal. The school district must make specific information available to the public within 180 days of the end of each fiscal year pertaining to each developer fee fund. The information required to be made available to the public by Section 66006 (b) (1) was amended by SB 1693 and includes specific information on fees expended and refunds made during the year.

RECOMMENDATION

Based on the fee justification provided in this report, it is recommended that the Oroville Union High School District levy residential development fees and commercial/industrial fees up to the statutory fee for which justification has been determined.

SOURCES

California Basic Educational Data System. California State Department of Education. October Enrollments, 2017-2020.

California Department of Education, Dataquest.

Collard, Gary. Lead Housing Analyst for Southern California. California State Department of Housing and Community Development.

Local Control Accountability Plan. Oroville Union High School District. 2021-2022.

Musler, Connor. Assistant Planner, Community Development Department, City of Oroville.

Office of Public School Construction. Leroy F. Greene School Facilities Act, 1998.

San Diego Association of Governments. Traffic Generators, January 1990.

Schreder, Jack and Associates. Original research.

Watts, Susan. Assistant Superintendent, Oroville Union High School District.

Weems, Tristan. Associate Planner, Butte County Planning Department.

Willenberg, Corey, EdD. Superintendent, Oroville Union High School District.

APPENDIX A
CONSTRUCTION COSTS

High School Facility Construction Costs		
I. Allowable Building Area		
	A. Total Student Capacity	
	B. Building Area	
	1500 students @ 92sf/student	138,000
	Speech/Resource Specialist	4,500
	Total	142,500
II. Site Requirements		
	A. Purchase Price of Property (40 Acres)	
	Cost per Acre	\$0
	B. Appraisals	\$0
	C. Costs Incurred in Escrow	\$0
	D. Surveys	\$0
	E. Other Costs, Geo. and Soils Reports	\$0
	Total-Acquisition of Site	\$0
III. Plans		
	A. Architect's Fee for Plans	\$7,374,667
	B. OSA Plans Check Fee	\$573,585
	C. School Planning, Plans Check Fee	\$11,349
	D. Preliminary Tests	\$18,376
	E. Other Costs, Energy Cons. & Advertising	\$167,808
		\$8,145,786
IV. Construction Requirements		
	A. Utility Services	\$1,531,409
	B. Off-site Development	\$1,566,217
	C. Site Development, Service	\$5,046,695
	D. Site Development, General	\$3,793,724
	E. New Construction	\$67,260,000
	F. Unconventional Energy Source	\$2,742,704
	Total Construction	\$81,940,749
	Total Items II, III and IV	\$90,086,535
	Contingency 10%	\$9,008,653
	Construction Tests	\$614,556
	Inspection	\$819,407
	TOTAL ESTIMATED PROJECT COSTS	\$100,529,151
	ESTIMATED COST PER STUDENT	\$67,019
*Source: California Department of Education, Jack Schreder & Associates.		

APPENDIX B

PER PUPIL GRANT AMOUNTS

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, February 23, 2022

Grant Amount Adjustments

New Construction	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-21	Adjusted Grant Per Pupil Effective 1-1-22
Elementary	1859.71	\$12,628	\$14,623
Middle	1859.71	\$13,356	\$15,466
High	1859.71	\$16,994	\$19,679
Special Day Class – Severe	1859.71.1	\$35,484	\$41,090
Special Day Class – Non-Severe	1859.71.1	\$23,731	\$27,480
Automatic Fire Detection/Alarm System – Elementary	1859.71.2	\$15	\$17
Automatic Fire Detection/Alarm System – Middle	1859.71.2	\$20	\$23
Automatic Fire Detection/Alarm System – High	1859.71.2	\$34	\$39
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.71.2	\$63	\$73
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.71.2	\$45	\$52
Automatic Sprinkler System – Elementary	1859.71.2	\$212	\$245
Automatic Sprinkler System – Middle	1859.71.2	\$252	\$292
Automatic Sprinkler System – High	1859.71.2	\$262	\$303
Automatic Sprinkler System – Special Day Class – Severe	1859.71.2	\$668	\$774
Automatic Sprinkler System – Special Day Class – Non-Severe	1859.71.2	\$448	\$519

