



OROVILLE UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES MEETING AGENDA

Wednesday, June 22, 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/kvOc9IM0BtA>

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)

Students and parents/guardians may request in writing to the Board Secretary/Superintendent that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes and to make any other clarifying changes.

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, June 22, 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. 21-24 Local Control Accountability Plan (LCAP)

The 21-24 LCAP has been updated to include proposed actions and costs to be taken to meet each goal and input from various stakeholder meetings throughout the year. This document also includes the 22/23 LCFF Budget Overview for Parents. The Board will take action on this item at the June 29, 2022 board meeting.

Enclosure

2. 22/23 Original Budget (Watts)

As required by law, the District has had the 2022/23 Original Budget available for public review since June 20, 2022. This budget is based on a number of assumptions that will not be validated until the state adopts a budget. The General Fund budget meets all AB1200 requirements, as well as, the 17% set-aside for economic uncertainties required by board policy. The multi-year projection indicates that the District will be meet it fiscal obligations in 2022/23 and the next two years.

Enclosure

RECOGNITIONS AND PRESENTATIONS (None)

REGULAR BOARD AGENDA FOR JUNE 22, 2022

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

3. Board Comments
4. Superintendent
5. Administration
6. DOJ Update
7. 21/22 Local Performance Indicators

OLD BUSINESS (None)

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

8. Minutes from the May 18th and June 6th Board Meetings
9. Check Registers Dated 5/10, 5/12, 5/17, 5/19, 5/24, 5/26, 5/31, 6/2, 6/7 and 6/9
10. Monthly Financial Report
11. Donations to the Hall of Fame
12. 21/22 Agreement for Consulting Services with the Placer County Office of Education
13. 2022-2017 Joint Use Agreement with the Feather River Recreation and Parks District
14. 22/23 MOU with Dr. Ramiro Rubalcaba for DOJ Monitoring
15. 22/23 MOU with Therapy Travelers for Nursing Services
16. 22/23 MOU with Cutler Consulting Group for Administrative Mentoring Services
17. 22/23 MOU for Professional Services with Dannis, Woliver Kelley
18. 22/23 CTE Improvement Grant
19. 22/23 Ag Incentive Grant
20. 22/23 Private Bus Companies
21. 22/23 Transportation Safety Plan
22. 22/23 Salary Schedules
23. 22/23 Single Plan for Student Achievement – LPHS, OHS and PHS
24. New Administrative Technician Job Description (formerly CBO Secretary/Receptionist)
25. New Career Planning and Development Course Description
26. New Ecology Course Description
27. New Ag Welding, Ag Welding and Construction and Ag Fabrication Course Descriptions
28. Updated Government – Principles of American Democracy and Principles of Economics Course Descriptions
29. 22/23 CIF Representatives
30. Disposal of Obsolete Equipment
31. High Risk Activity – LPHS Football Boot Camp
32. Graduation Waiver Request

REGULAR BOARD AGENDA FOR JUNE 22, 2022

CONSENT CALENDAR (Cont.)

33. First Reading of Board Policies and Administrative Regulations

- o AR 3515.6 (Criminal Background Check for Contractors)
- o AR 5113 (Absences and Excuses)
- o AR 5113.11 (Attendance Supervision)
- o E 5145.6 (Parental Notifications)
- o BP/AR 6112 (School Day)
- o BP 6120 (Response to Instruction and Interventions)
- o BB 9322 (Agenda/Meeting Materials)

BUSINESS

34. 22/23 Education Protection Account Spending Plan (Watts)

At the state level, new revenue generated from Proposition 30 is deposited into an account called the Education Protection Account (EPA). These funds are not additional revenue. Instead, an estimated 30% of the district's regular revenue limit apportionment is held in this account and not paid in accordance with the normal apportionment schedule. The district will receive an estimated total of \$4.4 million of EPA funds paid on a quarterly basis. The board must approve a spending plan for the EPA funds. None of the funds can be used for administrative purposes. Since the EPA funds do not constitute additional revenue, but merely a different combination of the state apportionment sources, the proposed spending plan will be to journal existing teacher salaries and benefits to the EPA source in an amount equal to the revenue received. **Recommend approval**

Enclosure

35. Approval of Statutory Reimbursement to Attorney Shenkman Relating to CVRA (Willenberg)

On September 9, 2021, the District received a written notice from attorney Kevin Shenkman of the firm Shenkman & Hughes, PC, on behalf of prospective plaintiff Southwest Voter Registration Education Project, alleging that the District's current at-large election system violates the California Voting Rights Act ("CVRA") and threatening a lawsuit if the District did not transition to a by-trustee voting system. On November 17, 2021, the District's governing board adopted a resolution of intention to make such a transition, and, shortly thereafter, retained a demographer to provide it with proposed maps of potential trustee areas compliant with the CVRA.

On May 18, 2022, the Board completed its final of several public hearings relating to a transition from an at-large election system to a by-trustee area election system pursuant to the CVRA, and adopted a resolution signifying its approval of a trustee area map and election sequencing. The Butte County Committee on School District Organization approved the District's transition plan on June 8, 2022, and all relevant approvals and map documents have been delivered to the County Registrar of Voters in order to conduct elections under a by-trustee area voting system beginning with the November 2022 election cycle.

Pursuant to the CVRA, including Elections Code section 10010(f), the prospective plaintiff who sent a written notice is permitted, within 30 days of the adoption of a resolution or ordinance approving a transition to by-trustee areas, to demand in writing reimbursement for the cost of the work product generated to support the notice. Such notice must substantiate the demand with financial documentation, such as a detailed invoice for demography services. Such a demand for reimbursement is capped at \$30,000, as adjusted annually to the Consumer Price Index. If a demand is timely made for reimbursement and contains all the requirements for substantiation, it must be paid within 45 days of receipt.

On May 20, 2022, attorney Shenkman delivered to the District such a letter requesting reimbursement for \$30,000.00 costs in connection with its work leading to the written notice. The written demand for reimbursement is included in the agenda materials, along with documentation substantiating the cost. **Recommend approval of the reimbursement and payment of costs in the amount of \$30,000.00 to Shenkman & Hughes, PC, in accordance with the statutory requirements of the CVRA and the attached invoice and backup documentation.**

Enclosure

REGULAR BOARD AGENDA FOR JUNE 22, 2022

36. **Cooperation Agreement for Student Transportation Services with OCESD (Watts)**

This document updates the agreement between the District and Oroville City Elementary School District for the transportation of the elementary general education students from home to school, as well as includes arrangements for the transfer of transportation for students of disabilities from OCESD to OUHSD. **Recommend approval**

Enclosure

37. **Awarding of Food Service Bids (Willenberg)**

Due to the Super Co-Op no longer going out to bid for all districts within their co-op, each district must now go out to bid individually. Four vendors submitted bids and were scored based on price, service and delivery, quality and grade, and references. **Recommend awarding of bids as presented**

Enclosure

38. **Contract with PG&E for Electrical Infrastructure (Willenberg)**

The District is seeking approval to enter into a contract with PG&E to design and install new services for the EV Fleet Electrification. After completion, the District will install adequate charging stations to support the EV fleet, which will be funded by a bus grant. **Recommend approval**

Enclosure

39. **Declaration of Need for Fully Qualified Educators (Willenberg)**

As the district may be required to partially fill credentialed positions with personnel operating under a long-term emergency permit, the board must annually approve the Declaration of Need to comply with Commission on Teacher Credentialing (CTC) regulations. **Recommend approval**

Enclosure

40. **Annual Statement of Need for 30-Day Substitute Teaching Permits (Willenberg)**

On a normal basis, the district's substitute teacher pool is partially filled with personnel operating under a 30-Day Emergency Permit. The district can only employ these people if the board approves an annual Statement of Need. **Recommend approval**

Enclosure

41. **Facility Fee Waiver Request (Willenberg)**

The Delta Upsilon Sorority Oroville Chapter is putting on their Annual Breast Cancer Awareness Walk and Pink Pancake Breakfast at Harrison Stadium on October 1, 2022. This event has raised \$76,052.97 over the past 20 years, which has been donated to the California Health Collaborative "Every Woman Counts" program, which assists with screenings and further testing for women who qualify. The sorority has awarded scholarships to OUHSD graduating seniors for more than 25 years. The total cost of the facility fee is \$335. They will pay for custodial time. **Recommend approval**

Enclosure

42. **22/23 Board Meeting Calendar (Willenberg)**

On an annual basis, a board calendar is created and utilized as a guideline for dates when items will be submitted for board consideration or action. **Recommend approval**

Enclosure

REGULAR BOARD AGENDA FOR JUNE 22, 2022

43. Personnel Assignment Order

Approval is requested for the following Personnel Assignment Order:

Certificated

Kristin Wiedenman
Principal-OHS
224 days; PRB/03 \$128,101
Effective 7/1/2022

Fallon Lankford
Teacher – CIS
Change in salary placement per the
Professional Ethics Committee from 7/III
\$66,871 to 10/III \$72,597
Effective 2021/2022 school year

Amy Baird
Counselor - LPHS
Change in salary placement per the
Professional Ethics Committee from 1/IV
\$57,320 to 6/IV \$66,871
Effective 2021/22 school year

Erica Garman
Social Worker
Change in salary placement per the
Professional Ethics Committee from 9/IV
\$72,597 to 12/IV \$78,330
Effective 2022/23 school year

Olivia Garcia
Social Worker
Change in salary placement per the
Professional Ethics Committee from 9/IV
\$72,597 to 12/IV \$78,330
Effective 2022/23 school year

Classified

44. Expulsion Case #11-21/22

45. Items for Next Agenda

ADJOURNMENT

The meeting will be adjourned to a regular board meeting scheduled for Wednesday, June 29, 2022, at 5:15 p.m. at the District Office.



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: June 10, 2022
Subject: OUHSD 22-23 Local Control Accountability Plan (LCAP)

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

The LCAP and Budget will be brought to the Board at the June 29, 2022 meeting for approval. The district will submit to the Butte County Office of Education for review.

Attached is the update to the 2021-2024 OUHSD Local Control Accountability Plan for Review.



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

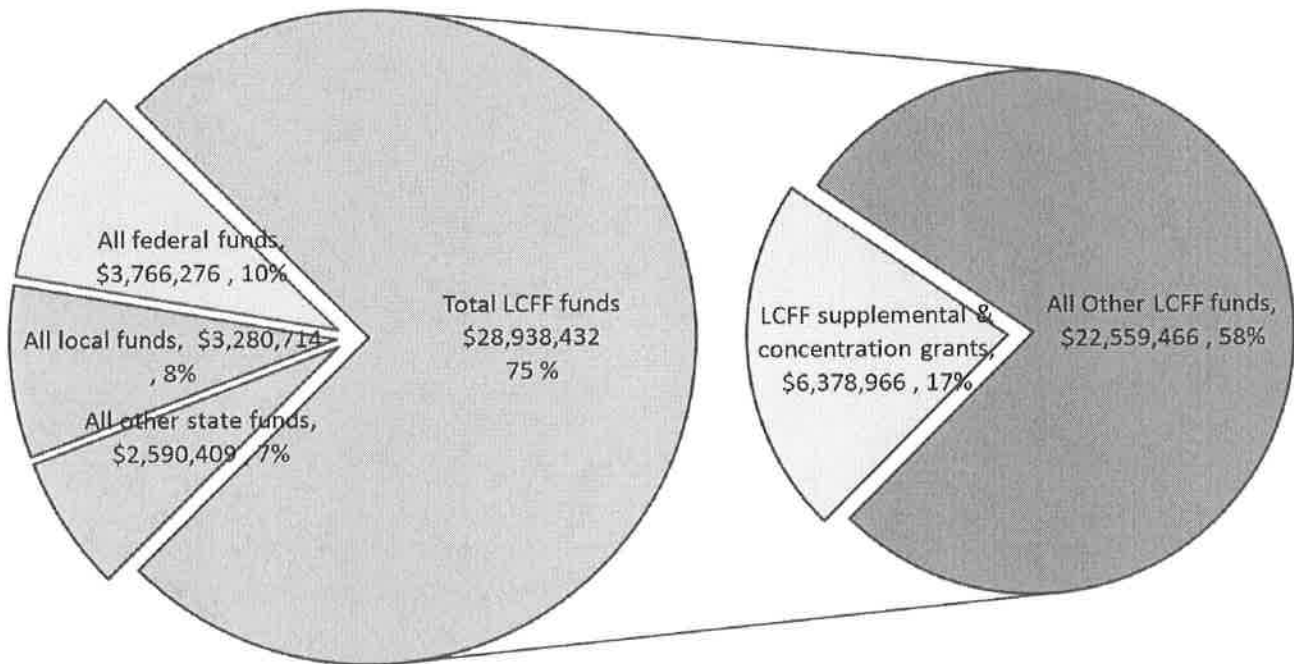
cwillenb@ouhsd.net

(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

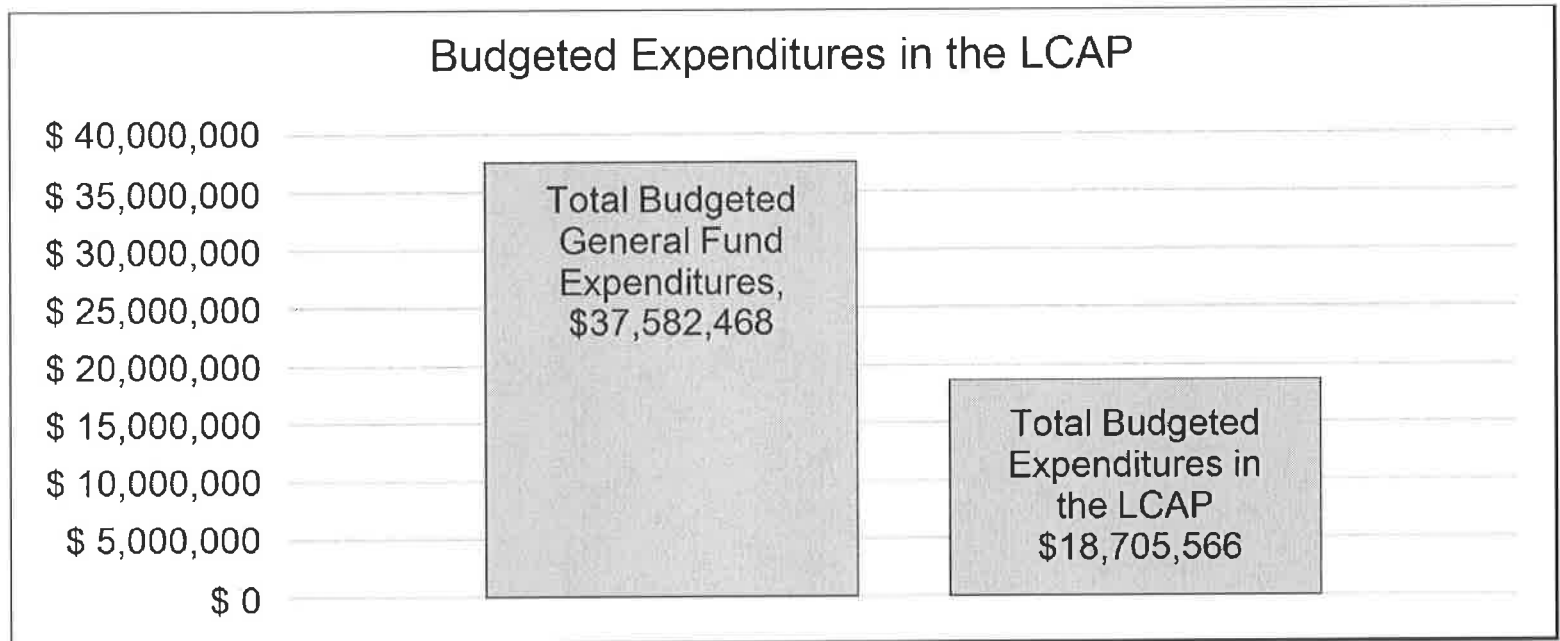


This chart shows the total general purpose revenue Oroville Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oroville Union High School District is \$38,575,831, of which \$28,938,432 is Local Control Funding Formula (LCFF), \$2,590,409 is other state funds, \$3,280,714 is local funds, and \$3,766,276 is federal funds. Of the \$28,938,432 in LCFF Funds, \$6,378,966 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Oroville Union High School District plans to spend for 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 \$37,582,468 for the 2022-23 school year. Of that amount, \$18,705,566 is tied to actions/services in the LCAP and \$18,876,902 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP does not depict the entire General Fund budget. The District has defined those programs and services required to provide a basic educational program as its core program. The core program expenditures that do not address the LCAP goals are not included in this document. Examples of core program expenditures include teacher salaries, benefits and instructional materials for classes required for graduation, instructional and transportation costs for students with disabilities, instructional costs for students attending the required minimum day for the continuation school, district and school administration costs, health benefits for retirees, utilities, insurance and debt service payments. The complete budget is available for viewing at the OUHSD District Office at 2211 Washington Ave, Oroville, CA 95966, or on the District's website (www.ouhsd.org).

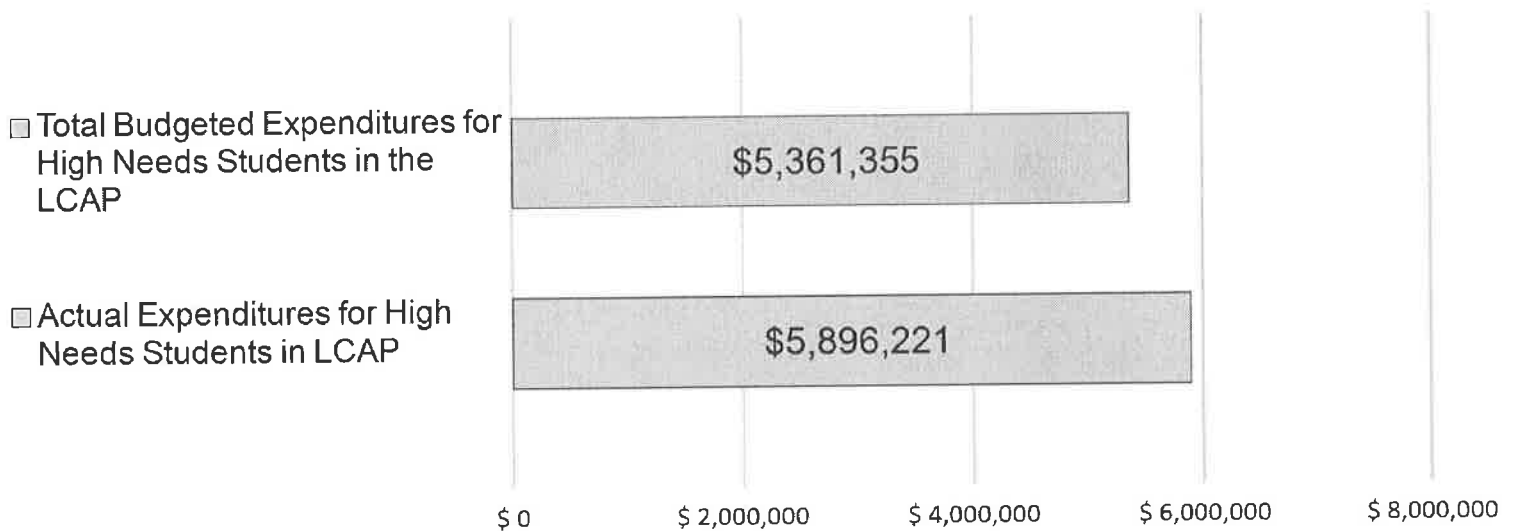
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Oroville Union High School District is projecting it will receive \$6,378,966 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 \$6,679,376 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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 \$5,361,355 for planned actions to increase or improve services for high needs students. Oroville Union High School District actually spent \$5,896,221 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$534,866 had the following impact on Oroville Union High School District's ability to increase or improve services for high needs students:

The additional funds spent to increase or improve services for high needs students allowed OUHSD to add staff to provide direct support to students. An assistant principal and a supplemental ed tech was added at each of the comprehensive high schools. Staffing was increased temporarily at the Center of the Independent Study to accommodate students on the waiting list. Additional credit recovery opportunities were implemented at the continuation school to allow students to earn more credits towards their graduation requirements. A social studies and chemistry teacher at was added at Las Plumas High School to reduce class size.



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 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 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.

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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%). Math outcome data showed 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 will fine tune the Progressive Intervention Policy and interventions for the 2022-2023 school year. During the 2021-2022 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. 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. We will continue to fund those positions for the 2022-2023 school to and determine if the actions improve California School Dashboard Indicators.

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 (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. The Supportive School Climate Committee meetings are open to the public and the public can give input on district operations. 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. Elements of the OUHSD LCAP were presented at every monthly OUHSD Board of Trustees meeting. Survey results were presented to the Board for discussion at the April 2022 meeting and the May 2022 meeting. A draft of the OUHSD LCAP was presented at the May 18, 2022 Board meeting for discussion and input.