ATTACHMENT B

ANNUAL ADJUSTMENT TO SCHOOL FACILITY PROGRAM GRANTS

State Allocation Board Meeting, February 23, 2022

Grant Amount Adjustments

Modernization	SFP Regulation Section	Adjusted Grant Per Pupil Effective 1-1-21	Adjusted Grant Per Pupil Effective 1-1-22
Elementary	1859.78	\$4,808	\$5,568
Middle	1859.78	\$5,085	\$5,888
High	1859.78	\$6,658	\$7,710
Special Day Class - Severe	1859.78.3	\$15,325	\$17,746
Special Day Class – Non-Severe	1859.78.3	\$10,253	\$11,873
State Special School – Severe	1859.78	\$25,543	\$29,579
Automatic Fire Detection/Alarm System – Elementary	1859.78.4	\$156	\$181
Automatic Fire Detection/Alarm System – Middle	1859.78.4	\$156	\$181
Automatic Fire Detection/Alarm System – High	1859.78.4	\$156	\$181
Automatic Fire Detection/Alarm System – Special Day Class – Severe	1859.78.4	\$430	\$498
Automatic Fire Detection/Alarm System – Special Day Class – Non-Severe	1859.78.4	\$288	\$334
Over 50 Years Old – Elementary	1859.78.6	\$6,680	\$7,735
Over 50 Years Old – Middle	1859.78.6	\$7,065	\$8,181
Over 50 Years Old – High	1859.78.6	\$9,248	\$10,709
Over 50 Years Old – Special Day Class – Severe	1859.78.6	\$21,291	\$24,655
Over 50 Years Old – Special Day Class – Non-Severe	1859.78.6	\$14,237	\$16,486
Over 50 Years Old – State Special Day School – Severe	1859.78.6	\$35,483	\$41,089

APPENDIX C

**COMMERCIAL/INDUSTRIAL
CALCULATIONS**

Oroville Union High School District						
Commercial/Industrial Calculations						
	EMP/	DIST.HH/	HH/SF	% EMP IN	ADJUSTED	ADJ %
	1000 SQ.FT	EMP		EXIST HH	HH/SF	DIST HH/EMP
MEDICAL	4.27	0.2	0.000854	0.4	0.0003416	0.08
CORP. OFFICE	2.68	0.2	0.000536	0.4	0.0002144	0.08
COM. OFFICE	4.78	0.2	0.000956	0.4	0.0003824	0.08
LODGING	1.55	0.3	0.000465	0.4	0.0001860	0.12
R&D	3.04	0.2	0.000608	0.4	0.0002432	0.08
IN. PARK	1.68	0.2	0.000336	0.4	0.0001344	0.08
IN/COM PARK	2.21	0.2	0.000442	0.4	0.0001768	0.08
NBHD COMM SC	3.62	0.3	0.001086	0.4	0.0004344	0.12
COMMUNITY SC	1.09	0.3	0.000327	0.4	0.0001308	0.12
BANKS	2.82	0.3	0.000846	0.4	0.0003384	0.12
MINI-STORAGE	0.06	0.2	0.000012	0.4	0.0000048	0.08
AGRICULTURE	0.31	0.5	0.000155	0.4	0.0000620	0.20
STUDENT GENERATION RATE			MODERNIZATION COST PER STUDENT			
K-8	0.2000		9-12	\$28,282		
STUDENTS PER SQUARE FOOT						
(YIELD FACTORS X ADJ HH/SQ. FT IN COLUMN F)						
	9-12					
MEDICAL	0.000068					
CORP. OFFICE	0.000043					
COM. OFFICE	0.000076					
LODGING	0.000037					
R&D	0.000049					
IN. PARK	0.000027					
IN/COM PARK	0.000035					
COM. SC.	0.000087					
COMMUNITY SC	0.000026					
BANKS	0.000068					
MINI STORAGE	0.000001					
AGRICULTURE	0.000012					
COSTS PER SQUARE FOOT						
(STUDENTS/ SQ. FOOT X STUDENT COST/SQ. FOOT IN EACH CATEGORY)						
	9-12					
MEDICAL	\$1.93					
CORP. OFFICE	\$1.21					
COM. OFFICE	\$2.16					
LODGING	\$1.05					
R&D	\$1.38					
IN. PARK	\$0.76					
IN/COM PARK	\$1.00					
COM. SC.	\$2.46					
COMMUNITY SC	\$0.74					
BANKS	\$1.91					
MINI STORAGE	\$0.03					
AGRICULTURE	\$0.35					