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 90.4% SED 89.4% LPHS 96.0% OHS 56.3% PHS	2021 Data 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			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%	20-21 Data All 21.0% SWD 0% EL 3.1% African American 1.5% American Indian 5.3% Asian 25.2%			All >40% SWD >40% EL >40% African American >40% American Indian >40% Asian > 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	Hispanic 20.4% White 25.5% SED 22.9% Homeless 14.8%	Hispanic 16.8% White 48.1% SED 72.5% Homeless 6.9%			Hispanic >40% White >40% SED >40% Homeless >40%
Chronic Absenteeism Rate for all students (Priority 5 Pupil Engagement)	18-19 Data All 26% LPHS 21.5% OHS 21.5% CDS 93.9% PHS 86.1% SWD 38.89% Foster Youth 42.4% EL's 16.2% SED 29.7%	20-21 Data All 26% LPHS 21.5% OHS 21.5% CDS 93.9% PHS 86.1% SWD 38.89% Foster Youth 42.4% EL's 16.2% SED 29.7%			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	Average FIT score for all facilities is 90.28%	Average FIT score for all facilities is 92.07%			>Over 90% average for all facilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Inspection Tool (FIT) Priority 1 Basic)					
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.
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			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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Council meetings to seek stakeholder input.			
Attendance Rate (Priority 5 Pupil Engagement)	19-20 Data OUHSD: 87.5% LPHS: 94.7% OHS: 92.5% PHS: 75.4%	20-21 Data OUHSD: 91.51% LPHS: 94.8% OHS: 94.04% PHS: 85.70%			OUHSD: >90% LPHS: >95% OHS: >95% PHS: >80%
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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Technology Replacement and Repair	Acquire, repair and replace Chromebooks for all students, upgrade Internet connectivity at all sites, purchase interactive boards, and provide professional development for staff.	\$806,144.00	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.	\$542,834.00	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.	\$154,490.00	Yes

Action #	Title	Description	Total Funds	Contributing
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	Social Emotional Learning	Eight Social Emotional Learning periods will be used to provide lessons on bullying, harassment, bias, suicide prevention and high school skills.	\$0.00	No
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.	\$472,814.00	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.	\$2,433,200.00	No
1.10	District ELD Coordinator	EL Coordinator - 20% (1 section)	\$24,331.00	Yes
1.11	Supplemental English Language Development Support Classes for all ELD students	Supplemental English Language Development support classes for EL students.	\$233,243.00	Yes
1.12	Extended Instructional Hours	Extended instructional hours from 15/week to 30/week at PHS gives students more opportunities to earn credits and graduate on time.	\$435,246.00	Yes

Action #	Title	Description	Total Funds	Contributing
	from 15/week to 30/week at Prospect High School			
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.	\$160,156.00	Yes
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.	\$2,590,113.00	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. Review curriculum and make adoptions to align to California State Standards.	\$363,000.00	Yes
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.	\$170,517.00	Yes
1.20	Provide Outreach to Incoming 9th Graders to Assist Them in	The district will provide outreach and supports to incoming 9th graders through campus visits and freshman orientation.	\$14,090.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Transitioning to High School			
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
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.	\$898,689.00	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.	\$75,753.00	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	\$1,399,820.00	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 looked for options for students to reach their educational goals entering the 22-23 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.

Action 1.2 - A substitute teacher shortage, combined with the necessity of having teachers in the classrooms, reduced the number of professional development opportunities that could be offered. Action 1.14 - One time funding was allocated for additional facility repairs and improvements (fencing, automatic door openers for the bus barn, kilns, alarm upgrades, HVAC). Action 1.16 - additional expenditures were made to update the Science Curriculum and purchase Edgenuity to enhance credit recovery and the independent study program curriculum. Action 1.19 - Summer school was expanded with Expanded Learning Opportunity grant funding to include transportation, campus supervision, and inviting meals. Action 1.22 - Fewer teachers were needed in the independent study program as students returned to the campuses for in-person learning.

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. OUHSD hired Targeted Case managers and additional assistant principals at the comprehensive high schools to address attendance. The Chronic Absenteeism rate went down from 26.4% in 18-19, to 21% in 19-20.

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. OUHSD has updated curriculum in English, and Science over the past three years. OUHSD is also finding ways to support classroom instruction with co-teachers in Math, English and Science. OUHSD is also looking for ways to have more students deemed "Prepared" on the College and Career Readiness Dashboard Indicator. With the additional Assistant Principals at LPHS and OHS, OUHSD has decided to discontinue the TOSA positions that focus on Chronic Absenteeism beginning with the 22-23 school year.

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.	\$1,202,537.00	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.	\$619,625.00	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.	\$476,990.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Extra Curricular and Co-Curricular Opportunities	Offer athletics, clubs and other activities	\$897,105.00	Yes
2.6	Home to School Transportation	The district will provide home to school transportation	\$305,239.00	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.	\$1,210,932.00	No
2.10	Parent and Family Engagement	Improve communication with parents with social media, website and informational bulletins and newsletters.	\$93,523.00	Yes
2.11	Parent Involvement	Parent Square as a way to communicate with parents	\$14,000.00	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.

Action 2.2 -a additional social worker was hired with ESSER III funds. Action 2.3 - actual expenditures were less than anticipated as the Butte County Sheriff was unable to staff the School Resource Officer position at Las Plumas High School. Action 2.4 - Two additional targeted case managers were hired with Title I funds.

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

OUHSD has had difficulty in recruiting bus drivers and has had to adjust routes with vans instead of buses. BCSO was not able to provide a School Resource Deputy due to the lack of qualified staff. OPD has had to use the OHS/PHS SRO to augment patrol staffing shortages, so the officer is not on campus daily.

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. LPHS and OHS added an additional Targeted Case Manager with categorical funding to support 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.

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	Counselling 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.	\$1,143,915.00	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.	\$139,773.00	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.	\$1,587,171.00	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.	\$52,100.00	Yes
3.6	FAFSA Completion	Comply with AB 132 that requires all students complete a FAFSA		No
3.7	Career Exploration Class	Add class for students to explore career possibilities	\$26,216.00	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 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.

Action 3.1 - The Expanded Learning Opportunities grant plan had originally included hiring additional counseling staff. These funds were subsequently redirected towards expanding summer school opportunities and community school supports for students.

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. OUHSD is also having difficulty in finding appropriately credentialed teachers to teach Career and Technical Education classes throughout the district. 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)
\$6,378,966	

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
29.63%	1.12%	\$242,750.07	30.74%

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 and/or bus passes (2.6) Incentives are being offered to encourage our reluctant teenagers to actually utilize the bussing option to get to school (2.7) Foster and Homeless Youth often experience challenges related to trauma and the uncertainty of living arrangements. To address their specific needs, OUHSD 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.

OUHSD 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 OUHSD 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.

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

1. Technology – interactive boards, 1:1 Chromebooks
2. Intervention for 5th yr seniors
3. Assessments for targeted services
4. Library service
5. Foster youth social worker and Targeted Case Managers
6. TOSA for PBIS and Math/English intervention periods
7. Extended time for Prospect
8. College Connection for Seniors
9. Dual enrollment
10. Summer School credit recovery
11. Campus visits for 8th graders
12. Boys and Girls Club facility at both OHS and LPHS.
13. Online courses to allow for more access to CTE, Band, and Spanish
14. Social Worker/Nurse/ Psychologist/ speech therapist – addressing barriers
15. TCM and Family Liaison Mental wellness and instructional needs
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.
24. Additional teachers in the areas of alternative education, Spanish, Art, Agriculture, science and social studies, independent study, and supplemental education technician that provide direct services to students.

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		1 staff to 18.6 students ⁶
Staff-to-student ratio of certificated staff providing direct services to students		1 staff to 14.60 students

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$11,366,843.00	\$3,167,327.00	\$133,059.00	\$4,038,337.00	\$18,705,566.00	\$15,315,768.00	\$3,389,798.00

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	\$163,376.00		\$121,059.00	\$521,709.00	\$806,144.00
1	1.2	Professional Development for all Staff	English Learners Foster Youth Low Income	\$161,308.00	\$193,084.00		\$188,442.00	\$542,834.00
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	\$146,414.00	\$8,076.00			\$154,490.00
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	Social Emotional Learning	All					\$0.00
1	1.8	Math, English, and Positive Behavior Interventions	English Learners Foster Youth Low Income	\$419,651.00			\$53,163.00	\$472,814.00
1	1.9	Tutorial Support and Push In Support for	Students with Disabilities		\$1,696,549.00		\$736,651.00	\$2,433,200.00

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	\$24,331.00				\$24,331.00
1	1.11	Supplemental English Language Development Support Classes for all ELD students	English Learners	\$233,243.00				\$233,243.00
1	1.12	Extended Instructional Hours from 15/week to 30/week at Prospect High School	English Learners Foster Youth Low Income	\$435,246.00				\$435,246.00
1	1.13	College Connection Program	English Learners Foster Youth Low Income	\$160,156.00				\$160,156.00
1	1.14	Maintain Facilities in Good Repair	All	\$2,102,324.00	\$320,117.00		\$167,672.00	\$2,590,113.00
1	1.15	Teachers and Staff are Appropriately Assigned and Credentialed	All					\$0.00
1	1.16	Sufficient Instructional Materials	English Learners Foster Youth Low Income	\$225,000.00	\$138,000.00			\$363,000.00
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	\$53,198.00	\$42,318.00		\$75,001.00	\$170,517.00
1	1.20	Provide Outreach to Incoming 9th Graders to Assist Them in Transitioning to High School	English Learners Foster Youth Low Income	\$14,090.00				\$14,090.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.21	Provide Facilities to the Boys and Girls Club of the North Valley	English Learners Foster Youth Low Income	\$52,000.00				\$52,000.00
1	1.22	Expand the Independent Study Program	All Students with Disabilities		\$180,127.00		\$718,562.00	\$898,689.00
1	1.23	Addition of Online Geography and Independent Study PE	English Learners Foster Youth Low Income	\$75,753.00				\$75,753.00
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	\$1,399,820.00				\$1,399,820.00
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	\$323,841.00	\$481,215.00		\$397,481.00	\$1,202,537.00
2	2.3	School Resource Officer/Deputy and Campus Security	All	\$528,884.00	\$3,241.00		\$87,500.00	\$619,625.00
2	2.4	Targeted Case Manager/Family Liaison	English Learners Foster Youth Low Income	\$288,122.00			\$188,868.00	\$476,990.00
2	2.5	Extra Curricular and Co-Curricular Opportunities	English Learners Foster Youth Low Income	\$855,704.00			\$41,401.00	\$897,105.00
2	2.6	Home to School Transportation	English Learners Foster Youth Low Income	\$305,239.00				\$305,239.00
2	2.7	Incentives	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.8	School Attendance and Achievement Review Team	All Students with Disabilities					\$0.00
2	2.9	Provide Nutritious Meals	All	\$667,977.00	\$70,000.00	\$12,000.00	\$460,955.00	\$1,210,932.00
2	2.10	Parent and Family Engagement	English Learners Foster Youth Low Income	\$76,000.00			\$17,523.00	\$93,523.00
2	2.11	Parent Involvement	English Learners Foster Youth Low Income	\$14,000.00				\$14,000.00
3	3.1	Counselling Staff	English Learners Foster Youth Low Income	\$1,120,171.00			\$23,744.00	\$1,143,915.00
3	3.2	College/Career Guidance Technician	English Learners Foster Youth Low Income	\$139,773.00				\$139,773.00
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	\$1,194,906.00	\$34,600.00		\$357,665.00	\$1,587,171.00
3	3.5	Provide Additional Section Funds to Career and Technical Education and Visual and Performing Arts Classes	English Learners Foster Youth Low Income	\$52,100.00				\$52,100.00
3	3.6	FAFSA Completion	All					
3	3.7	Career Exploration Class	English Learners Foster Youth Low Income	\$26,216.00				\$26,216.00

2022-23 Contributing Actions Table

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 — 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
\$21,530,592	\$6,378,966	29.63%	1.12%	30.74%	\$6,679,376.00	0.00%	31.02 %	Total:	\$6,679,376.00
								LEA-wide Total:	\$6,217,914.00
								Limited Total:	\$52,100.00
								Schoolwide Total:	\$2,289,172.00

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	\$161,308.00	
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	\$146,414.00	
1	1.8	Math, English, and Positive Behavior Interventions	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$419,651.00	
1	1.10	District ELD Coordinator	Yes	LEA-wide	English Learners	All Schools 9-12	\$24,331.00	
1	1.11	Supplemental English Language Development Support Classes for all ELD students	Yes	LEA-wide	English Learners	All Schools 9-12	\$233,243.00	

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	\$435,246.00	
1	1.13	College Connection Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$160,156.00	
1	1.16	Sufficient Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$225,000.00	
1	1.19	Credit Recovery and Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$53,198.00	
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	\$14,090.00	
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	\$75,753.00	
1	1.25	Add additional staff to provide direct support to students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,399,820.00	
2	2.2	Social, Emotional and Health Supports	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$323,841.00	
2	2.4	Targeted Case Manager/Family Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$288,122.00	
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	\$855,704.00	

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	\$305,239.00	
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				9-12	\$667,977.00	
2	2.10	Parent and Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$76,000.00	
2	2.11	Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,000.00	
3	3.1	Counselling Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$1,120,171.00	
3	3.2	College/Career Guidance Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$139,773.00	
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	\$52,100.00	
3	3.7	Career Exploration Class	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Las Plumas High School	\$26,216.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$16,891,537.00	\$16,988,034.08

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	Action 1.25 - Added staff to provide direct support to students	No Yes	\$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

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	1.10	District ELD Coordinator	Yes	\$26,500	\$23,771
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	\$887,663
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	Counseling Staff	Yes	\$1,367,429	\$1,107,085
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		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)
\$6,138,971		\$5,361,355.00	\$5,896,220.93	(\$534,865.93)	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	1.1	Action 1.25 - Added staff to provide direct support to students	Yes		\$467,974		
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	\$29,442		
1	1.5	Maintain and Expand Library Services	Yes	\$142,775	\$145,265		
1	1.8	Math, English, and Positive Behavior Interventions	Yes	\$732,637	\$840,874		
1	1.10	District ELD Coordinator	Yes	\$26,500	\$23,771		
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	\$158,313		
1	1.19	Credit Recovery and Summer School	Yes	\$167,332	\$209,700		

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	1.20	Provide Outreach to Incoming 9th Graders to Assist Them in Transitioning to High School	Yes	\$13,653	\$10,635		
1	1.21	Provide Facilities to the Boys and Girls Club of the North Valley	Yes	\$52,000	\$52,000		
1	1.23	Addition of Online Geography and Independent Study PE	Yes	\$48,025	\$49,688		
2	2.2	Social, Emotional and Health Supports	Yes	\$269,798	\$336,097		
2	2.4	Targeted Case Manager/Family Liaison	Yes	\$223,590	\$276,288		
2	2.5	Extra Curricular and Co-Curricular Opportunities	Yes	\$817,421	\$773,322		
2	2.6	Home to School Transportation	Yes	\$152,724	\$218,815		
2	2.7	Incentives	Yes	\$15,000	\$9,621		
2	2.9	Provide Nutritious Meals	Yes	\$225,391	\$100,000		
2	2.10	Parent and Family Engagement	Yes	\$92,800	\$110,236		
3	3.1	Counselling Staff	Yes	\$1,138,111	\$1,080,581		
3	3.2	College/Career Guidance Technician	Yes	\$117,189	\$132,927		
3	3.3	Purchase Naviance Software	Yes	\$33,000	\$32,951		
3	3.5	Provide Additional Section Funds to Career and Technical Education and Visual and Performing Arts Classes	Yes	\$53,400	\$58,216		

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)
\$21,746,653	\$6,138,971	0%	28.23%	\$5,896,220.93	0.00%	27.11%	\$242,750.07	1.12%

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/lcl/>.

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/fq/aa/lcl/>.

- **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/fg/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:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement 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.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

- Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."
- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
 - 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
 - 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
 - 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.
- The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent 
Date: June 10, 2022
Subject: Local Performance Indicators

Yearly, the district is required to report to the Board of Trustees and the community our progress towards meeting five performance indicators reported on the California School Dashboard Indicators.

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

OUHSD Status on Performance Indicator 1 (Williams Act)

Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions: **0 misassignments, 3 Teacher vacancies(LPHS ITECH, LPHS English and OHS English).**

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **None**

OUHSD Status on Performance Indicator 2 (Implementation of Standards)

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science				X	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards				X	
History-Social Science					X

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	

ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				XX	
Next Generation Science Standards				X	
History-Social Science				X	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				X	
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts				X	
World Language				X	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

OUHSD has fully implemented the California Common Core Standards. OUHSD routinely reviews curriculum and updates as necessary. Economics and Government courses have been updated and a new curriculum will be purchased during the summer of 22-23.

OUHSD Status on Performance Indicator 3 (Parent and Family Engagement)

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Initial Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Initial Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Initial Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

OUHSD has been implementing CR-PBIS for the past two years. Along with implementing CR-PBIS with fidelity and hiring an additional social worker and adding targeted case managers to each school site to address barriers that impede learning for students. OUHSD is working with the Butte County SELPA to provide training to parents on how to exercise their legal rights and advocate for their own students.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Initial Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Initial Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Initial Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

OUHSD is in the second year of Culturally Responsive Positive Behavioral Intervention Supports (CR-PBIS). This focus has changed how staff communicate with parents. OUHSD produces a Community Newsletter bi-monthly to let all stakeholders know what is going on in the district. OUHSD has redesigned our website and social media presence to inform stakeholders and community on a daily basis of the great things going on in the Oroville Union High School District.

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Initial Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Initial Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Initial Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

OUHSD has an unduplicated count of 77%. The focus area for improvement is to promote the great things going on in the district regularly and find ways improve

engagement for all families. OUHSD has developed a social media strategy to promote staff, students, activities and programs throughout the district. OUHSD also uses Parent Square to send messages to families.

OUHSD Status on Performance Indicator 6 (School Climate)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

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. .

3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

OUHSD began implementation of CR-PBIS during the 2020-2021 school year. The focus is to change the culture to a positive educational environment. We use Safe, Respectful and Responsible as a framework for our Positive Intervention Program.

OUHSD Status on Performance Indicator 7

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

For the 2021-2022 school year, 100% of Oroville Union High School District's students had full access to a broad course of studies as defined by California Education Code 50210 and 51220(a)-(i). All secondary students in Oroville Union High School District have access to a broad course of studies within their school offerings. English learners all have access to the English Language Arts course in addition to the English Language Development course. Through a partnership with Butte-Glenn Community College, high school students have access to college credit bearing courses. Both comprehensive high schools offer Advanced Placement courses and also offer a robust Career Technical Education pathway. Barriers preventing OUHSD from maximizing broad course of study offerings to all students include a lack of time during the regular school day, especially for English learners arriving in high school. Extended learning offerings, including credit recovery, are planned for continued expansion during the 2022-2023 school year. Funding for these offerings comes from the LCAP, the Extended Learning Opportunities Grant, and the A-G Completion Improvement Plan.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

OUHSD reviews and uses California School Dashboard Indicators to inform educational practice. Using 20-21 data, OUHSD had the following graduation rates: 83.5% All, 68.1% SWD, and 76.9% EL's. OUHSD needs to improve graduation rates for all students, especially students with disabilities. The Foster Youth number was too low to calculate due to the size of the group. OUHSD is using a co-teaching model in core classes to support students and IEP's, as well as, general education students that struggle. OUHSD is also concerned about the College and Career Readiness California School

Dashboard Indicator and the number of students deemed prepared. Using 20-21 data, OUHSD had the following percentages of students deemed "prepared:" All 21.0% ,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% , and Homeless 6.9%. The OUHSD Board of Trustees has directed school administration to focus on improving the number of students deemed prepared on the College and Career Readiness Dashboard Indicator. We are requiring the development of 4 year plans for all students and educating counselors on CTE pathways and how students complete pathways.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

One of the barriers to students accessing a broad course of study is that OUHSD is a small district and in some courses, such as music, AP courses, and CTE courses, there are often only one period offered of each course at each school site. Graduation requirements in the 9th and 10th grade year make it difficult for students to take music, , Spanish, AP courses and/or CTE courses. OUHSD is exploring options to give students flexibility in meeting graduation requirements, such as 9th graders taking Biology and taking independent study PE.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

OUHSD is in the process of requiring four year plans for all students. OUHSD has hired College/Career Readiness techs to assist students in finding information about scholarships, careers, and colleges. The impetus for that change is to improve the district's College and Career Readiness Dashboard Indicator, as well as improve the district's graduation dashboard.

OUHSD is always exploring ways to offer students an excellent and equitable educational experience. OUHSD uses student data to revise and improve courses in order to ensure that students are given opportunities to access high school level math, English and science curriculum. OUHSD has been focusing on improving student engagement as a way to improve all California School Dashboard Indicators.

**OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING
May 18, 2022**

MINUTES

CALL TO ORDER

Board President, Mr. Damon, called the meeting to order at 5:30 p.m. on Wednesday, May 16, 2022, at the Transportation Conference Room and via YouTube.

ROLL CALL

Board Members Present: Scott Damon, Bonnie King, Ray Sehorn and Nannette Walker

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

CLOSED SESSION

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

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

RESULTS OF CLOSED SESSION

At 6:12 p.m., the board reconvened to open session. There was no action taken.

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

#110-21/22: On a motion by Mrs. Walker, seconded by Mrs. King, the board accepted an amended Personnel Assignment Order by the following vote:

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

PUBLIC HEARING

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**

MINUTES OF REGULAR MEETING – MAY 18, 2022

#111-21/22: On a motion by Mr. Sehorn, seconded by Mrs. Walker, the board approved Map #1 by the following vote:

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

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%.**

#112-21/22: On a motion by Mr. Sehorn, seconded by Mrs. Walker, the board approved Resolution #18-21/22 as presented by the following vote:

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

Attorney Chris Keiner stated that Ms. Banuelos will prepare a presentation to the County Committee on behalf of the district. His office will submit the appropriate documents to the County Committee and Butte County Elections Office.

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

Mrs. Watts stated that the District is proposing to increase the rate to \$4.79 per square foot for residential construction and \$0.78 per square foot for commercial or industrial construction as of July 7, 2022. There were no questions from the audience or 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) were recognized for their years of service to the district.

5. **Years of Service Recognition**

The following employees were 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 Feters, 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.

HEARING OF INDIVIDUALS ON NON-AGENDA ITEMS (None)

HEARING OF INDIVIDUALS ON AGENDA ITEMS (None)

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

6. College Connection Year-End Report

Julie Decker thanked the board for their ongoing support of the program. She has had many phenomenal students. Dawson Vaughn stated that he enrolled in the program for the academic challenge. He was able to earn 28 college credits this year. He liked being able to set his own schedule, while still allowing time to work and travel, as well as learning how the college system works. The program has been an amazing opportunity and has helped him tremendously. He would definitely recommend the program to other students. He plans to stay at Butte next year and then transfer to Cal Poly to major in construction management. Trenton Bozzer stated that he hadn't considered the program until his mom encouraged him to attend the orientation. He thought it would be a more fulfilling year than being on campus. He had a rocky start due to being unorganized but Julie helped him out. The program has taught him time management skills and responsibility. He's also a band member and has had to learn to juggle school work with band practice. He plans to attend Butte next year and then transfer to an out-of-state college. Ms. Decker stated that Trenton is her success story and Dawson kept her on her toes. Students were eligible for a \$1000 grant plus a \$500 technology grant. The value of earning a year's worth of college credit is \$3000 to \$5000. She is disappointed that she can no longer give out cords at the awards ceremonies. Most of her students are attending colleges in state next year. One of her students this year wants to be an immigration lawyer and was able to connect her to a former student with experience. She has several very successful former graduates. Mr. Sehorn asked Ms. Decker to pass along contact info of her successful students so he can contact them about being Top 10 speakers in the future. Lastly, Ms. Decker reported that Sammy Burnett will be taking over the program next year. He has been very involved in the interview process and helped selected the 30 students who will be enrolled. Mrs. Walker commented that Julie has had the most Gates Millennium Scholarship winners in the district.

7. Board Comments

Mr. Sehorn commented on the student LCAP results, which included many thought provoking comments. If we ask the kids to take the survey, we need to do something with the results. Dr. Willenberg responded that the results from students, parents/guardians, staff and the community are used to develop the LCAP. The district can't do everything that is asked, like get rid of PBIS, because it's required by the DOJ settlement. Last year's LCAP comments resulted in the hiring of additional Social workers, Targeted Case Managers, College and Career Readiness Technicians and the implementation of four-year plans. The biggest challenge is to hire staff that is sustainable within the budget. We need to build our infrastructure. Dr. Englund was concerned that 56% of students interested in going to a CSU/UC haven't talked to their counselors about entrance requirements. She sees a need to continue to improve counselor outreach to students. Mr. Sehorn was happy to see that 92.6% of students marked very satisfied or satisfied on the level of instruction they received from their teachers this year. Mr. Damon asked how we track our accomplishments as it's not all about measurable percentages. Dr. Willenberg responded that we have to report the status on our actions and goals in the LCAP. BCOE has seen that we are making progress. We will monitor data for another year and make adjustments as necessary.

8. Superintendent

Dr. Willenberg referred to a handout on the status of one-time projects the board approved earlier this year. Twenty six students used Tutor.com in April. The summer maintenance project list includes: LPHS – start re-keying campus, upgrade cardio room, seal coat staff parking lot, 600 wing portable repairs, 1700 wing exterior painting, fencing the 1500/1700 wing, and installing a gate by the tennis courts. OHS – upgrade alarm system, A wing exterior painting, C, H and S wing hallway painting, paint interior of C1 and S2, install kilns, install new range in cafeteria, install HVAC in T2 and T3, and seal coat student parking lot. PHS – fence in the field. OAE – replace flooring. Harrison Stadium – seal coat parking lot. Summer custodial project include stripping and waxing four gyms, deep cleaning all classroom, cleaning out room 620, 621 and the 1700 storage room at LPHS, and changing out paper towel dispensers district-wide. Summer grounds projects include planting trees and repairing sprinkler systems throughout the district, tree cleanup by the 1700 wing at LPHS, cleaning up the dumping area by the OHS baseball field, landscaping improvements along Orange and Linden Avenues, cleaning under the bleachers at Harrison Stadium, and cleaning up the new property behind the district office. Summer technology projects include telephone system replacement district-wide, UPS replacements, replacing old non-POE switches, cleaning up and

MINUTES OF REGULAR MEETING – MAY 18, 2022

adding locks to the IDF/MDF cabinets, and inventory management. Mr. Damon was happy to see the amount of work being done in-house.

9. Administration

Mrs. Watts reported that as of the end of April, the cafeteria fund looks like it may finish in the black for the first time in many years. Mrs. King was happy to hear it. Mr. Sehorn enjoyed the school-wide BBQ lunch at LPHS last Friday and is looking forward to the OHS BBQ on 5/27. He encouraged the other board members to attend.

10. DOJ Update

Dr. Willenberg reported that he has a year-end meeting with DOJ on June 29th. We are working on the June Community Bulletin, which will include data on enrollment, attendance, student achievement, graduation rate, suspensions and more. There wasn't a quorum for the May 16th Supportive School Climate Advisory Committee, but he shared data with those in attendance and got good feedback. CDS will be operational next year.

11. 21/22 LCAP Comments from the Community and Students

This item was covered during board comments.

12. 1st Draft of the Updated 2021-2024 LCAP

Dr. Willenberg stated that we need to celebrate our successes: Graduation rate: students with disability group increased by 8.1%; College and Career: white group increased by 22.6% and our low socio-economic group increased by 49.6%; A-G Completers: all student group increased by 42.8%, Asian group increased by 36%, Hispanic group increased by 36.5%, white group increased by 40%, low socio economic group increased by 46%, EL group increased by 57%, and the homeless group increased by 39.4%; CTE Pathway Completers: American Indian group increased by 15.%, Hispanic group increased by 8.2%, and the white group increased by 8%; Chronic Absenteeism (the lower, the better): all student group decreased by 5%; LPHS decreased by 8%, OHS decreased by 0.9%, PHS increased by 2.7%, students with disabilities decreased by 6.6%, and foster youth decreased by 7.9%; Suspension data: the district decreased by 8.6%, LPHS decreased by 7%, OHS decreased by 7.9%, and PHS decreased by 18%; and Expulsion data: district rate decreased 0.25%. We still need to work on our graduation rate and college and career completers. Dr. Englund asked if the grad rate dropped due to COVID. Dr. Willenberg responded that COVID played a part. The state's AB104 requirement should increase our rate. He hopes the State goes back to the 220 credit requirement next year.

13. Quarterly Williams Act Report

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

14. Graduation Details

Dr. Willenberg reported on the graduation schedule: 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 on the district's YouTube channel.

OLD BUSINESS (None)

CONSENT CALENDAR

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

MINUTES OF REGULAR MEETING – MAY 18, 2022

- 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)

#113-21/22: On a motion by Mr. Sehorn, seconded by Mrs. Walker, the consent calendar was approved as presented with waiving the second reading on item #27 by the following vote:

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

NEW BUSINESS

28. Transportation MOU with CSEA

#114-21/22: On a motion by Mrs. King, seconded by Mrs. Walker, the MOU was approved as presented by the following vote:

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

29. Resolution to Increase School Facility Fees

#115-21/22: On a motion by Mr. Sehorn, seconded by Mrs. King, the increase was approved as presented by the following vote:

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

30. Resolution to Transfer Monies between Funds through the Use of Temporary Borrowings

#116-21/22: On a motion by Dr. Englund, seconded by Mrs. King, Resolution #20-21/22 was approved as presented by the following vote:

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

31. Authorization for Year-End Budget Transfers

#117-21/22: On a motion by Dr. Englund, seconded by Mr. Sehorn, the authorization was approved as presented by the following vote:

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

MINUTES OF REGULAR MEETING – MAY 18, 2022

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

#118-21/22: On a motion by Mrs. Walker, seconded by Mrs. King, the support was approved as presented by the following vote:

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

33. Announcement of the Hall of Fame Class of 2022

#119-21/22: On a motion by Mrs. King, seconded by Mrs. Walker, 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 were approved as presented by the following vote:

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

34. Amended Personnel Assignment Order

#120-21/22: On a motion by Mrs. Walker, seconded by Mrs. King, the amended Personnel Assignment Order was approved by the following vote:

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

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

Certificated

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

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 5/3/2022

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

MINUTES OF REGULAR MEETING – MAY 18, 2022

Certificated (Cont.)

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 Muntifering
Effective 5/2/2022 – 6/3/2022

2021/22 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

2021/22 TCIP Mentors

Andree' Earley – \$1,000
Laura Lafayette - \$875

2021/22 PCOE Mentor

John Cuny - \$1,000

Gene Wilson
Lisa Johnson
Eric Isenberg
Justin Younger
Courtney Barnett

ATC

Tim Boheme
Judy Tatom

Teisha Hase
Teacher
Request for continued reduction to 0.6FTE
w/cont'd District paid benefits per Article XX
Effective 8/12/2022

Classified (Cont.)

Ronda Cash
Receptionist/CBO Secretary
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 5/23/2022

2021/22 Summer Session

ATC Para-Educator II

Susan Taylor
Amy Rempel
SeeJay Hang
Yvonne Jensen
Jodi Sneeringer
Trevor Davis
Rebecca Denney
Annie Martinez
Para-Educator II
Stephanie Friedrich
Joua Thao
Terry Reed
Andrew Bernard

Judy Baker
Food Service Worker
Increase from 3.5 to 7.5 hrs. P/day
Effective 5/23/2022

Brenda Gutierrez
Administrative Secretary –LPHS
8.0hrs p/day; 260 days p/yr.
Step/Column 18/E \$22.93 p/hr.
Effective 5/31/2022

MINUTES OF REGULAR MEETING – MAY 18, 2022

Certificated (Cont.)

Amy Grundy
Teacher
Request to extend FMLA/CFRA leave
Effective through 6/3/2022

Brendan Close
Teacher
Resignation
Effective 6/3/2022

Ryan Rogowski
Teacher
Transfer from OHS to PHS
Effective 2022/23 school year

2022/23 Coaches

LPHS

Cheer

Head Coach-Tami Deal (PD)
Assistant Coach - Melanie Ripley (NP)
Assistant Coach - Alisha Nine (NP)
Assistant Coach – Kellie Hill (NP)

Cross Country

Boys Head Coach – Gene Wilson (PD)
Girls Head Coach – Ed Carey (PD)

Football

Varsity Head – Tim Harles (PD)
Varsity Assistant – Dennis Enser (PD)
Varsity Assistant – Todd Hayes (PD)
Varsity Assistant – Chase Hayes (PD)
Varsity Assistant – Sammy Burnett (PD)
Varsity Assistant – Joe Hothan (ASB PD)
Varsity Assist.–Brendon Matheson (ASB PD)
Varsity Assistant - Blake Friese (ASB PD)
Varsity Assistant – Guy Brogan (NP)
Varsity Assistant- Mike Sahagun (NP)
Varsity Assistant – Doug Hunt (NP)
JV Head Coach – Doug Holder (PD)
JV Assistant – Toby Thompson (PD)

Tennis

Girls Head Coach – Rob Rodney (PD)

Volleyball

Varsity Head Coach – Allie Bruce (PD)
Varsity Assistant – Jim Knapp (NP)
JV Head Coach – Jacob Hancock (PD)
Frosh Head Coach – Kurt Wilkins (PD)

OHS

Cheer

Head Coach – Emily Jackson (PD)
Assistant Coach - Kristeena Russo (NP)
Assistant Coach - Cheyanne Culver (NP)

Cross Country

Boys Head Coach – Patrick Cleary (PD)
Girls Head Coach – Ramona Saeturn (PD)

Classified (Cont.)

Sean Dunn
Custodian
8.0hrs p/day; 260 days p/yr.
Step/Column 15/E \$21.26p/hr.
Effective 5/31/2022

Randi Branistareanu
Para-Educator II
Voluntary Transfer from OHS to ATC
Effective 2022/23 school year.

MINUTES OF REGULAR MEETING – MAY 18, 2022

Certificated (Cont.)

Football

JV Head Coach – Ronnie Phillips (PD)

Varsity Assistant – Tracy Parkinson (NP)

Swimming

Head Coach – Alyssa Tomlinson (PD)

Tennis

Girls Head Coach – Allison Mache (PD)

Volleyball

Varsity Head Coach – Shawna Stone (PD)

Varsity Assistant – Kirsten Sanders (NP)

JV Head Coach – Julia Hardin (PD)

Frosh Head Coach – Alyssa Gramps (PD)

Classified (Cont.)

35. Expulsion Case #8-21/22

#121-21/22: On a motion by Mr. Sehorn, seconded by Mrs. Walker, the terms of the expulsion case were approved by the following vote:

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

- Be expelled for the remainder of the 21/22 school year and said expulsion be suspended.
 - Be referred to the independent study program to continue their education as set forth in the student's Stipulated Expulsion Agreement and Rehabilitation Plan dated and executed on April 22, 2022.
- Follow all school rules.
 - Make positive academic progress.
 - Maintain positive attendance including no cutting of classes and no unexcused absences.
 - Student cannot attend prom or any senior activities. Student may attend graduation if she earns the appropriate number of credits.
 - Student is not allowed on or near any other OUHSD campus, or to attend any extra or co-curricular events, including games and dances.

36. Expulsion Case #9-21/22

#122-21/22: On a motion by Mr. Sehorn, seconded by Mrs. Walker, the terms of the expulsion case were approved by the following vote:

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

- Be expelled for one calendar year from the date of the incident.
- Be referred to Come Back Butte Charter to continue their education subject to the following terms and conditions:

MINUTES OF REGULAR MEETING, MAY 18, 2022

- Follow all school rules.
- Make positive academic progress.
- Maintain positive attendance including no cutting of classes and no unexcused absences.
- Student is not allowed on or near any other OUHSD campus, or to attend any extra or co-curricular events, including games and dances.

37. Items for Next Agenda (None)

ADJOURNMENT

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

(Signature of Board Official)

ATTEST:

Secretary to the Board of Trustees

**OROVILLE UNION HIGH SCHOOL DISTRICT
SPECIAL BOARD OF TRUSTEES MEETING
June 8, 2022**

MINUTES

CALL TO ORDER

Board President, Mr. Damon, called the meeting to order at 5:04 p.m. on Wednesday, June 8, 2022, at the District Office Conference Room.

ROLL CALL

Board Members Present: Scott Damon, Bonnie King and Ray Sehorn

Administrators Present: Dr. Corey Willenberg, Superintendent

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

#123-21/22: On a motion by Mr. Sehorn, seconded by Mrs. King, the board accepted an amended Personnel Assignment Order by the following vote:

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

NEW BUSINESS

1. Resolutions Regarding School Board Elections

#124-21/22: On a motion by Mr. Sehorn, seconded by Mrs. King, Resolution #21-21/22, #22-21/22 and #23-21/22 were approved as presented by the following vote:

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

2. Resolution to Purchase Four Electric Buses through the California HVIP Grant

#125-21/22: On a motion by Mrs. King, seconded by Mr. Sehorn, Resolution #24-21/22 was approved as presented by the following vote:

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

3. Independent Contractor Agreement with David Davis

#126-21/22: On a motion by Mr. Sehorn, seconded by Mrs. King, the agreement was approved as presented by the following vote:

MINUTES OF SPECIAL MEETING – JUNE 8, 2022

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

4. Amended Personnel Assignment Order

#127-21/22: On a motion by Mrs. King, seconded by Mr. Sehorn, the amended Personnel Assignment Order was approved by the following vote:

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

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

Certificated

Cristi Tellechea
Principal
Resignation
Effective 6/30/2022

Samantha Bright
Teacher
Resignation
Effective 6/3/2022

Abigail Ott
Teacher
Resignation
Effective 6/3/2022

Jannie Ford
Ag Mechanics Teacher-LPHS
1.0 FTE 184 days
Step/Class 1/II \$53,500
Effective 7/1/2022

Yesenia Carmona
Social Science Teacher – LPHS
1.0 FTE; 184 days
Step/Class 1/IV \$57,320
Effective 8/12/2022

Jessica Penney
Spanish Teacher-LPHS
1.0 FTE; 184 days
Step/Class 1/III \$55,407
Effective 8/12/2022

Gabriela Rodriguez
English Teacher-OHS
1.0 FTE; 184 days
Step/Class 1/III \$55,407
Effective 8/12/2022

Classified

Lena Miller
Para-Educator II
Resignation
Effective 6/2/2022

Autumn Roden
Custodian
8.0hrs p/day; 260 days p/yr.
Step/Column 15/A \$17.51 p/hr.
Effective 6/9/2022

Paul Suarez
Custodian
8.0 hrs. P/day; 260 days p/yr.
Step/Column 15/C \$19.31 p/hr.
Effective 6/9/2022

Employees will transfer from OCESD to OUHSD effective 7/1/22 and will retain their seniority date. Effective date will be first date of paid service:

Rhonda Copelin
Transportation Lead
8.0 hrs. P/day; 260 days p/yr.
Step/Column 24/K23 \$31.76
Effective 6/27/2022

Rosella Davis
Bus Driver
2.0 hrs. p/day; SDO+1
Step/Column 17/E04 \$22.36p/hr.
Effective 8/12/2022

Rosella Davis
Bus Driver Trainer
6.0 hrs. P/day; 240 days p/yr.
Step/Column 20/E04 \$24.08p/hr.
Effective 7/29/2022

MINUTES OF SPECIAL MEETING – JUNE 8, 2022

Certificated (Cont.)

Savannah Tristan
English Teacher-OHS
1.0 FTE 184 days;
Step/Class 1/II \$53,500
Effective 8/12/2022

Rebecca Harvey
Social Science Teacher-OHS
1.0 FTE; 184 days
Step/Class 1/IV \$57,320
Effective 8/12/2022

Summer Vereecke
Special Education Teacher-OHS
1.0 FTE; 184 days
Step/Class 1/IV \$57,320
Effective 8/12/2022

Jennifer McKim
Special Education Teacher-OHS
1.0 FTE, 184 days
Step/Class 4/IV \$63,049
Effective 8/12/2022

Brenna Hall
Special Education Teacher-PHS
1.0FTE; 184 days
Step/Class 11/IV \$76,415
Effective 8/12/2022

Froylan Mendoza
Assistant Principal – LPHS
205 days; AP w/M/03 \$106,378
Effective 7/1/2022

Madison Redding
Ag Teacher-LPHS
1.0 FTE; 184 days;
Step/Class 01/II \$53,500r
Effective 7/1/2022

Robert Daley
Ag Teacher – LPHS
1.0 FTE; 184 days
Step/Class 01/I \$51,586
Effective 7/1/2022

Classified (Cont.)

Thay Lee
Bus Driver
6.5hrs p/day; SDO+1
Step/Column 17/N31 \$29.18 p/hr.
Effective 8/12/2022

Bryon McConkey
Courier
3.5hrs p/day; SDO+1
Step/Column 15/B \$18.41
Effective 8/12/2022

Jacqueline Pursch
Bus Driver
4.58 hrs. p/day; SDO+1
Step/Column 17/L21 \$27.51p/hr. (Y-rated
until 26/27 school year)
Effective 8/12/2022

Jacqueline Pursch
Special Education Clerical Aide
1.75 hrs. p/day; SDO
Step/Column 12/L21 \$24.34p/hr. (Y-rated
until 26/27 school year)
Effective 8/12/2022

Chelsea Sproles
Courier
6.25 hrs. p/day; SDO
Step/Column 15/A \$17.51 p/hr.
Effective 8/16/2022

Nancy Gilbert
Food Service Worker
3.5hrs p/day; SDO+2
Step/Column 05/A \$15.00p/hr.
Effective 8/12/2022

Angelina Brady
Food Service Worker
3.5hrs p/day; SDO+2
Step/Column 05/A \$15.00p/hr.
Effective 8/12/2022

Jordan Giles
ATC Para-Educator II
6.0 hrs. p/day; SDO+2
Step/Column 12/E \$19.79p/hr.
Effective 8/12/2022

Margie Osby-Price
ATC Para Educator II
6.0hrs p/day; SDO+2
Step/Column 12/A \$16.30p/hr.
Effective 8/12/2022

MINUTES OF SPECIAL MEETING – JUNE 8, 2022

Certificated (Cont.)

Classified (Cont.)

Substitute Vehicle Service Worker
Jordan LaGrone

CLOSED SESSION

- **Personnel-Gov't. Code 54957** [Public employee employment/discipline/dismissal/release]

The board convened to closed session at 5:11 p.m.

RESULTS OF CLOSED SESSION

At 5:40 p.m., the board reconvened to open session. The following action was taken:

#128-21/22: On a motion by Mrs. King, seconded by Mr. Sehorn, Kristin Wiedenman was appointed as the OHS Principal by the following vote:

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

ADJOURNMENT

On a motion by Mrs. King, seconded by Mr. Sehorn, the meeting adjourned at 5:41 p.m.