APPENDIX D

DEVELOPMENT



City of Oroville

COMMUNITY DEVELOPMENT DEPARTMENT

1735 Montgomery Street
Oroville, CA 95965-4897
(530) 538-2401 FAX (530) 538-2426
www.cityoforoville.org

January 11, 2021

Elona Cunningham
Jack Schreder & Associates
2230 K Street
Sacramento, CA 95816

**RE: RESIDENTIAL UNIT COUNTS FOR THE OROVILLE CITY ELEMENTARY,
THERMALITO, AND OROVILLE HIGH SCHOOL DISTRICTS 2021/22**

Ms. Cunningham

You have asked us to update our predictions of how many homes will be built in the above three school districts for a developer fee justification study. A similar letter was sent to you last year and the projections are mostly unchanged, with the minor addition of 15 units because of land use changes and annexation of vacant land. Since last year, the City has approved over 700 new multifamily housing units, with at least 4 of those projects currently under construction. These new multifamily units are located on properties zoned and planned for the construction of projects of this type and are already included in the potential number of units projections detailed in this letter. A subdivision of roughly 70 single-family homes in the Thermalito area is also nearing completion, however, this subdivision was approved back in 2007 and its completion has long been planned for and anticipated. The City's active project table further detailing this information is attached to this letter.

Factors affecting housing growth projections include:

1. We note that you have used the buildout information below from prior letters to estimate the next 20 years. That's fine with us. The numbers provided herein are approximations. One can guestimate growth over the next 20 years based on projections of 2% - 3% per year (2% is a useful long-term natural growth rate, 3% was used in our General Plan). Economic conditions mean that growth fluctuates between 0% (in the last recession) to 4.5% (boom cycle prior to the recession).
2. We note that most of the territory of the three districts is outside the City's Sphere of influence. We trust you are getting projections from the County for their portions of these districts or are otherwise estimating growth there.
3. The numbers provided in this letter are based on what could be built per the allowable land uses in the City's 2030 General Plan and Zoning Ordinance.

Per the City of Oroville 2014-2022 Housing Element adopted in June 3, 2014, the City of Oroville had 6,405 total housing units as of 2013.

Structure Type	Oroville	
	Units	%
Single-family detached	3,786	59.1%
Single-family attached	221	3.5%
Multi-family 2-4 units	790	12.3%
Multi-family 5+ units	1,227	19.2%
Mobile Homes	381	5.9%
Total units	6,405	100%

Per the City's Housing Element, the total housing growth need for the City of Oroville during the 2014-2022 projection period is 1,739 units. However, per the current zoning regulations adopted by the City Council on March 31, 2015, the potential number of units which may be constructed by school district is as seen below based on the following assumptions:

- Details that could affect the development potential of properties, such as topography, site access, existing structures, protected biological species, ecological systems and other environmental constraints, soil characteristics, number of stories, airport overlay restrictions, or other project specific information and site constraints are not considered;
- Full build out of the maximum residential density permitted is assumed;
- The provision allowing owners of properties zoned for single family residential units to apply for the construction of an accessory dwelling unit, if applicable requirements were met, was not considered;
- Mixed Use Zoning designations permit and encourage, but do not require, residential units be constructed;
- Any fraction for the maximum potential number of units was rounded up to the next whole number;
- Tentative parcel/subdivision maps are not accounted for;
- The potential for a developer to apply for residential bonuses was not accounted for.

We would like to note that the City is currently undergoing its 6th Cycle Housing Element Update for the 2022-2030 planning period. As part of this update, details about the existing and future housing stock/needs of the city will likely change from the currently adopted housing element, however, we do not anticipate any changes in the potential number of units projections with the adoption of the new housing element.

Oroville City Elementary School District

Zones	# of Parcels	Acres	Multi-Family Allowed	Max Density	Max Potential Units
MXC	568	594.33	Yes	30 du/acre	17,830
MXD	282	65.38	Yes	70 du/acre	4,577
MXN	64	57.24	Yes	30 du/acre	1,718
R-1	2,251	332.72	No	1 unit/parcel	2,251
R-2	11	3.37	Yes	14 du/acre	48
R-3	131	54.25	Yes	20 du/acre	1,085
R-4	5	34.29	Yes	30 du/acre	1,029
RL	1,557	1,235.81	No	1 unit/parcel	1,557
RP	3	0.37	Yes	20 du/acre	8
RR-10	1	0.3	No	1 unit/parcel	1
RR-20	49	222.43	No	1 unit/parcel	49
Total					30,153