(Signature of Board Official)

ATTEST:

Secretary to the Board of Trustees

Checks Dated 05/10/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-228443	05/10/2022	NORTH VALLEY ARBOR MGMT INC DBA ABOUT TREES	01-5800	REMOVAL OF TREE AT LPHS		3,200.00
3005-228444	05/10/2022	ACCOUNTABLE HEALTHCARE	01-5800	GIBSON- 04/25/22-04/28/22		1,115.10
3005-228445	05/10/2022	WILLIAM PATTERSON BETTER BUILT FENCE	01-6200	LP FENCE LP AG		11,789.00
3005-228446	05/10/2022	DANIELSEN CO	13-4300	FS	235.33	
			13-4700	FS	2,167.86	
				SUPPERS	197.81	
				Unpaid Sales Tax	16.90-	2,584.10
3005-228447	05/10/2022	FAMILY CAREER COMMUNITY LEADERS OF AMERICA	01-5200	AFFILIATION LATE FEE		50.00
3005-228448	05/10/2022	GOLD STAR FOODS	13-4700	FOODSERVICE	1,750.77	
				SUPPERS	120.20	1,870.97
3005-228449	05/10/2022	JOHN ROBERT GOTTSCHALK GOTTSCHALK MUSIC CENTER	01-4400	VARIOUS INSTRUMENTS		6,556.24
3005-228450	05/10/2022	HILLYARD INC.	01-4300	CUSTODIAL SUPPLIES		623.53
3005-228451	05/10/2022	IMAGO	01-5850	LICENSE 200 LESSON LIBRARY		10,000.00
3005-228452	05/10/2022	NORTHAM DISTRIBUTORS INC	13-4700	FOODSERVICE	1,862.84	
				SUPPERS	316.23	2,179.07
3005-228453	05/10/2022	OFFICE DEPOT	01-4300	VARIOUS OFFICE SUPPLIES	2,010.77	
			11-4300	VARIOUS OFFICE SUPPLIES	170.66	2,181.43
3005-228454	05/10/2022	OUHSD SCHOLARSHIP FUND	73-5800	REIMB. CK# 1696-1699		1,900.00
3005-228455	05/10/2022	PROPACIFIC FRESH	13-4700	FS		1,822.19
3005-228456	05/10/2022	PS OPERATING CO. LLC DBA QC SUPPLY	01-4400	4W FEED CART	4,216.43	
3005-228457	05/10/2022	RAY MORGAN COMPANY	01-5602	QRT4 COPIER	1,702.64	
			01-5603	QRT4 COPIER		
			11-5850	LASERFISCHE	612.24	6,531.31
3005-228458	05/10/2022	Storey's Truck Service	01-5620	REPAIR ENGINE/DIESEL EXHAUST FUEL		817.79
3005-228459	05/10/2022	THERAPY TRAVELERS, LLC	01-5800	SERVICE 04/26/22-05/01/22		3,637.50
3005-228460	05/10/2022	Turf Star Inc.	01-4300	LACHT		34.98
3005-228461	05/10/2022	US BANK CORPORATE PAYMENT SYSTEM	01-4300	0966- SMITH/ VARIOUS CULINARY	421.03	
				4612- ALAN/ VARIOUS CULINARY	401.60	
				5510- UPTON/ VARIOUS SUPPLIES	400.32	
				5996- TELECHEA/ WELLNES SUPPLIES	104.49	
				9908- MILANO/ VARIOUS SUPPLIES	70.00	
			01-5200	4612- ALAN/ FCCLA CONF	372.36	
				7522- BLANEY/ FCCLA CONF. GAS	41.50	
				7522- BLANEY/ FCCLA CONF. PARKING	60.00	
			11-5200	8796- OCHS/ ACSA CONF.	231.16	
			13-4700	7723- DEADMORE/ FOOD SERVICE	17.72	

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Checks Dated 05/10/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-228461	05/10/2022	US BANK CORPORATE PAYMENT SYSTEM	13-4700	7723- DEADMORE/ SNACK	92.31	2,212.49
3005-228462	05/10/2022	ALISHA WELIVER	01-4300	LUMBER	75.62	
				MARKET BOARD PANEL	256.83	332.45
				Total Number of Checks	20	60,998.49

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	15	49,518.07
11	AdultEducationFund	3	1,014.06
13	CafeteriaSpecialRevenueFund	5	8,583.26
73	FoundationPrivPurposeTrustFu	1	1,900.00
	Total Number of Checks	20	61,015.39
	Less Unpaid Sales Tax Liability		16.90
	Net (Check Amount)		60,998.49

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), May 13 2022
1:06PM

Checks Dated 05/12/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-228731	05/12/2022	TANISHA FERGUSON	01-5200	M.WHEELER HOME TO LP 3/09/22-5/02/22		870.48
3005-228732	05/12/2022	Drysdale, Zachary N	01-5850	GIMIT SUBSCRIPTION		59.99
3005-228733	05/12/2022	Lund, Brac G	01-4300	CANDIES FOR LAS NINO CARNIVAL		18.86
3005-228734	05/12/2022	Weliver, Alisha M	01-4300	MISC LAB SUPPLIES		52.76
3005-228735	05/12/2022	A-1 APPLIANCE	01-4300	CAST IRON GRATE		409.19
3005-228736	05/12/2022	NORTH VALLEY ARBOR MGMT INC DBA ABOUT TREES	01-5800	REMOVAL OF TREE OHS		9,425.00
3005-228737	05/12/2022	ALPHA FIRED ARTS CERAMIC SUPPLIES NOW	01-4300	2500 LBS CLAY		1,180.94
3005-228738	05/12/2022	Amazon.com Lic	01-4300	#1RJG7PWVXJNQ	12.82-	
				DECODED GRADES	77.84	
				TUMBLER/AIRPODS	458.54	
				VARIOUS MATERIALS	2,346.39	
				KEY MANGT. SYSTEM	1,936.46	4,806.41
3005-228739	05/12/2022	BETTER DEAL EXCHANGE	01-4400	ADAPTER	3.01	
			01-4300	BAIT STATION	14.06	
				BATTERY	19.46	
				BOLTS	10.38	
				CRIMPR	45.45	
				GLIDE	18.39	
				MISC BOLTS/NUTS/WASHERS	30.18	
				PVC NIPPLE	1.72	
				VALVE/NIPPLE	17.08	
				VARIOUS MATERIALS	30.27	
				VARIOUS SUPPLIES	380.53	
			01-4363	VELCRO	38.96	609.49
3005-228740	05/12/2022	BOYS & GIRLS CLUBS OF THE NORTH VALLEY	01-5800	MAY SERVICE CONTRACT		17,400.00
3005-228741	05/12/2022	CALIF WATER SERVICE COMPANY	01-5505	04/05/22-05/02/22- 9931655860	57.26	
			11-5505	04/05/22-05/02/22- 8767360151	273.93	331.19
3005-228742	05/12/2022	CENTURY LINK	01-5900	MAY2022 BILLING #87101630		.66
3005-228743	05/12/2022	COMCAST	11-5900	MAY2022- 933675892	1,697.91	
			11-8699	MAY2022 E-RATE #933675892	1,528.12-	169.79
3005-228744	05/12/2022	Dannis Woliver Kelley	01-5801	03/01/22-03/30/22- ATC	9,462.00	
				03/01/22-03/30/22- BOARD CVRA	9,729.00	
				03/01/22-03/30/22- CLASS NEG.	1,015.00	
				03/01/22-03/30/22- DISCIPLINE	120.00	
				03/01/22-03/30/22- PERSONNEL ISSUE	3,212.00	
				03/01/22-03/30/22- SPECIAL ED	924.00	
				03/01/22-03/30/22- TRANS AGREEMENT	1,017.00	

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Checks Dated 05/12/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-228744	05/12/2022	Dannis Woliver Kelley	01-5801	03/01/22-03/30/22- WCAB ADJ15832939	6,586.00	32,065.00
3005-228745	05/12/2022	DSA	25-6200	ALTERATION TO OHS GYM		982.91
3005-228746	05/12/2022	ERICKSON LAW FIRM A.P.C.	01-5801	03/01/22-03/30/22 DRAFT PAPERS	1,134.00	
				03/01/22-03/30/22 OSTA	337.50	
3005-228747	05/12/2022	FOOD MAXX SAVE MART SUPERMARKET	01-4300	03/01/22-03/30/22 REDUCE WORKLOAD	2,295.00	3,766.50
				ATC SUPPLIES- TRD-4243	90.50	
				KAT BONE- TRD-4243	95.37	185.87
3005-228748	05/12/2022	JOHN ROBERT GOTTSCHALK GOTTSCHALK MUSIC CENTER	01-4400	VARIOUS INSTRUMENTS		6,183.73
3005-228749	05/12/2022	GURU PRESSURE WASHING	01-5620	COMPLETE KITCHEN EXHAUST CLEANING		1,640.00
3005-228750	05/12/2022	HOBBS PEST SOLUTIONS INC	01-5502	MONTHLY SERVICE- 100035 OHS	135.00	
				MONTHLY SERVICE- 100036 LP	135.00	
				MONTHLY SERVICE- 100037 PHS	80.00	
				MONTHLY SERVICE- 100050 TRANSP	75.00	
				MONTHLY SERVICE- 100407 DO	53.00	
			11-5502	MONTHLY SERVICE- 100614 OAE	55.00	533.00
3005-228751	05/12/2022	OROVILLE POWER EQUIPMENT	01-4300	EDGE BLADE	53.58	
				T35 TRIMMER HEAD	25.97	79.55
3005-228752	05/12/2022	PG&E	01-5501	7241342564-5 - 03/18/22-04/18/22	22,356.68	
				8353087371-6 -03/31/22-05/01/22	1,053.40	
			11-5501	7241342564-5 - 03/18/22-04/18/22	481.56	23,891.64
3005-228753	05/12/2022	RECOLOGY BUTTE COLLUSA COUNTIES	01-5506	MISC WASTE DROP	163.60	
				MONTHLY SERVICE - DO/TRANS	214.11	
				MONTHLY SERVICE - HS	1,070.55	
				MONTHLY SERVICE - LP	2,209.23	
				MONTHLY SERVICE - OHS	1,113.56	
				MONTHLY SERVICE - PHS	305.51	
			11-5506	MISC WASTE DROP	20.70	
				MONTHLY SERVICE - OAE	198.26	5,295.52
3005-228754	05/12/2022	SUTTER COUNTY SUPERINTENDENT OF SCHOOLS	01-5800	2/1/22 TCIP MENTOR STAFFORD/CLOSE		1,500.00
3005-228755	05/12/2022	T-MOBILE USA INC.	01-5900	MAY HOTSPOT SERVICE		8,282.00
3005-228756	05/12/2022	THE MUSIC CONNECTION SALLY S MACMILLAN	01-4300	VARIOUS SUPPLIES	152.68	
			01-4400	VARIOUS SUPPLIES	676.30	828.98
3005-228757	05/12/2022	THERMALITO WATER & SEWER DIST	01-5505	APR2022 BILLING- 617301	141.78	
				APR2022 BILLING- 620601	164.71	306.49

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Checks Dated 05/12/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
Total Number of Checks					27	120,875.95

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	25	118,693.80
11	AdultEducationFund	5	1,199.24
25	CapitalFacilitiesFund	1	982.91
Total Number of Checks		27	120,875.95
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			120,875.95

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023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), May 13 2022
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Checks Dated 05/17/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-228982	05/17/2022	FASTRAK//INVOICE PROCESSING DE PT.	01-5200	TOOL BRIDGE FEE		14.00
3005-228983	05/17/2022	FASTRAK//INVOICE PROCESSING DE PT.	01-5200	TOOL BRIDGE FEE		14.00
3005-228984	05/17/2022	FASTRAK//INVOICE PROCESSING DE PT.	01-5200	TOOL BRIDGE FEE		14.00
3005-228985	05/17/2022	Frazier II, Thomas L	01-5200	MILEAGE/MEAL RECOGNITION CEREMONY		273.77
3005-228986	05/17/2022	Earley, Andree M	01-4300	REIMB LUNCH COLABORATION	111.54	
			01-5200	MILEAGE FFA MEETING	156.30	267.84
3005-228987	05/17/2022	Frazier, Keely M	01-5200	MILEAGE LINK CREW TRNG.		273.96
3005-228988	05/17/2022	Smith, Sandra T	01-5200	CAR RENTAL FCCLA STATE CONF.		834.48
3005-228989	05/17/2022	Dunn, Celeste A	01-4300	EVERY 15MIN SUPPLIES		140.11
3005-228990	05/17/2022	White, Dawn	01-5200	MILEAGE/HOTEL CONTINUANCE TEACH		786.28
3005-228991	05/17/2022	Regnerus, Kimberly	01-5200	MILEAGE LINK CREW TRAINING		355.87
3005-228992	05/17/2022	Leih, Bonnie	01-4300	CHEMISTRY SUPPLIES		36.17
3005-228993	05/17/2022	Smith, Jennifer	01-5200	MILEAGE/HOTEL FCCLA CONV.		836.86
3005-228994	05/17/2022	Close, Brendan	01-5200	MEAL FFA STATE CAREER		161.00
3005-228995	05/17/2022	Gardner, Emily	01-4300	CLASS ROOM SUPPLIES		25.27
3005-228996	05/17/2022	ABILITYUSA, INC	01-5804	PREScreening 04/01/22-04/30/22		276.00
3005-228997	05/17/2022	ACCOUNTABLE HEALTHCARE	01-5800	GIBSON- 05/02/22-05/06/22		1,575.00
3005-228998	05/17/2022	Amazon.com Llc	01-4200	VARIOUS SUPPLIES	111.40	
			01-4300	CANOPY	532.91	
				DRY ERASE	39.62	
				RETURNED ITEM	24.70-	
				VARIOUS SUPPLIES	2,685.92	
			01-4400	VARIOUS SUPPLIES	635.78	
			11-4300	VARIOUS SUPPLIES	65.50	4,046.43
3005-228999	05/17/2022	BALFOUR INC,	11-4300	GRADUATION SUPPLIES	782.94	
				Unpaid Sales Tax	5.95-	776.99
3005-229000	05/17/2022	CHRISTENSEN TELECOMMUNICATIONS, INC	01-5620	SERVICE CALL FOR ALL SITES		450.00
3005-229001	05/17/2022	COMERS PRINT SHOP	01-4300	HALL OF FAME BANNER		98.40
3005-229002	05/17/2022	CA OCCUPATIONAL MEDICAL PROF	01-5804	APR2022 PRE SCREENING		110.00
3005-229003	05/17/2022	DANIELSEN CO	13-4300	FS	323.68	
			13-4700	FS	2,740.99	
				SUPPERS	67.88	
				Unpaid Sales Tax	22.73-	3,109.82
3005-229004	05/17/2022	HEATHER MCGOWAN DBA SOUNDING BOARD MKT & COMM	01-5800	APRIL2022 SERVICE		3,375.00
3005-229005	05/17/2022	DELL MARKETING LP	01-4300	27" MONITOR	1,348.09	
			01-4400	5090 SMALL OPTI FLEX	3,410.78	

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Generated for Christina Hopper (CHHOPPER), May 20 2022
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Checks Dated 05/17/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-229005	05/17/2022	DELL MARKETING LP	01-4400	7090 SMALL FORM FACTOR	1,125.91	5,884.78
3005-229006	05/17/2022	ENLOE MEDICAL CENTER	01-5804	APR2022 PRE SCREENING		110.00
3005-229007	05/17/2022	EWING IRRIGATION PRODUCTS	01-4300	VARIOUS SUPPLIES		199.23
3005-229008	05/17/2022	GALLAGHER NORTH AMERICA INC	01-4400	LOADBARS		1,799.99
3005-229009	05/17/2022	GOLD STAR FOODS	13-4700	FOOD SUPPLIES	4,153.77	
				SUPPERS	359.13	4,512.90
3005-229010	05/17/2022	NorCal Kenworth	01-4363	TEST FLUID ENGINE		200.59
3005-229011	05/17/2022	NORTHAM DISTRIBUTORS INC	13-4700	FOODSERVICE	1,320.75	
				SUPPERS	56.48	1,377.23
3005-229012	05/17/2022	OFFICE DEPOT	01-4300	PALLET OF PAPER	1,629.77	
				PENCIL	23.38	
				STAPLER	17.47	
				TONER	650.76	
				VARIOUS MATERIALS	285.75	
				DESK FOR CAMPERO	676.41	3,283.54
3005-229013	05/17/2022	OREILLY AUTOMOTIVE INC	01-4400	CAPSULE	7.17	
			01-4363	GAS MAGNUM	143.91	
				HEATER HOSE	67.35	
				OIL FILTER	10.80	
				OIL FILTER/MOTOR OIL	200.19	429.42
3005-229014	05/17/2022	OROVILLE POWER EQUIPMENT	01-4300	CHAIN SAW CHAPS/TITANIUM LINE		151.53
3005-229015	05/17/2022	PG&E	01-5501	6255577568-3 03/31/22-05/01/22		560.84
3005-229016	05/17/2022	Powerschool Group Llc	01-5850	DW NAVIANCE LICENSE AND SUBS.		29,422.56
3005-229017	05/17/2022	PROPACIFIC FRESH	13-4700	FS		969.80
3005-229018	05/17/2022	SCHOOL SPECIALTY, LLC	01-4300	VARIOUS MATERIALS	373.74	
			01-4400	PAPER CUTTER	1,450.57	1,824.31
3005-229019	05/17/2022	SPURR	01-5501	BILLING 03/24/22-4/22/22	4,841.96	
			11-5501	BILLING 03/24/22-4/22/22	135.16	4,977.12
3005-229020	05/17/2022	STATE OF CALIF DEPT OF JUSTICE	01-5804	APRIL2022 FINGERPRINTING		96.00
3005-229021	05/17/2022	THERAPY TRAVELERS, LLC	01-5800	SERVICE 05/02/22-05/08/22		3,637.50
3005-229022	05/17/2022	TOTAL EDUCATION SOLUTIONS	01-5800	APRIL2022 SERVICE		12,015.00
3005-229023	05/17/2022	VOLTAGE SPECIALISTS WILLIAM L BUNCH JR	01-5620	SEMI ANNUAL KIT HOOD INSP.		1,140.00
3005-229024	05/17/2022	ALAN VON DER MEHDEN	01-4300	WINCO REIMB. CULINARY		141.39
Total Number of Checks					43	90,584.98

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Checks Dated 05/17/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
Fund Summary						
<u>Fund</u>	<u>Description</u>		<u>Check Count</u>		<u>Expensed Amount</u>	
01	GeneralFund		38		79,637.58	
11	AdultEducationFund		3		983.60	
13	CafeteriaSpecialRevenueFund		4		9,992.48	
Total Number of Checks			43		90,613.66	
Less Unpaid Sales Tax Liability					28.68	
Net (Check Amount)					<u>90,584.98</u>	