Thermalito Union School District

Zones	# of Parcels	Acres	Multi-Family Allowed	Max Density	Max Potential Units
MXN	54	96.67	Yes	30 du/acre	2,901
R-1	355	171.7	No	1 unit/parcel	355
R-2	266	99.78	Yes	14 du/acre	1,397
R-3	172	91.99	Yes	20 du/acre	1,840
R-4	15	18.44	Yes	30 du/acre	554
RA	4	15.27	No	1 unit/parcel	4
RL	421	360.87	No	1 unit/parcel	421
RR-1	5	9.94	No	1 unit/parcel	5
RR-20	7	46.98	No	1 unit/parcel	7
Total					7,484

Oroville Union High School District

Zones	# of Parcels	Acres	Multi-Family Allowed	Max Density	Max Potential Units
MXC	568	594.33	Yes	30 du/acre	17,830
MXD	282	65.38	Yes	70 du/acre	4,577
MXN	118	153.91	Yes	30 du/acre	4,618
R-1	2606	504.42	No	1 unit/parcel	2,606
R-2	277	103.15	Yes	14 du/acre	1,445
R-3	303	146.24	Yes	20 du/acre	2,925
R-4	20	52.73	Yes	30 du/acre	1,582
RA	4	15.27	No	1 unit/parcel	4
RL	1978	1596.88	No	1 unit/parcel	1,978
RP	3	0.37	Yes	20 du/acre	8
RR-1	5	9.94	No	1 unit/parcel	5
RR-10	1	0.3	Yes	1 unit/parcel	1
RR-20	56	269.41	Yes	1 unit/parcel	56
Total					37,635

The applicable land use zoning designations identified above are abbreviated as follows:

- Corridor Mixed-Use (MXC)
- Downtown Mixed-Use (MXD)
- Neighborhood Mixed-Use (MXN)
- Single Family Residential (R-1)
- Medium-Density Residential (R-2)
- High-Density Residential (R-3)
- Urban Density Residential (R-4)
- Agricultural Residential (RA)
- Large-Lot Residential (RL)
- High-Density Residential / Professional (RP)
- Rural residential 1 Acre (RR-1)
- Rural Residential 10,000 Square Feet (RR-10)
- Rural Residential 20,000 Square Feet (RR-20)

I hope this information is useful. If you have any questions regarding the information in this letter, please contact Connor Musler at (530) 538-2430 or at cmusler@cityoforoville.org.

Sincerely,



Connor Musler, Assistant Planner
Community Development Department

OROVILLE UNION HIGH SCHOOL DISTRICT

**Resolution to Establish Temporary Interfund Transfers of
Special or Restricted Fund Monies**

Resolution #20-21/22

WHEREAS, the Governing Board of any school district may direct that monies held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following year if the transfer takes place within the final 120 calendar days of a fiscal year;

NOW, THEREFORE BE IT RESOLVED, that the Board of Trustees of the Oroville Union High School District, in accordance with the provisions of the Education Code section 42603 adopts the following authorization for fiscal year 2021-22 to temporarily transfer funds between the following funds provided that all transfers are approved by the Superintendent of his designee:

General Fund (01), Adult Education Fund (11), Food Services Fund (13) and Capital Facilities Fund (25),

PASSED AND ADOPTED by the Governing Board on May 18, 2022, by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA
BUTTE COUNTY

I, Corey Willenberg, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

WITNESSED, my hand this 18th day of May, 2022

Attest: _____
Corey Willenberg, Clerk, Board of Trustees

Oroville Union High School District

Hall of Fame

Bio-Briefs Class of 2022

Halcia Bower: OHS Librarian and English teacher 1919-1941. OHS had just moved into its new building and she was responsible for planning and setting policies for the library. Library holdings doubled during her tenure at OHS. Her love of public performance made her a well-known presence in the community and brought credit to the school. Her name appeared in the Mercury-Register over 300 times as she specialized in giving public readings and performances. The 1922 Alpha Yearbook was dedicated to her for her laboring "long and faithfully for better English in our Literary department."

Kevin Brown: Graduated from OHS in 1978, a natural born athlete, excelling in sports all four years at OHS, earning all-league three straight years in baseball and two in basketball. He played baseball at Sacramento City College, before being drafted in the first round. He debuted with the New York Mets as a left-handed pitcher and played nine years in the majors before suffering a career ending injury. For the past 20 years, he has been a pastor in Sacramento and dedicated to his family, church and community. He has served as head baseball coach at Inderkum High School in Natomas for the past seven years. Brother of Dr. Kendall Thomas.