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), May 20 2022
7:22AM

Checks Dated 05/19/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-229265	05/19/2022	Campanero, Bertha	01-4300	CLASSROOM SUPPLY	20.00	
3005-229266	05/19/2022	White, Dawn	01-5200	MEAL REIMB. CONTINUANCE CONF.	142.85	162.85
3005-229267	05/19/2022	Drury, Timothy	01-5200	CCEA CONF. PARKING		62.00
3005-229268	05/19/2022	Stafford, Regina	01-4300	WATER		22.08
3005-229269	05/19/2022	Carpenter, Christopher H	01-5200	HOTEL/MEALS FFA CAREER EVENTS		754.32
3005-229270	05/19/2022	ACCUARM DAN R LEDFORD	01-4300	PAINTING SUPPLY		31.38
3005-229271	05/19/2022	BETTER DEAL EXCHANGE	01-5640	INATALLATION OF BEAMS PARKING AREA		5,435.00
			01-4300	CORNER BLACE	7.77	
				FROG TAPE	38.93	
				HOSE/PRIMER	19.03	
				KIT PLAS/HAMMER	39.15	
				NAILS AND MISC BOLTS	14.70	
				SILCOCK	14.06	
				VARIOUS SUPPLIES	13.39	154.60
			01-4363	LITHIUM BATTERIES	7.57	12,180.00
3005-229272	05/19/2022	BOOMERANG PROJECT	01-5200	LINK CREW BASIC TRAINING		962.19
3005-229273	05/19/2022	BUSWEST	01-4363	WATER KIT		2,164.56
3005-229274	05/19/2022	PSI CONSULTING INC. CLAY PLANET	01-4300	VARIOUS CLAY SUPPLIES		46.23
3005-229275	05/19/2022	DAN'S ELECTRICAL SUPPLY	01-4300	VARIOUS SUPPLIES		
3005-229276	05/19/2022	GRAINGER INC	01-4300	BLOWER	115.66	
			01-4363	KEY BLANK	6.25	121.91
3005-229277	05/19/2022	HILLYARD INC.	01-4300	CUSTODIAL SUPPLIES		1,449.47
3005-229278	05/19/2022	HOME DEPOT	01-4300	MAINT. SUPPLIES	980.26	
				RETURNED ITEMS	73.45-	906.81
3005-229279	05/19/2022	Jostens	01-4300	CAPS/GOWN/TASSEL		1,805.35
3005-229280	05/19/2022	KEELY FRAZIER	01-4300	PBIS INCENTIVES GIFT CARDS	222.98	
				TICKETS	395.94	618.92
				MEDI-CAL		37.87
3005-229281	05/19/2022	PRACTI-CAL INC	01-5800	REVISING BOOK WITH JLAGRONE		149.00
3005-229282	05/19/2022	ROCHELLE L LAIRD	01-5800	POSITIVE PREV. CURRICULUM		4,105.06
3005-229283	05/19/2022	ROCKWELL PRINTING INC.	01-4100	04/01/22-04/30/22 SERVICE		17,818.00
3005-229284	05/19/2022	School Steps Inc.	01-5800	2022 DSA CLOSEOUT	521.00	
3005-229285	05/19/2022	Semington Architects Inc	25-6200	OHS GYM HVAC PROJECT APRIL BILLING	246.25	767.25
3005-229286	05/19/2022	TEHAMA TIRE SERVICE	01-4364	VARIOUS SUPPLIES		879.45
3005-229287	05/19/2022	THE MUSIC CONNECTION SALLY S MACMILLAN	01-4300	VARIOUS SUPPLIES		166.21
3005-229288	05/19/2022	ULTIMATE GRAD COMPANY NRP	11-4300	CAP/GOWN/TASSELS		1,502.91
3005-229289	05/19/2022	US BANK CORPORATE PAYMENT SYSTEM	01-4200	2510- WILLENBERG/ELEMENT OF ECOLOGY	173.19	
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Checks Dated 05/19/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-229289	05/19/2022	US BANK CORPORATE PAYMENT SYSTEM	01-4300	0966- SMITH/ CULINARY SUPPLIES	554.70	
				1308- CLOSE/ VARIOUS SUPPLIES	438.70	
				2813- DRURY/ OUTDOOR INST. SUPPLIES	19.12	
				2813- DRURY/ SUPPLIES FOR BIO	48.55	
				2813- DRURY/ TEACHERS APPRECIATION LUNCH	110.96	
				4612- CHEF V/ CULINARY SUPPLIES	238.91	
				5187- BRIGGS/ VARIOUS SUPPLIES	169.90	
				5996- TELLECHEA/ HP LAPTOP	557.06	
				5996- TELLECHEA/ TABL RUNNER	167.78	
				9689- SIMAS/ MEETING SUPPLIES	32.18	
				9908- MILANO/ VARIOUS SUPPLIES	529.42	
			01-5200	2813- DRURY/ 22/23 MTSS CONF/ COOK	295.00	
				2813- DRURY/ 22/23 MTSS CONF/ KINNEY	295.00	
				2813- DRURY/ 22/23 MTSS CONF/ NAVARRO	295.00	
				2813- DRURY/ 22/23 MTSS FLIGHT/ COOK	571.96	
				2813- DRURY/ 22/23 MTSS FLIGHT/ CREDIT	13.00-	
				2813- DRURY/ 22/23 MTSS FLIGHT/ KINNEY	618.96	
				2813- DRURY/ 22/23 MTSS FLIGHT/ NAVARRO	522.96	
				2813- DRURY/ 22/23 MTTA CONF/ MILANO/LERNER	300.00	
				2813- DRURY/ HOTEL ACSA CONF	371.82	
				2813- DRURY/ MEAL ACSA CONF	35.31	
				3251- COLLINS/ 2022 AP CHEM/LEIH	775.00	
				3251- COLLINS/ 2022 AP CHEM/MCCOMBS	775.00	
				3251- COLLINS/ FCCLA CONF.	1,891.50	
				3251- COLLINS/ MEAL REIMB. ACSA CONF.	19.27	
				3251- HOTEL ACSA CONF.	395.32	
				3251- MEAL REIMB. ACSA CONF.	19.27	
				3251- PARKING ACSA CONF.	40.00	
				9689- SIMAS/ AP TRAINING CLEARLY	480.00	
				9689- SIMAS/ CREDIT ADJUSTMENT	526.74-	
The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.					ESCAPE	ONLINE

Checks Dated 05/19/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-229289	05/19/2022	US BANK CORPORATE PAYMENT SYSTEM	01-5200	9689- SIMAS/ HOTEL AP CONF. WILKINS	1,085.43	
				9877- STAFFORD/ STATE FINALS HOTEL	616.32	
			01-5800	5996- TELLECHEA/ 15 MIN SESSION ON HOW TO	375.00	
			01-5900	2945- EARLY/ SHIPMENT EQUIPT.	73.95	
			11-4200	8796- OCHS/ BOOKS	129.46	
			13-4300	7723- DEADMORE/ FOOD SERVICE	137.87	
			13-4700	7723- DEADMORE/ FOOD SERVICE	234.11	
				7723- DEADMORE/ OHS STAFF MEETING FOOD	249.51	13,103.75
Total Number of Checks					25	65,407.17

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	24	62,907.06
11	AdultEducationFund	2	1,632.37
13	CafeteriaSpecialRevenueFund	1	621.49
25	CapitalFacilitiesFund	1	246.25
Total Number of Checks		25	65,407.17
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			65,407.17

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), May 20 2022
7:22AM

Checks Dated 05/24/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-229520	05/24/2022	Quarterman, Julie L	01-5850	SPED LICENSE		104.02
3005-229521	05/24/2022	Tooker, Julie E	01-4300	PHOTO SUPPLIES		384.21
3005-229522	05/24/2022	Castillo-Siplin, Diana	01-5200	LINK CREW CONF.		161.22
3005-229523	05/24/2022	Deadmore, Jacqueline	13-4700	SUPPLIES FOR BBQ		28.37
3005-229524	05/24/2022	Paim, Marco	01-5300	CA MUSIC ED MEMBERSHIP		151.00
3005-229525	05/24/2022	Amazon.com Llc	01-4300	VARIOUS SUPPLIES		
			01-4363	CREDIT16W6JXKT6QL9	31.38-	
				SOLIDBRASS STAMP TAGS	31.38	396.76
3005-229526	05/24/2022	BETTER DEAL EXCHANGE	01-4300	CANOPY	129.89	
				FROG TAPE MASKING PAPER	66.17	
				GLOVES	12.98	
				TOGGLR SWITCH COMM	10.58	
				VARIOUS SUPPLIES	20.13	239.75
3005-229527	05/24/2022	CALIF WATER SERVICE COMPANY	01-5505	4/13/22-5/10/22- 0556577777		3,719.25
3005-229528	05/24/2022	DAN'S ELECTRICAL SUPPLY	01-4300	30-50AMPPLUG	65.01	
				50AMPRECEPTACLE	23.15	
				VARIOUS SUPPLIES	118.32	206.48
3005-229529	05/24/2022	FOOD MAXX SAVE MART SUPERMARKET	01-4300	ATC SUPPLIES- TRD-4243		81.70
3005-229530	05/24/2022	JOHN ROBERT GOTTSCHALK GOTTSCHALK MUSIC CENTER	01-4400	TRUMPETS		7,599.28
3005-229531	05/24/2022	GRAINGER INC	01-4300	WALK RAMP	129.77	
			01-4363	BATTERY	27.54	
				DISTILLED WATERHSGOLFCART	41.86	199.17
3005-229532	05/24/2022	INSIDE OUT DESIGNS	01-4300	ALUMINUM 48X48 SIGN		331.45
3005-229533	05/24/2022	J W PEPPER MUSIC	01-4300	MUSIC SHEET/ M.PAIM	609.76	
				RETUNED ITEM/ M.PAIM	69.71-	540.05
3005-229534	05/24/2022	MCKINLEY ELEVATOR CORPORATION	01-5620	PERFORMED PREVENTIVE MAINT.		900.00
3005-229535	05/24/2022	OFFICE DEPOT	01-4300	COPY PAPER	1,644.97	
				PEN REFILLS	4.49	
				VARIOUS OFFICE SUPPLIES	308.76	1,958.22
3005-229536	05/24/2022	OROVILLE ADULT ED REVOLVING	11-5800	CHECK REIMB 1421-1422	25.00	
			11-8671	CHECK REIMB 1421-1422	140.00	165.00
3005-229537	05/24/2022	OUHSD REVOLVING FUND	01-5800	APRIL REIMB		35.00
3005-229538	05/24/2022	PLACER CO OFF OF ED	01-5200	PBIS CONFERENCE/ CASTILLO		3,000.00
3005-229539	05/24/2022	PRACTI-CAL INC	01-5800	MEDI-CAL		25.25
3005-229540	05/24/2022	RIEBES AUTO PARTS LLC	01-4363	BATTERY		237.29
3005-229541	05/24/2022	SSDA	01-5806	JOB POSTINGS		200.00
3005-229542	05/24/2022	STAGE OROVILLE STATE THEATER	01-5601	SENIOR SCHOLARSHIP NIGHT		470.00
The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.					ESCAPE	ONLINE

Checks Dated 05/24/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-229543	05/24/2022	THERAPY TRAVELERS, LLC	01-5800	SERVICE 05/09/22-05/15/22		3,637.50
3005-229544	05/24/2022	TRITES BACKFLOW SERVICES INC	01-5620	BACKFLOW TESTING FEE & REPAIRS		50.00
Total Number of Checks					25	24,820.97

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	23	24,627.60
11	AdultEducationFund	1	165.00
13	CafeteriaSpecialRevenueFund	1	28.37
Total Number of Checks		25	24,820.97
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			24,820.97

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), May 31 2022

10:41AM

Checks Dated 05/26/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-229995	05/26/2022	FASTRAK	01-5200	TOOL BRIDGE FEES CA1626768		14.00
3005-229996	05/26/2022	Felardo, Leanna L	01-5800	LEAVE/STRS SETTLEMENT		750.00
3005-229997	05/26/2022	Deadmore, Jacqueline	13-4700	SENIOR BREAKFAST		274.02
3005-229998	05/26/2022	Montanez, Aletha M	01-4300	JOB FAIR SUPPLIES	83.98	42.01
3005-229999	05/26/2022	Amazon.com Lic	01-4300	VARIOUS SUPPLIES	63.07	147.05
			11-4300	VARIOUS SUPPLIES		
3005-230000	05/26/2022	CARPETS GALORE INC	11-5640	REPLACE FLOORING RM8 OAE		10,985.00
3005-230001	05/26/2022	COMERS PRINT SHOP	01-4300	AWARD PROGRAMS 2022	357.23	
				SCHOLARSHIP CERT'S	309.87	667.10
3005-230002	05/26/2022	DANIELSEN CO	13-4300	FS	87.20	
				SUPPERS	25.33	
			13-4700	ATC/OAE CATERING	77.90	
				FS	3,753.97	
				SUPPERS	135.18	
				Unpaid Sales Tax	7.60-	4,071.98
3005-230003	05/26/2022	ERICKSON LAW FIRM A.P.C.	01-5801	04/01-04/30/22 CSEA NEG.	27.00	
				04/01-04/30/22 OSTA NEG.	297.00	
				04/01-04/30/22 REDUCE WORKLOAD	6,099.00	6,423.00
3005-230004	05/26/2022	GOLD STAR FOODS	13-4700	FOOD SUPPLIES	1,209.99	
				SUPER MAR BRNBOX STATE FEES	23.40	
				SUPER MAR PROC STATEFEES	22.50	1,255.89
3005-230005	05/26/2022	GOPHER	01-4300	BADMINTON CART		482.31
3005-230006	05/26/2022	GREENLINE CYCLES	01-4300	VARIOUS SUPPLIES		458.57
3005-230007	05/26/2022	MT SHASTA SPRING WATER CO INC	01-4300	5/24/22 - 4 5GAL- DO		38.00
3005-230008	05/26/2022	NORTHAM DISTRIBUTORS INC	13-4700	FS	1,816.13	
				SUPPERS	188.10	2,004.23
				TAPE DISP.	3.85	
3005-230009	05/26/2022	OFFICE DEPOT	01-4300	VARIOUS SUPPLIES	302.69	306.54
3005-230010	05/26/2022	PG&E	01-5501	#0290829210-01 03/23-04/21/22		861.51
3005-230011	05/26/2022	PITNEY BOWES INC GLOBAL FINANCIAL SERVICES LLC	01-5602	CONTRACT LEASE LP		414.31
3005-230012	05/26/2022	PROPACIFIC FRESH	13-4700	FS		2,255.64
3005-230013	05/26/2022	RAMIRO RUBALCABA	01-5800	APRIL2022 SERVICE		1,250.00
3005-230014	05/26/2022	RECOLOGY BUTTE COLUSA COUNTIES	01-5506	EWASTE	660.00	
				MISC	122.84	782.84
3005-230015	05/26/2022	RED MOUNTAIN, INC.	01-4400	SMOKE CHECK1667UNIT		4,999.80
3005-230016	05/26/2022	REDMONT SIGN LLC DBA STEWART SIGNS	01-6400	SIGNLE SIDED LED DISPLAY SIGN		13,759.00
3005-230017	05/26/2022	S&L Meat Sales Company, Inc.	13-4700	CREDIT	143.68-	

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Checks Dated 05/26/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-230017	05/26/2022	S&L Meat Sales Company, Inc.	13-4700	FS	702.54	558.86
3005-230018	05/26/2022	SFWP - ACCTS RECEIVABLE	01-5505	MAY2022 BILLING LP #007847-000	327.79	
				MAY2022 BILLING LP AG #007833-000	130.97	458.76
3005-230019	05/26/2022	TAP PLASTICS INC	01-4300	VARIOUS SUPPLIES		993.24
3005-230020	05/26/2022	TEXAS MUSIC FESTIVALS ENTERPRISE, INC.	01-4300	MUSICAL SUPPLIES		1,758.77
Total Number of Checks					26	56,012.43

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	19	34,543.74
11	AdultEducationFund	2	11,048.07
13	CafeteriaSpecialRevenueFund	6	10,428.22
Total Number of Checks		26	56,020.03
Less Unpaid Sales Tax Liability			7.60
Net (Check Amount)			56,012.43

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), May 31 2022
10:42AM

Checks Dated 06/09/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
Total Number of Checks					18	38,824.37

Cancel	Count	Amount
	1	759.98
Net Issue		38,064.39

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	17	37,866.13
11	AdultEducationFund	1	198.26
Total Number of Checks		17	38,064.39
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			38,064.39

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

Fund 01 - General Fund

Fiscal Year 2021/22 Through June 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	14,030,754.00	1,050,987.00	93.03
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	HomeownersExemptions	112,452.00	105,608.00	83,017.32	22,590.68	78.61
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	7,757,774.49	251,847.51	96.86
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	86,156.49	62,722.51	57.87
8045	EducatrRevenueAugmentationFund	2,106,775.00-	1,918,871.00-	1,655,576.07-	263,294.93-	86.28
8047	CommunityRedevelopmentFunds	1,222,173.00	1,588,769.00	1,401,917.63	186,851.37	88.24
8096	Trns2ChtrSchlnLieuOfPropTaxes	248,090.00-	184,533.00-	183,480.00-	1,053.00-	99.43
	Total LCFF Revenue Sources	27,987,948.00	28,353,816.00	25,926,210.87	2,427,605.13	91.44
Federal Revenue						
8181	SpecialEducation-Entitlement	485,088.00	466,639.00	349,981.00	116,658.00	75.00
8290	AllOtherFederalRevenue	6,582,848.00	5,412,486.00	3,092,088.49	2,320,397.51	57.13
	Total Federal Revenue	7,067,936.00	5,879,125.00	3,442,069.49	2,437,055.51	58.55
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	983,346.00	1,632,039.00	37.60
	Total Other State Revenues	3,983,218.00	3,177,706.00	1,525,117.50	1,652,588.50	47.99
Other Local Revenue						
8631	SaleEquipmentAndSupplies			2,326.00-	2,326.00	NO BDGT
8650	LeasesandRentals	8,000.00	8,000.00	7,021.71	978.29	87.77
8660	Interest	127,000.00	103,000.00	71,060.71	31,939.29	68.99
8677	InteragencySvcsBetweenLEAs	592,334.00	830,149.00	789,483.79	40,665.21	95.10
8699	AllOtherLocalRevenue	116,250.00	202,750.00	250,638.21	47,888.21-	123.62
8792	TrnsfrApportionmentFrmCntyOffcs	1,336,700.00	1,469,407.00	1,328,909.00	140,498.00	90.44
	Total Other Local Revenue	2,180,284.00	2,613,306.00	2,444,787.42	168,518.58	93.55
	Total Year To Date Revenues	41,219,386.00	40,023,953.00	33,338,185.28	6,685,767.72	83.30

Fund 01 - GeneralFund

Fiscal Year 2021/22 Through June 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	808,608.39	7,984,255.25	126,599.36	89.51
1101	Teacher Sub Pay	242,068.00	318,239.00		263,412.57	54,826.43	82.77
1102	Teacher Extra Pay	131,379.00	323,515.00		289,582.71	33,932.29	89.51
1200	Certificated Pupil Support Salaries	1,264,582.00	1,145,160.00	100,035.11	1,036,958.57	8,166.32	90.55
1202	Pupil Support Extra Pay	18,500.00	18,500.00		16,485.36	2,014.64	89.11
1300	Certificated Supervisor Administrative Salary	1,345,440.00	1,481,489.00	137,009.23	1,337,166.79	7,312.98	90.26
1301	Cert Admin Sub				1,710.00	1,710.00-	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	6,788.27	67,704.86	.87	90.89
1902	Other Certificated Extra Pay	272,290.00	281,018.00		89,570.76	191,447.24	31.87
Total Certificated Salaries		12,002,243.00	12,612,781.00	1,052,441.00	11,129,198.23	431,141.77	88.24
Classified Salaries							
2100	Classified Instructional Salary	1,224,634.00	1,136,180.00	96,407.26	995,691.83	44,080.91	87.64
2101	Para Ed Sub Pay	37,154.00	10,154.00		387.12	9,766.88	3.81
2102	Para Ed Extra Pay	7,000.00	47,360.00		14,715.99	32,644.01	31.07
2200	Classified Support Salaries	1,828,262.00	1,872,737.00	158,767.02	1,663,911.35	50,058.63	88.85
2201	Class Support Sub Pay	105,000.00	104,864.00		105,327.56	463.56-	100.44
2202	Class Support Extra Pay	123,877.00	141,691.00		95,704.73	45,986.27	67.54
2300	Class Supervisor Administrative Salary	259,333.00	270,222.00	22,515.75	254,964.09	7,257.84-	94.35
2400	Clerical Technician Office Staff Salary	1,290,934.00	1,350,129.00	120,454.35	1,244,815.39	15,140.74-	92.20
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		13,133.48	24,554.52	34.85
2900	Other Classified Salaries	43,069.00	44,655.00	4,084.08	41,427.83	856.91-	92.77
2902	Other Classified Extra Pay		864.00		182,442.78	181,578.78-	21,116.06
Total Classified Salaries		4,951,763.00	5,032,044.00	402,228.46	4,622,755.73	7,059.81	91.87
Employee Benefits							
3101	STRS Certificated Positions	3,092,227.00	3,177,140.00	171,182.71	1,717,622.02	1,288,335.27	54.06
3102	STRS Classified Positions	6,517.00	7,153.00	650.28	6,208.25	294.47	86.79
3201	PERS Certificated Positions	43,516.00	82,831.00	8,377.08	72,282.16	2,171.76	87.26
3202	PERS Classified Positions	1,027,228.00	1,032,267.00	87,666.85	899,348.25	45,251.90	87.12
3301	OASDI Medicare Alternative Certificated Positions	11,642.00	32,560.00	2,314.86	24,339.61	5,905.53	74.75
3302	OASDI Medicare Alternative Classified Positions	293,690.00	299,149.00	24,096.12	271,702.21	3,350.67	90.83
3311	Medicare Certificated	171,677.00	179,825.00	15,015.92	158,998.58	5,810.50	88.42
3312	Medicare Classified	69,472.00	70,830.00	5,690.86	65,057.53	81.61	91.85
3401	Health Welfare Benefits Certificated Positions	3,293,593.00	3,146,376.00	291,473.39	2,858,544.13	3,641.52-	90.85
Total Classified Salaries		4,951,763.00	5,032,044.00	402,228.46	4,622,755.73	7,059.81	91.87

Fund 01 - General Fund

Fiscal Year 2021/22 Through June 2022

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3402	HlthWlfarBenefitClasifidPositn	1,526,901.00	1,393,014.00	116,754.73	1,178,914.61	97,344.66	84.63
3501	StUnemplmntInsurncCertPositns	154,311.00	62,243.00	5,195.76	55,296.07	1,751.17	88.84
3502	StUnemplmntInsurncCissifidPos	58,997.00	24,453.00	1,964.53	22,053.31	435.16	90.19
3601	WInsuranceCertificatdPositns	326,407.00	342,309.00	28,617.98	302,625.80	11,065.22	88.41
3602	WCCompensnInsurncClassPositn	134,649.00	136,832.00	10,937.37	125,672.69	221.94	91.84
3701	OPEBAllocatedCertificatdPositn	525,033.00	525,083.00	47,149.36	498,705.14	20,771.50-	94.98
3702	OPEBAllocatedClassifiedPositn	187,638.00	225,436.00	17,875.66	207,232.61	327.73	91.93
Total Employee Benefits		10,923,498.00	10,737,501.00	834,963.46	8,464,602.97	1,437,934.57	78.83
Books and Supplies							
4100	ApprvdTxbookCorCurriculaMterl	111,000.00	369,363.00		68,374.67	300,988.33	18.51
4200	BooksandOtherReferenceMaterial	11,700.00	3,000.00		17,854.41	14,854.41-	595.15
4300	MaterialsandSupplies	1,800,432.00	2,144,733.00	192,303.84	1,072,422.09	880,007.07	50.00
4360	TransportationGenSupplies	20,000.00	20,000.00	14,320.64	2,448.39	3,230.97	12.24
4361	TransportationFuel	110,000.00	110,000.00		114,880.44	4,880.44-	104.44
4362	TransportationOilGrease	6,000.00	6,000.00			6,000.00	
4363	TransportationParts	54,000.00	54,000.00	31,949.33	37,044.57	14,993.90-	68.60
4364	TransportationTires	15,000.00	15,000.00	10,493.64	5,776.66	1,270.30-	38.51
4400	NoncapitalizedEquipment	31,590.00	172,578.00	22,215.86	455,280.82	304,918.68-	263.81
4700	Food		5,000.00			5,000.00	
Total Books and Supplies		2,159,722.00	2,899,674.00	271,283.31	1,774,082.05	854,308.64	61.18
Services and Other Operating Expenditures							
5200	TravelandConferences	212,654.00	324,117.00	1,200.00	147,934.37	174,982.63	45.64
5300	DuesandMemberships	27,500.00	27,500.00		28,970.99	1,470.99-	105.35
5450	OtherInsurance	552,000.00	552,000.00		551,766.00	234.00	99.96
5501	GasElectricity	437,000.00	452,000.00	93,763.17	385,111.21	26,874.38-	85.20
5502	PestControl	5,800.00	5,800.00	1,140.01	5,120.00	460.01-	88.28
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	4,321.21	67,773.69	7,905.10	84.72
5506	WasteDisposal	58,200.00	63,200.00	8,781.19	58,335.78	3,916.97-	92.30
5601	FacilitiesRent	6,000.00	6,000.00		2,997.50	3,002.50	49.96
5602	CopierPostageMeterRents	63,100.00	63,100.00	9,455.72	55,048.85	1,404.57-	87.24
5603	CopierMaintenance	28,500.00	28,500.00	1,555.81	10,825.29	16,118.90	37.98
5620	EquipmentRentalsAndRepairs	132,500.00	191,858.00	32,348.77	187,094.23	27,585.00-	97.52
5630	ComputerMaintenanceRepairs	19,000.00	19,000.00		18,781.25	218.75	98.85
5640	BuildingAndSiteRepairs	250,000.00	390,000.00	11,807.33	258,543.27	119,649.40	66.29

Fund 01 - General Fund

Fiscal Year 2021/22 Through June 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-		37,404.28-	16,595.72-	69.27
5800	ProfConsultingSrvcsandOperExpnd	1,467,463.00	1,971,623.00	203,671.17	1,209,605.77	558,346.06	61.35
5801	LegalFees	100,000.00	100,000.00		204,448.34	104,448.34-	204.45
5804	PreEmploymentTesting	13,000.00	13,000.00		14,896.00	1,896.00-	114.58
5806	Advertising	3,000.00	3,000.00		1,800.62	1,199.38	60.02
5850	SoftwareMaintenanceAndLicences	489,026.00	995,296.00	50,329.06	1,083,422.13	138,455.19-	108.85
5900	Communications	33,950.00	178,350.00	11,589.91	185,479.54	18,719.45-	104.00
	Total Services and Other Operating Expenditures	3,996,693.00	5,486,344.00	435,975.37	4,506,275.19	544,093.44	82.14
Capital Outlay							
6200	BuildingImprovementOfBuildings		100,000.00	40,990.00	146,291.50	87,281.50-	146.29
6400	Equipment	45,945.00	345,789.00	108,544.10	520,218.48	282,973.58-	150.44
	Total Capital Outlay	45,945.00	445,789.00	149,534.10	666,509.98	370,255.08-	149.51
Tuition							
7141	OfTutExsCstDfctPmt2DisChrtSch	21,000.00	10,507.00-		10,507.00-		100.00
7142	OthuuItmExcsCstsDfctPy2CntyOff	948,000.00	857,794.00		464,425.00	393,369.00	54.14
	Total Tuition	969,000.00	847,287.00	.00	453,918.00	393,369.00	53.57
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		294,736.86	.14	100.00
	Total Debt Service	294,737.00	294,737.00	.00	294,736.86	.14	100.00
	Total Year To Date Expenditures	35,239,949.00	38,243,049.00	3,146,425.70	31,912,079.01	3,184,544.29	83.45
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	

Fund 01 - GeneralFund

Fiscal Year 2021/22 Through June 2022

Description

Revenues, Expenditures, and Changes in Fund Balance

	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
A. Revenues	41,219,386.00	40,023,953.00		33,338,185.28	6,685,767.72	83.30
B. Expenditures	35,239,949.00	38,243,049.00	3,146,425.70	31,912,079.01	3,184,544.29	83.45
C. Subtotal (Revenue LESS Expense)	5,979,437.00	1,780,904.00		1,426,106.27	3,501,223.43	
D. Other Financing Sources and Uses						
Sources						
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		1,426,106.27	3,401,223.43	
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		12,160,255.29		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	15,523,397.00	12,415,053.00				
Other				3,146,425.70		

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 08 - Student Activity Fund			Fiscal Year 2021/22 Through June 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	Encumbrance	Actual	% Used
Books and Supplies						
4300	Materials and Supplies	664,000.00	664,000.00		664,000.00	
	Total Books and Supplies	664,000.00	664,000.00	.00	.00	
	Total Year To Date Expenditures	664,000.00	664,000.00	.00	.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 08 - StudentActivityFund		Fiscal Year 2021/22 Through June 2022				
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	664,000.00	664,000.00			664,000.00	
B. Expenditures	664,000.00	664,000.00			664,000.00	
C. Subtotal (Revenue LESS Expense)	.00	.00		.00	.00	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		.00	.00	
F. Fund Balance:						
Beginning Balance (9791)						
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						

Fund 11 - Adult Education Fund

Fiscal Year 2021/22 Through June 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	.00	100.00
	Total Other State Revenues		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	134,438.05	34,438.05	134.44
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	12,753.92	30,549.08	29.45
	Total Other Local Revenue	1,335,398.00	1,335,398.00	1,058,158.63	277,239.37	79.24
	Total Year To Date Revenues	1,504,282.00	1,544,617.00	1,159,636.62	384,980.38	75.08

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Certificated Teachers Salaries	353,707.00	365,203.00	272.50	333,201.74	31,728.76	91.24
1101	Teacher Sub Pay	2,000.00	2,000.00			2,000.00	
1300	Crtificd Suprvsr Adminstrtr Srvs	37,924.00	39,471.00	3,286.54	36,184.19	.27	91.67
	Total Certificated Salaries	393,631.00	406,674.00	3,559.04	369,385.93	33,729.03	90.83
Classified Salaries							
2100	Classified Instructional Salary	48,044.00	51,766.00	4,671.83	47,740.91	646.74	92.22
2102	Para Ed Extra Pay	150.00	150.00			150.00	
2200	Classified Support Salaries	31,547.00	29,602.00	2,611.65	26,597.41	392.94	89.85
2201	Class Support Sub Pay	3,100.00	3,100.00		1,992.09	1,107.91	64.26
2400	Clerical Technical Office Staff Srvs	180,115.00	190,208.00	15,976.77	180,654.50	6,423.27	94.98
2402	Clerical Extra Pay				757.12	757.12	NO BDGT
2900	Other Classified Salaries	9,856.00	9,856.00		14,495.80	4,639.80	147.08
	Total Classified Salaries	272,812.00	284,682.00	23,260.25	272,237.83	10,816.08	95.63
Employee Benefits							
3101	STRS Certificated Positions	62,297.00	68,418.00	598.25	57,260.43	10,559.32	83.69
3102	STRS Classified Positions				1,100.71	1,100.71	NO BDGT
3202	PERS Classified Positions	59,803.00	61,972.00	5,170.13	55,535.87	1,266.00	89.61

Fund 11 - Adult Education Fund

Fiscal Year 2021/22 Through June 2022

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3302	OASDI Medicare Altmtv Clas Position	15,694.00	16,665.00	1,429.91	15,764.88	529.79-	94.60
3311	Medicare Certificated	5,707.00	5,897.00	60.57	5,395.73	440.70	91.50
3312	Medicare Classified	3,813.00	4,040.00	334.42	3,862.87	157.29-	95.62
3401	Hlth Wlfr Benefits Certificatd Positn	139,502.00	139,502.00	13,211.89	127,698.80	1,408.69-	91.54
3402	Hlth Wlfr Benefit Clasifid Positn	86,836.00	86,274.00	7,530.76	79,031.41	288.17-	91.61
3501	StUnemplmntInsurncCertPositns	4,842.00	2,034.00	17.78	1,643.63	372.59	80.81
3502	StUnemplmntInsurncClasifidPos	3,235.00	1,394.00	115.32	1,322.92	44.24-	94.90
3601	WChnsuranceCertificatdPositns	10,704.00	11,058.00	96.76	10,076.92	884.32	91.13
3602	WCCompensnInsurncClassPositn	7,419.00	7,742.00	632.49	7,402.69	293.18-	95.62
3701	OPEBAllocatedCertificatdPositn	17,635.00	18,219.00	159.43	16,602.16	1,457.41	91.13
3702	OPEBAllocatedClassifiedPositn	12,222.00	12,516.00	1,018.59	12,196.13	698.72-	97.44
Total Employee Benefits		429,709.00	435,731.00	30,376.30	394,895.15	10,459.55	90.63
Books and Supplies							
4100	ApprvdTxbookCorCurriculaMterl				123.83	123.83-	NO BDGT
4200	BooksandOtherReferenceMaterial				501.55	501.55-	NO BDGT
4300	MaterialsandSupplies	10,326.00	12,688.00		14,698.83	2,010.83-	115.85
4400	NoncapitalizedEquipment		26,000.00		23,837.33	2,162.67	91.68
Total Books and Supplies		10,326.00	38,688.00	.00	39,161.54	473.54-	101.22
Services and Other Operating Expenditures							
5200	TravelandConferences	3,000.00	3,000.00		2,430.14	569.86	81.00
5300	DuesandMemberships	2,260.00	2,260.00		1,733.69	526.31	76.71
5501	GasElectricity	23,935.00	23,935.00	6,002.54	11,668.06	6,264.40	48.75
5502	PestControl	700.00	700.00	34.99	605.00	60.01	86.43
5503	SewerFees	1,400.00	1,400.00		1,490.76	90.76-	106.48
5505	Water	6,000.00	6,000.00	877.19	2,822.81	2,300.00	47.05
5506	WasteDisposal	3,000.00	3,000.00	182.33	2,201.56	616.11	73.39
5601	FacilitiesRent	42,000.00	42,000.00		42,000.00		100.00
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		11,252.59	28,747.41	28.13
5750	TransfersDirectCostsInterfund	18,000.00	18,000.00		2,910.00	15,090.00	16.17
5800	ProfConsultingSrvcsandOperExpend	105,000.00	110,000.00	27,325.36	84,108.67	1,434.03-	76.46
5804	PreEmploymentTesting		1,000.00		440.50	559.50	44.05
5806	Advertising	32,000.00	40,000.00		37,262.57	2,737.43	93.16

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 June 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		31,900.47	1,763.47-	105.85
5900	Communications	36,000.00	36,000.00	8,110.90	34,034.94	6,145.84-	94.54
	Total Services and Other Operating Expenditures	346,218.00	364,882.00	42,533.31	273,352.56	48,996.13	74.92
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	99,728.90	1,349,033.01	155,746.09	84.08

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 - AdultEducationFund

Fiscal Year 2021/22 Through June 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		1,159,636.62	384,980.38	75.08
B. Expenditures	1,522,100.00	1,604,508.00	99,728.90	1,349,033.01	155,746.09	84.08
C. Subtotal (Revenue LESS Expense)	17,818.00-	59,891.00-		189,396.39-	229,234.29	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	17,818.00-	59,891.00-		189,396.39-	229,234.29	
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		560,638.92		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	658,392.00	690,144.00				
Other				99,728.90		

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2021/22 Through June 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8220	ChildNutritionPrograms	955,000.00	1,095,000.00	974,109.35	120,890.65	88.96
8290	AllOtherFederalRevenue			3,063.00	3,063.00-	NO BDGT
	Total Federal Revenue	955,000.00	1,095,000.00	977,172.35	117,827.65	89.24
Other State Revenues						
8520	ChildNutrition	85,000.00	74,000.00	58,822.71	15,177.29	79.49
	Total Other State Revenues	85,000.00	74,000.00	58,822.71	15,177.29	79.49
Other Local Revenue						
8634	FoodServiceSales	26,000.00	13,000.00	6,113.60	6,886.40	47.03
8660	Interest	1,000.00-	1,000.00-	362.83	1,362.83-	-36.28
8699	AllOtherLocalRevenue			1,130.86	1,130.86-	NO BDGT
	Total Other Local Revenue	25,000.00	12,000.00	7,607.29	4,392.71	63.39
	Total Year To Date Revenues	1,065,000.00	1,181,000.00	1,043,602.35	137,397.65	88.37

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Classified Salaries							
2200	ClassifiedSupportSalaries	274,759.00	301,456.00	26,666.81	283,820.75	9,031.56-	94.15
2201	ClassSupportSubPay	27,400.00	27,400.00		9,940.60	17,459.40	36.28
2202	ClassSupportExtraPay	8,600.00	8,600.00		9,296.19	696.19-	108.10
2300	ClassSupvrAdminstratorsSlry	65,630.00	68,741.00	6,249.17	62,491.70	.13	90.91
2400	ClericTechnicOffcStaffSlrys		7,132.00		1,971.37	5,160.63	27.64
	Total Classified Salaries	376,389.00	413,329.00	32,915.98	367,520.61	12,892.41	88.92
Employee Benefits							
3202	PERSClassifiedPositions	69,536.00	75,389.00	6,742.97	68,990.63	344.60-	91.51
3302	OASDIMedicrAltrmtvClasPosition	22,620.00	24,593.00	1,994.42	21,838.58	760.00	88.80
3312	MedicareClassified	5,290.00	5,752.00	466.45	5,204.11	81.44	90.47
3402	HlthWfarBenefitClasifidPositn	102,618.00	102,901.00	9,944.64	94,312.39	1,356.03-	91.65
3502	StUnemplmntInsrncClassifidPos	4,488.00	2,241.00	160.84	1,790.17	289.99	79.88
3602	WCCompenstnInsrnceClassPositn	10,208.00	11,048.00	895.06	9,993.61	159.33	90.46
3702	OPEBAllocatedClassifiedPositn	16,862.00	18,246.00	1,474.65	16,465.05	306.30	90.24
	Total Employee Benefits	231,622.00	240,170.00	21,679.03	218,594.54	103.57-	91.02
Books and Supplies							
4300	MaterialsandSupplies	50,000.00	50,000.00	7,854.29	34,779.58	7,366.13	69.56

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 June 2022

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Books and Supplies (continued)							
4400	NoncapitalizedEquipment				4,082.88	4,082.88-	NO BDGT
4700	Food	539,000.00	496,745.00	73,292.89	366,775.79	56,676.32	73.84
	Total Books and Supplies	589,000.00	546,745.00	81,147.18	405,638.25	59,959.57	74.19
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		3,367.94	2,367.94-	336.79
5800	ProfConsultingSrvcsandOperExpnd	3,000.00	3,000.00		3,153.95	153.95-	105.13
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		186.01	313.99	37.20
	Total Services and Other Operating Expenditures	13,100.00	13,100.00	.00	11,138.80	1,961.20	85.03
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	135,742.19	1,002,892.20	125,856.61	79.31

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 June 2022

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,065,000.00	1,181,000.00		1,043,602.35	137,397.65	88.37
B. Expenditures	1,256,249.00	1,264,491.00	135,742.19	1,002,892.20	125,856.61	79.31
C. Subtotal (Revenue LESS Expense)	191,249.00-	83,491.00-		40,710.15	11,541.04	
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		40,710.15	111,541.04	
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		65,902.79		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	65,597.00	41,702.00				
Other				135,742.19		

Fund 25 - Capital Facilities Fund			Fiscal Year 2021/22 Through June 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	625,280.70	305,280.70	195.40
	Total Other Local Revenue	329,000.00	329,000.00	632,835.49	303,835.49	192.35
	Total Year To Date Revenues	329,000.00	329,000.00	632,835.49	303,835.49	192.35
Expenditure Detail						
Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
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	580,100.33	30,100.33	105.47
	Total Capital Outlay	.00	785,000.00	814,069.46	29,069.46	103.70
	Total Year To Date Expenditures	24,000.00	825,000.00	855,178.98	30,178.98	103.66

Fund 25 - Capital/Facilities Fund

Fiscal Year 2021/22 Through June 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		632,835.49	303,835.49-	192.35
B. Expenditures	24,000.00	825,000.00		855,178.98	30,178.98-	103.66
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses						
Sources	305,000.00	496,000.00-		222,343.49-	273,656.51-	
LESS Uses						
E. Net Change in Fund Balance	305,000.00	496,000.00-		222,343.49-	273,656.51-	
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		979,289.51		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,151,936.00	705,633.00				
Other						

Fund 26 - RDAFeesFund		Fiscal Year 2021/22 Through June 2022				
Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8625	ComRdvlpmntFndNotSubject2LCCFFDd	151,000.00	151,000.00	225,147.19	74,147.19-	149.10
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	229,511.94	70,511.94-	144.35
	Total Year To Date Revenues	159,000.00	159,000.00	229,511.94	70,511.94-	144.35
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	% Used
Expenditure Detail						
Books and Supplies						
4400	NoncapitalizedEquipment		5,000.00		227.29	95.45
	Total Books and Supplies	.00	5,000.00	.00	227.29	95.45
	Total Year To Date Expenditures	.00	5,000.00	.00	227.29	95.45

Fund 26 - RDAFeesFund

Fiscal Year 2021/22 Through June 2022

Revenues, Expenditures, and Changes in Fund Balance

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
A. Revenues	159,000.00	159,000.00		229,511.94	70,511.94-	144.35
B. Expenditures		5,000.00		4,772.71	227.29	95.45
C. Subtotal (Revenue LESS Expense)	159,000.00	154,000.00		224,739.23	70,739.23-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	159,000.00	154,000.00		224,739.23	70,739.23-	
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		1,176,453.92		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	983,634.00	1,105,715.00				
Other						

Fund 51 - BndIntRdmpFndA		Fiscal Year 2021/22 Through June 2022				
Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	Rcvd %
Revenue Detail						
Other State Revenues						
8571	VotdIndbtdnesLeviHmownrExmptn	6,000.00	6,000.00	3,997.80	2,002.20	66.63
8572	VotdIndbtdnesLevOtrSbvtntnsInLuTx	2,000.00	2,000.00	1,217.99	782.01	60.90
	Total Other State Revenues	8,000.00	8,000.00	5,215.79	2,784.21	65.20
Other Local Revenue						
8611	VotedIndebtdnesLevieSecurdRol	449,000.00	449,000.00	447,255.42	1,744.58	99.61
8612	VotdIndebtdnesLevieUnscurdRol	24,000.00	24,000.00	20,456.34	3,543.66	85.23
8613	VotdIndebtdnesLeviePriYrTaxes	1,000.00	1,000.00	1,009.63	9.63-	100.96
8614	VotdIndbtdnesLevieSuplmtntTaxe	7,000.00	7,000.00	4,160.89	2,839.11	59.44
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	475,315.18	13,684.82	97.20
	Total Year To Date Revenues	497,000.00	497,000.00	480,530.97	16,469.03	96.69
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	515,000.00	.00	100.00
	Total Year To Date Expenditures	515,000.00	515,000.00	515,000.00	.00	100.00

Fund 51 - BndIntRdmpFndA

Fiscal Year 2021/22 Through June 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		480,530.97	16,469.03	96.69
B. Expenditures	515,000.00	515,000.00		515,000.00		100.00
C. Subtotal (Revenue LESS Expense)	18,000.00-	18,000.00-		34,469.03-	16,469.03	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	18,000.00-	18,000.00-		34,469.03-	16,469.03	
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		859,215.52		
*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 - BndIntRdmpFndB		Fiscal Year 2021/22 Through June 2022				
Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtdnesLeviHmownrExmptn	4,000.00	4,000.00	3,435.25	564.75	85.88
8572	VtdIndbtdnsLevOtrSbvntnsInLuTx	1,000.00	1,000.00	935.62	64.38	93.56
	Total Other State Revenues	5,000.00	5,000.00	4,370.87	629.13	87.42
Other Local Revenue						
8611	VotedIndebtdnssLevieSecurdRol	328,000.00	328,000.00	366,016.68	38,016.68-	111.59
8612	VotdIndebtdnssLevieUnscurdRol	18,000.00	18,000.00	15,713.82	2,286.18	87.30
8613	VotdIndebtdnssLeviePriYrTaxes	1,000.00	1,000.00	775.56	224.44	77.56
8614	VotdIndbtdnssLevieSuplmtntTaxe	5,000.00	5,000.00	3,574.73	1,425.27	71.49
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	387,895.73	29,895.73-	108.35
	Total Year To Date Revenues	363,000.00	363,000.00	392,266.60	29,266.60-	108.06
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	380,000.00	.00	100.00
	Total Year To Date Expenditures	380,000.00	380,000.00	380,000.00	.00	100.00