Florence Danforth Boyle: Graduated from OHS in 1910 and worked in the Butte County Clerk's Office. Was promoted to Chief Deputy in 1915, and elected Butte County Recorder in 1918 serving until 1922. Wrote and published three books on Butte County and her life was one of three women featured in the Fall 2019 edition of The Diggin's. She was instrumental in the construction, development and collection of artifacts for the Pioneer Museum. She was the first president of the Oroville American Legion and Auxiliary and held state offices in the organization.

Dr. Dave Daley: Graduated from LPHS in 1975, was a Top Ten student all four years, life member of CSF and earned his MA and PhD at Colorado State University. He has countless publications and given numerous presentations on agriculture, livestock, food production, and ranching, both nationally and internationally. In 2020, he authored the Bear Fire Article, the most widely read article in the history of the Enterprise-Record and Mercury-Register. He is a 5th generation Butte County Cattleman currently serving as the administrator for the Paul L. Byrne Memorial University Farm, Cal State University, Chico State.

Christopher Dolder: Graduated from OHS in 1978, triple-jumped on the track team, and was a life member CSF. Earned BA Degree from University California Berkeley and MA degree at Mills College. While at Cal, he earned several prestigious awards and graduated with honors. He joined the renowned Martha Graham Dance Company in New York City and spent five years there before returning to Cal as a professor. He is currently an Associate Professor of Dance Kinesiology and Chair of the Division of Dance at Southern Methodist University in Dallas, Texas, one of the leading dance schools in the nation.

Michelle Stevens: Graduated from LPHS 1972, was an outstanding scholar, winning numerous awards and scholarships and was speaker at her graduation. She was also an accomplished musician, member of the LPHS band and Girls State Representative. She earned her BA degree at CSU Humboldt, her MA degree at University of Wisconsin and her PhD from UC Davis. Since 2007, she has been Professor, Environmental Studies Department, at CSU Sacramento. She has been highly honored, authored numerous publications, attended conferences in Jordan, Turkey, and Iraq, where she was the keynote speaker.

Dr. Kendall Thomas: Graduated from OHS in three years in 1974, and a yearly member of CSF and Top Ten. Also a National Honor Student earning a scholarship to Yale University. He was very active in the Associated Student Body and the Oroville community. He earned his BA degree in 1978 and his Juris Doctor Degree in 1983, both from Yale University. Since 1984, he has been a law professor at Columbia University and visiting law professor at Stanford, Princeton, Maryland and several other universities throughout the world. He is widely published and has received numerous honors throughout his career. Brother of Kevin Brown.

Anthony Walker: Graduated from LPHS in 1979 and was a three-sport athlete. Received his Bachelor of Clinical Health Sciences at University of Washington and Master of Physician Assistant Sciences at University of Nebraska Medical Center. Saw twelve years active duty in US Army with numerous awards and a long and successful career as an Advanced Physician's Assistant. He is currently a Medical Consultant with the Department of Veteran Affairs, Southern Nevada Health Administration in Las Vegas, NV. He is the son of Sally Walker-Glaude.

Sally Walker-Glaude': Graduated from OHS in 1955, active in the Girls Athletic Association and a member of CSF. After attending three semesters at Yuba College, was encouraged by Butte County Sheriff Larry Gillick to apply for a Deputy Sheriff position. She attended a six-week training course at the Law Enforcement Academy and graduated first in her class. In 1967, she was the first ever African-American sworn in as a Law Enforcement Officer in Butte County and the first north of Sacramento to the Oregon border. In 1970, she was elected Butte County Law Enforcement Officer of the Year! Mother of Anthony Walker.

Bryan Zollner: Graduated from LPHS in 1980 and was a three-sport athlete earning all-league honors in baseball as a junior and senior. After attending three community colleges, he went to work as a firefighter with CDF. Over the years he worked his way up to North Region Staff Chief of Operations for Cal Fire. In 1988, he received the State of California Gold Medal of Valor, the highest honor in the State for Firefighters, rescuing a two-year old child from a burning house. He lost his life in 2007 in a tragic automobile accident in Lassen County. Capitol Flags in Sacramento flew at half-staff and a street in Lone, CA, Bryan Zollner Road, named in his honor.