Fund 52 - BndIntRdmpFndB

Fiscal Year 2021/22 Through June 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		392,266.60	29,266.60-	108.06
B. Expenditures	380,000.00	380,000.00		380,000.00		100.00
C. Subtotal (Revenue LESS Expense)	17,000.00-	17,000.00-		12,266.60	29,266.60-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	17,000.00-	17,000.00-		12,266.60	29,266.60-	
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		674,754.57		
*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 June 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtednesLeviHmownrExmptn	12,000.00	12,000.00	7,729.58	4,270.42	64.41
8572	VotdIndbtdnsLevOtrSbvtntnsInLuTx	3,000.00	3,000.00	2,438.09	561.91	81.27
	Total Other State Revenues	15,000.00	15,000.00	10,167.67	4,832.33	67.78
Other Local Revenue						
8611	VotedIndebtednssLevieSecurdRol	861,000.00	861,000.00	824,053.10	36,946.90	95.71
8612	VotdIndebtednesLevieUnscurdRol	52,000.00	52,000.00	40,963.43	11,036.57	78.78
8613	VotdIndebtednesLeviePriYrTaxes	2,000.00	2,000.00	2,129.95	129.95	106.50
8614	VotdIndbtdnssLevieSuplmdntTaxe	15,000.00	15,000.00	8,558.77	6,441.23	57.06
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	880,586.79	62,413.21	93.38
	Total Year To Date Revenues	958,000.00	958,000.00	890,754.46	67,245.54	92.98

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

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 53 - BndIntRdmpHndHarrison		Fiscal Year 2021/22 Through June 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		890,754.46	67,245.54	92.98
B. Expenditures	857,455.00	857,455.00		857,454.51	.49	100.00
C. Subtotal (Revenue LESS Expense)	100,545.00	100,545.00		33,299.95	67,245.05	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	100,545.00	100,545.00		33,299.95	67,245.05	
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		1,656,055.57		
*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 June 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	36,797.40	6,797.40-	122.66	
	Total Other Local Revenue	.00	54,000.00	46,876.29	7,123.71	86.81	
	Total Year To Date Revenues	.00	54,000.00	46,876.29	7,123.71	86.81	
Expenditure Detail							
Services and Other Operating Expenditures							
5800	ProfConsultngSrvcsandOperExpend		54,000.00	44,070.75	9,929.25	81.61	
	Total Services and Other Operating Expenditures	.00	54,000.00	44,070.75	9,929.25	81.61	
	Total Year To Date Expenditures	.00	54,000.00	44,070.75	9,929.25	81.61	

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2021/22 Through June 2022

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues		54,000.00		46,876.29	7,123.71	86.81
B. Expenditures		54,000.00		44,070.75	9,929.25	81.61
C. Subtotal (Revenue LESS Expense)	.00	.00		2,805.54	2,805.54-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		2,805.54	2,805.54-	
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		1,463,629.09		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)		1,460,524.00				
Other						

Fund 76 - Warrant/Pass-ThroughFund

Fiscal Year 2021/22 Through June 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)						
Undesig/Unappropri (9790)						
Other						

Checks Dated 05/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-230179	05/31/2022	Jenkins, Leighton R	01-5200	MEAL REIMB. STANFORD FIELDTRIP		28.00
3005-230180	05/31/2022	Aichele, Sarah L	01-5200	MEAL REIMB. STANFORD/OAKDALE FIELDTRIP		28.00
3005-230181	05/31/2022	Jenkins, Joel A	01-5200	MEAL REIMB. OHS SOFTBALL		76.50
3005-230182	05/31/2022	Galev, Mihai R	01-5200	MEAL REIMB. LP BASEBALL		22.00
3005-230183	05/31/2022	Drury, Timothy	01-4300	HITACHI SWITCH		25.54
3005-230184	05/31/2022	ACCOUNTABLE HEALTHCARE	01-5800	GIBSON- 05/16/22-05/19/22		1,200.15
3005-230185	05/31/2022	BETTER DEAL EXCHANGE	01-4300	MISC BOLTS	5.52	
				MISC BOLTS/WRENCH	14.47	
			01-4363	MISC BOLTS	3.25	23.24
3005-230186	05/31/2022	BUSWEST	01-4363	DECAL EMERGENCY DOOR	32.09	
				ROD/LOCKNUT/BOLT	611.29	
				VISOR LIGHTS	220.59	863.97
3005-230187	05/31/2022	FOOD MAXX SAVE MART SUPERMARKET	01-4300	ATC SUPPLIES- TRD-4243		30.85
3005-230188	05/31/2022	GRAINGER INC	01-4300	3 RING BINDER	110.16	
				LOW ARC CHROME	120.66	230.82
3005-230189	05/31/2022	LG ENVIRONMENTAL	01-5800	MAY MONTHLY INSPECTION		150.00
3005-230190	05/31/2022	NorCal Kenworth	01-4363	GLOVE,ORANGE NITRILE		43.28
3005-230191	05/31/2022	OFFICE DEPOT	01-4300	ACRYLIC PAINT	63.48	
				BEAN BAGS	117.96	
				BINDER	82.20	
				COLOR PAPER	7.22	
				EARBUDS/KLEENEX	66.52	
				ENVELOPE	7.63	
				HANDHELD CALC.	30.51	
				HEADPHONES	40.97	
				MARKERS/CLICKER	33.79	
				PEN	39.36	
				PENCIL CRAYOLA	34.66	
				PENS	54.57	
				SHARPIE/CALCULATOR	66.04	
				TONER	107.23	
				VARIOUS SUPPLIES	2,076.27	2,828.41
3005-230192	05/31/2022	O'REILLY AUTOMOTIVE INC	01-4363	BATTERY/CORE	269.62	
				BLUE DEF	97.36	
				OIL FILTER	32.41	399.39
3005-230193	05/31/2022	SEVEN UP BOTTLING COMPANY OF CHICO INC	11-5601	JUNE2022 LEASING B&C		3,500.00
3005-230194	05/31/2022	THERAPY TRAVELERS, LLC	01-5800	SERVICE 05/16/22-05/22/22		3,637.50
The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.					ESCAPE	ONLINE

Checks Dated 05/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-230195	05/31/2022	US BANK CORPORATE PAYMENT SYSTEM	01-4300	1308- CLOSE/ CLASSRM SUPPLIES	62.77	
				1308- CLOSE/ DRAIN CAP	19.86	
				2945- EARLEY/ FRAMES	13.61	
				2945- EARLEY/ MIXED FUEL	27.05	
				2945- EARLEY/ VARIOUS SUPPLIES	26.53	
				2945- EARLEY/ WHEELBARROW	238.13	
				5996- CRISTI/ VARI DESK	368.05	
				7952- LAFAYETTE/ CLASSTOOM SUPPLIES	57.19	
				9689- SIMAS/ SUPPLIES FOR MEETING	7.80	
				9908- MILANO/ VARIOUS SUPPLIES	284.26	
			01-4360	3569- CASH/ DAILY VEH. INSP. FORM	366.97	
			01-5300	8808- LAGRONE/ ANNUAL MEMBERSHIP	115.00	
			13-4300	7723- DEADMORE/ FOOD SUPPLIES	86.41	
			13-4700	7723- DEADMORE/ FOOD SUPPLIES	167.54	1,841.17
Total Number of Checks					17	14,928.82

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	16	11,174.87
11	AdultEducationFund	1	3,500.00
13	CafeteriaSpecialRevenueFund	1	253.95
Total Number of Checks		17	14,928.82
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			14,928.82

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), Jun 13 2022
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Checks Dated 06/02/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-230424	06/02/2022	Earley, Andree M	01-5200	SILVER DOLLAR FAIR		318.28
3005-230425	06/02/2022	Davis, Michael J	01-5200	LP TRACK		36.00
3005-230426	06/02/2022	Muntifering, Samantha N	01-4300	SUPPLIES FOR FAIR		185.58
3005-230427	06/02/2022	Lund, Brad G	01-4300	FLORAL TAPE FOR GRADS		16.60
3005-230428	06/02/2022	Close, Brendan	01-5200	SILVER DOLLAR FAIR		251.02
3005-230429	06/02/2022	Stafford, Regina	01-5200	SILVER DOLLAR FAIR		294.80
3005-230430	06/02/2022	Bright, Samantha	01-5200	SILVER DOLLAR FAIR	576.10	168.50
3005-230431	06/02/2022	AT&T	01-5900	04/24/22-05/23/22- 9391008279	27.19	
				04/24/22-05/23/22- 9391008280		
				04/24/22-05/23/22- 9391008281	288.05	
				04/24/22-05/23/22- 9391008282	1,294.00	
			11-5900	04/24/22-05/23/22- 9391008282	33.12	
				04/24/22-05/23/22- 9391047160	109.61	
			13-5900	04/24/22-05/23/22- 9391008282	16.93	2,345.00
3005-230432	06/02/2022	WILLIAM PATTERSON BETTER BUILT FENCE	01-6200	INSTALLED GATES ON PHS PARKING		14,295.00
3005-230433	06/02/2022	BETTER DEAL EXCHANGE	01-4300	FROG TAPES	41.09	
				PLUG CRIMP	5.40	
				TOILET SUPPLY LINE	10.38	56.87
3005-230434	06/02/2022	BUSWEST	01-4363	LINE/SEALING RING		53.50
3005-230436	06/02/2022	THE COLLEGE BOARD	01-5800	AP EXAMINATION- OHS		9,251.00
3005-230437	06/02/2022	COMERS PRINT SHOP	01-4300	SIGNATURE STAMP		31.34
3005-230438	06/02/2022	CA OCCUPATIONAL MEDICAL PROF	01-5804	JAN-MARCH2022 PRE SCREENING		352.50
3005-230439	06/02/2022	DAN'S ELECTRICAL SUPPLY	01-4300	4 LAMP BALLAST	227.55	
				A&B WIRING	243.29	470.84
				FS	1,728.82	
3005-230440	06/02/2022	DANIELSEN CO	13-4700	OHS BBQ	438.60	
				SUPPERS	144.02	2,311.44
3005-230441	06/02/2022	DAY WIRELESS SYSTEMS	01-5900	MAY2022 BILLING		777.50
3005-230442	06/02/2022	EDUCATIONAL TESTING SERVICE	11-5800	OAE TESTING/TEST FEE		511.00
3005-230443	06/02/2022	FOOD MAXX SAVE MART SUPERMARKET	01-4300	ATC SUPPLIES- TRD-4243		143.25
3005-230444	06/02/2022	GOLD STAR FOODS	13-4700	FS		1,361.75
3005-230445	06/02/2022	GRAINGER INC	01-4300	INSWING BRUSHED		9.45
3005-230446	06/02/2022	HERFF JONES	01-4300	CORD-RED/WHT/BLUE	206.93	
				DIPLOMA COVERS	1,635.67	
				DIPLOMAS	833.65	
				ENVELOPES	206.60	2,882.85
3005-230447	06/02/2022	HILLYARD INC.	01-4300	CUSTODIAL SUPPLIES		620.67

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Checks Dated 06/02/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-230448	06/02/2022	HOME DEPOT	01-4300	MAINT. SUPPLIES		10.76
3005-230449	06/02/2022	NAJEEB KHOURY	01-5800	PROF SERVICES		1,050.00
3005-230450	06/02/2022	NORCAL FOOD EQUIPMENT	13-4400	CAN RACK WITH CASTER		1,844.68
3005-230451	06/02/2022	OROVILLE FLOWER SHOP	01-4300	GRADUATION FLOWERS	162.38	
3005-230452	06/02/2022	PERMA BOUND	11-4300	GRADUATION FLOWERS	162.37	324.75
3005-230453	06/02/2022	PITNEY BOWES INC GLOBAL FINANCIAL SERVICES LLC	01-4200	INTO THE WILD		1,691.29
3005-230454	06/02/2022	PROPACIFIC FRESH	01-5602	4TH QTR LEASE OHS		148.23
			13-4700	FS	592.39	
				SUPPERS	33.29	625.68
3005-230455	06/02/2022	RIVERSIDE TECHNOLOGIES INC.	01-4300	HP CHROME BOOKS		227,132.20
3005-230456	06/02/2022	S&L Meat Sales Company, Inc.	13-4700	FS		399.65
3005-230457	06/02/2022	STATE OF CALIFORNIA ENERGY RESOURCE CONSERVATION	01-7439	LOAN 005-15-ECG PAYMENT #8		147,368.43
3005-230458	06/02/2022	TRACEY ANN WRIGHT THE WRIGHT STUFF	11-5800	OAE CPR/FIST AID/AED TRAINING		1,530.00
3005-230459	06/02/2022	ALAN VON DER MEHDEN	01-4300	REIMB. CULINARY	36.09	
				WINCO REIMB. CULINARY	18.57	54.66
3005-230460	06/02/2022	WEX BANK	01-4361	FUEL LIC#1395872	119.84	
				FUEL LIC#1473424	120.48	
				FUEL LIC#1476874	245.15	
				FUEL LIC#1518636	110.52	595.99
3813-230435	06/02/2022	CALIFORNIA'S VALUED TRUST FINANCE DEPARTMENT	76-9544	JUNE2022 RETIRE BILLING	52,994.92	
			76-9560	JUNE2022 ACTIVE BILLING	405,275.72	458,270.64
Total Number of Checks					37	877,791.70

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	29	410,614.83
11	AdultEducationFund	4	2,346.10
13	CafeteriaSpecialRevenueFund	6	6,560.13
76	Warrant/Pass-ThroughFund	1	458,270.64
Total Number of Checks			877,791.70
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			877,791.70

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

Checks Dated 06/07/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-230775	06/07/2022	Mc Carthy, Cathal G	01-4300	PIZZA AND CANDY REWARDS FOR TESTING		45.09
3005-230776	06/07/2022	Deadmore, Jacqueline	13-4300	FS/OHS CATERING	34.03	
			13-4700	FS/OHS CATERING	288.03	
3005-230777	06/07/2022	Eads, Nicole L	01-5200	KETCHUP AND COLESLAW	30.48	352.54
				HOME HOSPT 04/25/22-05/20/2022	6.44	
				HOME HOSPT 05/23/22-06/02/22	6.44	12.88
3005-230778	06/07/2022	Anderson, Karsten	01-4300	PHOTOGRAPHS FOR FAIR		114.90
3005-230779	06/07/2022	GREGORY A SCHULTZ DBA AAAA NORTHSTAR	01-4300	TABLE THROWS/ARTWORK		558.37
3005-230780	06/07/2022	ABILITYUSA, INC	01-5804	PRESCREENING 05/01/22-05/31/22		552.00
3005-230781	06/07/2022	Amazon.com Llc	01-4200	SOCIAL EMOTIONAL WELL BEING BOOKS	486.30	
			01-4300	ELEC. PENCIL SHARPENER	18.01	
				VARIOUS SUPPLIES	750.71	
3005-230782	06/07/2022	BETTER DEAL EXCHANGE	13-4300	VARIOUS SUPPLIES	118.33	1,373.35
			01-4300	CONN. WIRE	6.48	
				NUMEROUS SUPPLIES	11.88	
				ROLLER/FRAME	12.54	
				SCREWDRIVER	21.20	
				SPRAYPAINT	46.49	
				TAPE	15.14	
				VELCRO 2X4	28.12	219.77
				VELCRO 2X5	77.92	
3005-230783	06/07/2022	CALIFORNIA FFA ASSOCIATION	01-5800	21/22 AG ED LEADERSHIP PACKETS		90.00
3005-230784	06/07/2022	CAROLINA BIOLOGICAL SUPPLY CO	01-4300	SCALPEL BLADES/CONTAINER		289.27
3005-230785	06/07/2022	CARPETS GALORE INC	01-5640	HAUL AND REPLACE FLOORING DO		3,380.00
3005-230786	06/07/2022	CASEY PRINTING	11-5806	2022 FALL CATALOGS		13,804.59
3005-230787	06/07/2022	THE COLLEGE BOARD	01-5800	AP EXAMINATION- LP		8,239.00
3005-230788	06/07/2022	COMERS PRINT SHOP	01-4300	GRADUATION PROGRAMS	1,106.38	
				MEMORY LABELS	30.04	
				PHS RACH CARDS	281.95	1,418.37
3005-230789	06/07/2022	Condensed Curriculum International, Inc.	11-5800	PHARMACY/EKG TECH BILLING		3,077.90
3005-230790	06/07/2022	CRESO	01-5620	TELESCOPIC BOOM LIFT		1,083.71
3005-230791	06/07/2022	FFA LPHS	01-4300	GRADUATION FLOWERS		500.00
3005-230792	06/07/2022	NORTHAM DISTRIBUTORS INC	13-4700	FS	1,236.70	
				SUPPERS	94.05	1,330.75
3005-230793	06/07/2022	OFFICE DEPOT	01-4300	INDEX	21.15	
				PAPER	23.58	
3005-230794	06/07/2022	RAMIRO RUBALCABA	01-5800	MAY2022 SERVICE		44.73
						750.00

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ONLINE

Checks Dated 06/07/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-230795	06/07/2022	RAY MORGAN COMPANY	01-5602	QRT4 COPIER	3,251.48	
3005-230796	06/07/2022	RT S AUTO BODY INC	01-5603	QRT4 COPIER	181.00	3,432.48
3005-230797	06/07/2022	SCHOOL SPECIALTY, LLC	01-4363	BUS SIDE DOOR PANT/MATERIALS		360.21
			01-4300	MAT BOARD RAG	300.27	
				VARIOUS MATERIALS	2,404.46	
3005-230798	06/07/2022	Storey's Truck Service	01-5620	REPAIR CHECK ENGINE FAULT		2,704.73
3005-230799	06/07/2022	THERAPY TRAVELERS, LLC	01-5800	SERVICE 05/23/22-05/29/22		2,340.34
3005-230800	06/07/2022	US POSTAL SERVICE	11-5900	POSTAGE FOR FALL 2022 CATALOG		3,637.50
						7,519.62
				Total Number of Checks	26	57,232.10

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	21	31,028.37
11	AdultEducationFund	3	24,402.11
13	CafeteriaSpecialRevenueFund	3	1,801.62
	Total Number of Checks	26	57,232.10
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		57,232.10

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

Checks Dated 06/09/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-231052	06/09/2022	DEPARTMENT OF INDUSTRIAL / RELATIONS PAYMENT PROC	01-5620	5/5/22 INSPECTION CONV#135367		125.00
3005-231053	06/09/2022	Tellechea, Cristina	01-4300	POSTER/FOODPBIS TRAINING		192.49
3005-231054	06/09/2022	ACCOUNTABLE HEALTHCARE	01-5800	GIBSON- 05/24/22-05/26/22		857.25
3005-231055	06/09/2022	Amazon.com Lic	01-4300	BATTERY	100.46	
			01-4363	BATTERY	25.11	
3005-231056	06/09/2022	BRENDEN A STEVENS BAND INSTRUMENT REPAIR	01-5620	VARIOUS MUSIC REPAIRS		125.57
3005-231057	06/09/2022	BENNY BROWNS ORO DAM AUTO CNTR Cancelled on 06/10/2022	Cancelled	SERVICE 2006 FORD F-250 WHITE		2,545.00
						759.98 *
3005-231058	06/09/2022	BUTTE CO AIR QUALITY MANAGEMENT DISTRICT	01-4361	TECH EVAL FEE		226.63
				PERMIT#OHS88-01-ANNUAL		
3005-231059	06/09/2022	CA OCCUPATIONAL MEDICAL PROF	01-5804	5/10/22-5/26/22 8 PRE SCREENING		1,070.00
3005-231060	06/09/2022	DELL MARKETING LP	01-4400	OPTIPLEX 7090 TOWER		1,954.55
3005-231061	06/09/2022	HANCOCK AUTOMOTIVE	01-5620	SMOG INSPECT&CERT/VIN#1FTSW21P4 6EC3604	44.00	
				SMOG INSPECT/VIN#1FTEX1EM8	44.00	
3005-231062	06/09/2022	HERFF JONES	01-4300	CKD83164		132.00
				SMOG INSPECT/VIN#1GKEL19X2 4B508634	44.00	
				MEDALS1VALEDICTORIAN&1SALUTATORI AN		32.03
3005-231063	06/09/2022	OROVILLE POWER EQUIPMENT	01-4300	TRIMMER HEAD		49.94
3005-231064	06/09/2022	PRACTI-CAL INC	01-5800	MEDI-CAL		12.62
3005-231065	06/09/2022	RECOLOGY BUTTE COLUSA COUNTIES	01-5506	MISC WASTE DROP	71.30	
				MONTHLY SERVICE - DO/TRANS	214.11	
				MONTHLY SERVICE - HS	1,070.55	
				MONTHLY SERVICE - LP	2,209.23	
				MONTHLY SERVICE - OHS	1,113.56	
				MONTHLY SERVICE - PHS	305.51	
			11-5506	MONTHLY SERVICE - OAE	198.26	5,182.52
3005-231066	06/09/2022	SCHOOL SPECIALTY, LLC	01-4300	TISSUE SPECTRA		49.21
3005-231067	06/09/2022	School Steps Inc.	01-5800	05/01/22-05/31/22 SERVICE	16,792.00	
				06/01/22-06/04/22 SERVICE	960.00	17,752.00
3005-231068	06/09/2022	TENISHA FERGUSON	01-5200	MILEAGE REIMB. 05/4/22-6/2/22- M.WHEELER		421.20
3005-231069	06/09/2022	HARRY SIVERLY THE HORN SHOP	01-4300	VARIOUS INSTRUMENTS	5,074.03	
			01-4400	BUFFET CLARINET	2,262.35	7,336.38

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

ESCAPE

ONLINE

Oroville Union High School District

Memorandum

TO: Board of Trustees
FROM: Dr. Corey Willenberg
DATE: June 13, 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

Oroville Safe Lock & Door	\$100
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Scholarship Fund

Al Hottinger	\$211.72
John R. Johnson Family	\$200
Mooretown Rancheria	\$500
Oroville Hospital	\$500


Placer County Office of Education

 360 Nevada Street, Auburn, CA 95603
 (530) 889-8020 • Fax (866) 840-2941 • www.placercoe.org

Gayle Garbolino-Mojica, Placer County Superintendent of Schools

Date: 01/24/2022

AGREEMENT FOR PCOE CONSULTING SERVICES

This agreement ("Agreement") for consulting services offered by the Placer County Office of Education (PCOE) is entered into between Gayle Garbolino-Mojica, Placer County Superintendent of Schools, in her capacity as the Chief Executive Officer of PCOE and Oroville Union High School District ("Agency"). This Agreement is executed by PCOE and Agency and for reference only is dated 01/24/2022.

1.0 SCOPE OF SERVICES

PCOE shall provide specialized consulting services to Agency as described below or (in Attachment A).

2.0 FEES

Agency shall pay a maximum amount to PCOE of \$ 17,750 as full payment for all specialized services set forth herein. Any additional expenses such as travel, materials, copying etc. shall be paid as described in Attachment A.

3.0 RECORDS

Any records shall be maintained and stored by the Agency as may be required by the Education Code or other legal mandate. Copies of records may also be maintained and stored by PCOE.

4.0 WORK PRODUCT

All work product including intellectual property, such as trade secrets and copyrights, documents, records, files and supporting data accumulated, prepared and/or distributed by PCOE within the course and scope of this Agreement shall be specified below the property of:

- a. ☒ PCOE _____
- b. ☐ Agency _____
- c. ☐ Not Applicable _____

5.0 TERM

The term of this Agreement shall be from 01/24/2022 through 06/30/2022.

6.0 TERMINATION

Either party may terminate this Agreement by giving the other party at least thirty (30) calendar days written notice. In the event of the early termination of this Agreement, PCOE shall be paid for all work performed and all reasonable expenses incurred up to and including the date of termination.

7.0 PAYMENT

PCOE will invoice Agency within thirty (30) calendar after services have been provided. Agency shall pay fees within thirty (30) after receiving an invoice from PCOE.

8.0 AMENDMENTS

Any amendments to this Agreement shall be in writing and signed by both parties.

9.0 STATUS OF CONSULTANT

The consulting services are being provided by PCOE salaried employee and not of the Agency. Any and all employer payroll tax and retirement related payments on behalf of individual are to be made by PCOE.

10.0 CERTIFICATION

The Agency shall be responsible for reviewing and verifying all data included in documents, forms, and reports prepared by PCOE on behalf of Agency. The Agency shall be responsible for meeting any certification requirements and if necessary, for consulting legal counsel as related to the preparation and submittal of documents, forms, and reports that PCOE prepares on behalf of Agency.

11.0 HOLD HARMLESS AND IDEMNIFICATION

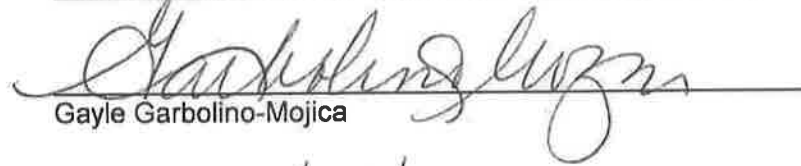
Each party agrees to indemnify, defend and hold harmless the other party and its employees, officers, and agents from and against all liability or claims for injury or damage to persons or property arising out of or from the breach of this Agreement, or from any negligent or intentional acts or omissions of either party, its employees, officers, and agents, in connection with the performance of this Agreement.

12.0 ENTIRE AGREEMENT

This Agreement constitutes the entire agreement and understanding of the parties. There are no oral understandings, terms or conditions, and no party has relied upon any representation, express or implied, that are not otherwise contained in this Agreement. All prior understandings, terms or conditions are deemed merged into this Agreement.

IN WITNESS WHEREOF, the parties do hereby certify that they are duly authorized to execute this Agreement.

PLACER COUNTY SUPERINTENDENT OF SCHOOLS


Gayle Garbolino-Mojica

Date

1/27/21

AGENCY

Oroville Union High School District

Name of Agency



(Signature of Agency Representative)

1/28/22

Date

Director of Education

Title


Placer County Office of Education

360 Nevada Street, Auburn, CA 95603

 (530) 889-8020 • Fax (866) 840-2941 • www.placercoe.org

Gayle Garbolino-Mojica, County Superintendent of Schools

Date: 01/24/2022
DESCRIPTION OF PCOE CONSULTING SERVICES

Fees: PBIS Training provided by PCOE during 2021-22 School Year							1/24/2022 11:06:43
Video Overview		Proposal date:					
		Approved date:					
	Cohort #	# Of Schools	List of participating schools	Cost Per School	Total Cost (\$ites)	District Fee/Cohort	Total
Tier 1	Local Cohor	3	Oroville High, Las Plumas High, Prospect High School	\$4,750.00	\$14,250.00	\$1,000	\$15,250.00
Tier 1	Other	1	Make-up Tier 1, Day 1 day for Prospect High	\$2,500.00	\$2,500.00		\$2,500.00
							\$0.00
							\$0.00
							\$0.00
							\$0.00
							\$0.00
Grand Total:							\$17,750.00

PLEASE NOTE: Anticipate additional fees for SWIS and/or CICO-SWIS license. Please use this link for more information on pricing. Invoices will be sent by and paid to pblsapps, not PCOE.

JOINT USE AGREEMENT

Feather River Recreation & Park District And Oroville Union High School District

This Joint Use Agreement (the "Agreement") is executed on the date last set forth below opposite the parties' signatures by and between FEATHER RIVER RECREATION AND PARK DISTRICT ("FRRPD") and OROVILLE UNION HIGH SCHOOL DISTRICT ("District") and is based on the following facts:

A. FRRPD owns, operates, and maintains certain public parks and recreational facilities in the Greater Oroville Area (the "FRRPD Facilities") which are capable of being used by District for educational purposes.

B. The District owns, operates, and maintains certain educational facilities within its jurisdiction (the "District Facilities") suitable for community recreation programs and uses.

C. FRRPD and District now desire to share their respective Facilities for the purpose of promoting and conducting community and school recreation programs to better provide for the general recreational and educational needs of children and adults in their respective jurisdictions, all as more fully set forth below.

In consideration of the foregoing facts, the recital of which by this reference is incorporated in the agreement of the parties set forth below as though fully set forth therein, and of the mutual conditions, covenants and promises set forth below, the parties agree as follows:

1. **Sharing of the Facilities.** District will make available to FRRPD for community recreation activities such District Facilities as the District and FRRPD from time to time may mutually agree upon. These District Facilities are to be selected by FRRPD and approved by District in accordance with the administrative procedures established by District's Superintendent.

FRRPD will make available to District for curricular and co-curricular use such FRRPD Facilities as FRRPD and District from time to time may mutually agree upon. These FRRPD

Facilities are to be selected by District and approved by FRRPD's General Manager in accordance with FRRPD's policies and procedures applicable thereto.

2. **Use of Facilities.** The use of District Facilities shall be in accordance with District's procedures for granting permits for use of District Facilities as provided for by the laws of California and the rules and regulations of District.

The use of FRRPD Facilities shall be in accordance with the regular procedures of FRRPD in granting permits for use of FRRPD Facilities as provided for by the laws of California as prescribed and the rules and regulations of FRRPD.

Each party agrees that when using the other party's Facilities it shall comply with all laws, rules, regulations, orders, ordinances, restrictions, codes, and restrictive covenants applicable to District and FRRPD Facilities, as now or hereafter in effect.

3. **Schedules for Use.** As soon as possible before each academic year, and thereafter during the academic year as necessary, District's Superintendent and FRRPD's General Manager or their designated representatives shall meet to discuss and agree upon a schedule for the dates, times and uses of their respective uses of each other's Facilities. Once such schedule is agreed upon, it shall be dated and signed by the District's Superintendent and FRRPD's General Manager and attached to this Agreement. Flexibility for additional usage during the year will always be taken into consideration based on availability. As alternative or additional dates, times, and uses are agreed upon, the schedule shall be amended and dated and once signed by the Superintendent and General Manager, attached to this Agreement in place of the previously attached schedule.

4. **Indemnity.** FRRPD shall indemnify, defend, and hold harmless the District, its governing board, directors, officers, employees, agents, and volunteers (collectively, the "District Parties") from and against any and all claims and causes of action arising from or in connection with (a) FRRPD's use of the District Facilities or any work or thing whatsoever done or any condition created by FRRPD in or about the District Facilities while using them, excepting those resulting from the gross negligence or willful misconduct of District, (b) any act or omission of

FRRPD or any of its subtenants or licensees or its or their partners, directors, officers, employees, agents, invitees, or contractors in connection with FRRPD's use of District facilities, or with (c) any accident, injury, or damage whatsoever occurring in, at, or upon the District Facilities while being used by FRRPD, excepting those resulting from the gross negligence or willful misconduct of District.

District shall indemnify, defend, and hold harmless FRRPD, its affiliates and their governing board or directors, members, managers, partners, directors, officers, employees, and agents, (collectively, the "FRRPD Parties") from and against any and all claims and causes of action arising from or in connection with (a) District's use of FRRPD Facilities or of any business therein, or any work or thing whatsoever done or any condition created by District in or about the FRRPD Facilities while using them, excepting those resulting from the gross negligence or willful misconduct of FRRPD, (b) any act or omission of District or any of its partners, directors, officers, employees, agents, invitees, or contractors relating to District's use of the FRRPD Facilities, or with (c) any accident, injury, or damage whatsoever occurring in, at, or upon the FRRPD Facilities while being used by District, excepting those resulting from the gross negligence or willful misconduct of FRRPD.

5. **Insurance.** FRRPD and District (each, an "Indemnitor") at all times during the term of this Agreement will each, at its own expense, maintain in force a policy or policies of insurance, written by one or more responsible carriers doing business in the State of California or by a legally self-insured public agency acceptable to the other party. Such policy or policies shall insure the other against all liability for injury or death of persons occurring in or about the other's Facilities during their use by the Indemnitor. The minimum coverage limit of the insurance policy shall be \$1,000,000 single occurrence, \$2,000,000.00 combined occurrences.

6. **Term.** This Agreement shall supersede any and all prior agreements. This Agreement shall commence upon the execution hereof and shall expire on January 1, 2027. The agreement may be renewed or amended by mutual written consent of both parties. Any renewal or amendment shall be in writing signed by both parties following governing board approval.

7. **Assignment.** Neither party may assign or otherwise transfer either of their respective interests nor will rights hereunder without the prior written consent of the other party and such consent be granted unless it conflicts with the best interests of either party.

8. **Governing Law; Binding Effect.** This Agreement shall be governed by the laws of the State of California. If any term or provision of this Agreement shall be deemed or held by any court or authority having proper jurisdiction to be invalid, illegal, void, or unenforceable, the remaining terms and provisions hereof shall nevertheless remain in full force and effect with the intent that the purpose of this Agreement will be accomplished.

9. **Entire Agreement.** This Agreement constitutes the complete and exclusive statement of agreement among the parties with respect to the subject matter herein and replaces and supersedes all prior written and oral agreements or statements by and among the parties or any of them. No representation, statement, condition, or warranty not contained in this Agreement shall be binding on the parties or have any force or effect whatsoever.

10. **Counterparts.** This Agreement may be executed in counterparts, each of which, when taken together, shall constitute one and the same instrument.

Executed at Oroville, California on the dates set forth below opposite the parties' signatures.

FRRPD:

Feather River Recreation and Park
District

Date: _____

By: Steve A. Roedli
Board Chairman

By: [Signature]
District Manager

District:

Oroville Union High School District

Date: _____

By: _____
Board President

By: _____
Superintendent



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent 
Date: May 25, 2022
Subject: Request Approval for MOU with Dr. Ramiro Rubalcaba

The Department of Justice and the Oroville Union High School District mutually agreed on using Dr. Ramiro Rubalcaba as the monitor to oversee the implementation of the stipulated agreement between both agencies.

Attached is an MOU for Dr. Rubalcaba's services as a monitor for the 2022-2023 school year. The agreement will not exceed \$30,000. We will fund this agreement using funds from the General Fund.

Monitor Agreement

This Agreement is made and entered by and between **Ramiro Rubalcaba**, ("Monitor"), whose address is 1787 Athens Court, Claremont, California, 91711 and the Oroville Union High School District, whose address is 2211 Washington Ave., Oroville, CA 95966 ("OUHSD"), and the parties agree to the following terms and conditions:

1.0 SERVICES OF THE CONSULTANT AND DURATION OF THE AGREEMENT

Ramiro Rubalcaba (Monitor) will provide up to ten (10) days of site visits and technical support that includes but is not limited to document review, coaching, professional development, qualitative and quantitative data analysis and other consulting services on School Climate, Culture, and Equity Improvement for the Oroville Union High School District (OUHSD) for the 2022-2023 school year, July 01, 2022-June 30, 2023. The visits, venues and times are to be mutually agreed upon by OUHSD and Ramiro Rubalcaba.

2.0 COMPENSATION

OUHSD agrees to pay Monitor \$2,200 per day for site visits and an hourly rate of \$275 for other consulting services as stated above. The cost of the services is inclusive of travel expenses and is not to exceed a total sum of \$30,000 for the duration of this agreement. Payment will be in the form of a check to be made payable to Ramiro Rubalcaba within sixty (60) days after the services are provided. Monitor is responsible for making his own travel arrangements.

3.0 RELATIONSHIP BETWEEN PARTIES

- 3.1 The Monitor, Ramiro Rubalcaba shall be an independent contractor during the period of performance under this Agreement and not an employee or agent of OUHSD. As an independent contractor, the Monitor shall be responsible for the payment of any taxes due on any monies received by him.
- 3.2 The Monitor will conform to and comply with all of the OUHSD rules and regulations and also all applicable municipal, county, state, and federal ordinances, laws, rules, and regulations in providing the services.
- 3.3 The Monitor and OUHSD agree to mutually indemnify and hold harmless the Monitor and OUHSD, its governing board, officers, agents and employees against any injury, loss, damage or other liability arising from the services performed by Monitor or from any breach of this Agreement.

4.0 CANCELLATION

In the event that the performance of any of the covenants of this Agreement is prevented by any cause beyond the reasonable control of OUHSD or the Monitor, both OUHSD and the Monitor shall be relieved of their obligations hereunder with respect to the engagement scheduled as set forth above, except that OUHSD shall reimburse the Monitor of any expenses that are non-refundable or pay the fees associated with rescheduling the event. Both the Monitor and OUHSD shall provide at least a thirty (30) days notice of cancellation.

5.0 MISCELLANEOUS

- 4.1 This Agreement may be amended at any time by written amendments duly executed by the Monitor and OUHSD.
- 4.2 This Agreement constitutes the entire understanding between the parties with respect to the subject matter hereof and supersedes any and all prior understandings and agreements, oral and written, relating hereto.

IN WITNESS THEREOF, the authorized representatives of the parties have executed this Agreement:

Monitor

Oroville Union High School District

Monitor's Signature

Date

Printed Name:

Ramiro Rubalcaba

Title:

Monitor

OUHSD Representative

Date

Printed Name:

Title:

Monitor's

Federal Identification # or
Social Security #

565-43-6260

Date approved by Board if applicable:



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent 
Date: May 24, 2022
Subject: MOU for Nursing Services from Therapy Travelers

The Superintendent is requesting approval for Therapy Travelers to provide nursing services to the Oroville Union High School District for the 2022-2023 school year.

The cost of the contract is for 37.50 hours a week at a base rate of \$99.00 per hour and \$148.50 for overtime and holidays.



Staffing Confirmation Agreement

This Staffing Confirmation Agreement ("Agreement") is entered into on 5/17/2022 | 12:36:15 PM EDT by and between **TherapyTravelers** and Oroville Union High located at 2211 WASHINGTON AVE., OROVILLE, CA USA (Client) collectively referred to herein as "the Parties." **The Parties agree to the below:**

Therapist Name:	Joel Siapno, RN
First Day Details:	<ul style="list-style-type: none"> - Start Time: 7:45 AM - Location Address: virtual - Point of Contact: Corey Willenberg, Ed.D. - Assignment Sites: LPHS, OHS, ATC, PHS
Assignment Dates:	August 8, 2022 TO June 1, 2023
Approved Time Off:	Thanksgiving, Winter, and Spring breaks
Guaranteed Hours:	37.50
Schedule:	Monday to Friday, 7:45 AM to 3:45 PM; lunch from 12:30 to 1:09
Cancellation Notice:	20 working days
Bill Rate:	\$99.00
Overtime/Holiday Rate:	\$148.50 (upon prior district approval)
Mileage Reimbursement:	Billed at current IRS mileage reimbursement rate for all work-related activities

All time over 40 hours in a workweek will be paid at time and one half (1.5) (CA – anything over 8 hours in a day will be paid at time and one half (1.5))

District Name and Address:	Oroville Union High 2211 WASHINGTON AVE., OROVILLE, CA USA
District Telephone Number:	(530) 538-2300
District Department Director Name:	Kevin Simas
Estimated Caseload:	Special education programs ranging from 9th grade through Adult Transition Center (22 years old).
Timesheet Approver Email Address and Name:	

Billing Info:

Billing Address:	2211 Washington Avenue, Oroville, CA, 95966
Billing Telephone Number:	530-538-2300
Billing Contact Info:	Susan Watts
Billing Email Address:	swatts@ouhsd.net



Supervision/Materials/Equipment: Client will provide appropriate supervision, materials and equipment to therapist.

Cancellation of Services: A minimum 20 working day written cancellation notice whereas the traveler's end date falls on a Friday must be given to TherapyTravelers directly (not the contract employee) for cancellation or early termination of any specific traveler contract, other than termination for cause attributable to TherapyTravelers or the contract employee.

Payment Term: Payment is due in full within ten (10) days of invoice. Failure to pay will result in Client being responsible for all collections costs, including, but not limited to, attorney's fees and costs.

Conversion Terms: Client acknowledges the Therapist named herein is an employee of TherapyTravelers, with said Therapist having an employment contract with TherapyTravelers. Client agrees it shall not, in any way, interfere with such contract, including, without limitation, hiring the Therapist or directing such Therapist to work for another provider. However, the foregoing shall not apply if Therapist has, through TherapyTravelers, performed/completed work for Client for a period of 2700 hours. If the Therapist has not performed/completed work for the Client in accordance with the aforesaid hour requirement and conditions, and Client interferes with the subject employment contract between TherapyTravelers and Therapist, Client agrees to pay a conversion fee of 35% of the subject Therapist's annual salary (if hourly, then calculated by the hourly rate times 2000 hours) as liquidated damages to TherapyTravelers within 30 days of being invoiced for the same.

DocuSigned by:	
Name:	 936B1423CDAF4B3
Print:	Corey Willenberg
Title:	Superintendent
Date:	5/17/2022 12:36:15 PM EDT

TherapyTravelers	
Name:	
Print:	Carol Cheney
Title:	President
Date:	

By extending a permanent or travel offer to a candidate that Client has received from TherapyTravelers, Client expressly agrees to the terms and conditions of the start confirmation and the TherapyTravelers Fee Agreement, unless the Parties agree otherwise in writing.



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent 
Date: May 24, 2022
Subject: MOU for Services From Cutler Consulting Group

The Superintendent is requesting approval for Cutler Consulting Group to provide mentor services to Dr. Lamar Collins and Mr. Matt Kerman for the 2022-2023 school year.

The total cost for services is \$22,500. This will be funded out of the Educator Effectiveness Block Grant and Title 1.

Cutler Consulting Group LLC
P.O. Box 14505
South Lake Tahoe, CA 96151
775-350-4677
dr.toddcutler@yahoo.com

The Cutler Consulting Group LLC provides Mentoring/Coaching, Trainings, Seminars, and Retreats for Leadership Development

Proposed Contract for Services

The Cutler Consulting Group proposes the following services for the Oroville Union High School District:

Leadership Training and Coaching for two (2) principals (Lamar Collins and Matt Kermen) for the school year of 2022-2023.

Summer Leadership Seminar in Lake Tahoe:

- Participants to attend the CCG annual Education Leadership Seminar (July 31 - August 2).
 - Participants will identify strengths, challenges, areas for growth, and will set year long goals and objectives for professional growth and leadership development.
 - Participants will establish "guiding principles" to ground the work.
 - Participants will learn relevant and research based education leadership strategies.

Coaching/Mentoring Sessions:

- Once a month Zoom meetings - September - May (8)
 - The Zoom meetings will focus on the following:
 - Review progress towards goals
 - Review of months activities
 - Coaching on current challenges
 - Other topics as identified by the participant or coach.
- Weekly check-ins via text or phone
 - Weekly phone call/texts to provide any needed guidance.
- On-site coaching/mentoring sessions (3 fall, 3 spring)
 - Mentor/Coach will provide on-site coaching support.

Winter refocus and reenergize Retreat in Lake Tahoe:

- Participant to attend the CCG Education Leadership Winter retreat (February 19-20).
 - At this event the participants will reflect on the growth towards goals for the year, assess and update goals and guiding principles.
 - Activities will provide the participant the ability to reflect, refocus, and re-energize for the remainder of the year.

Additional components of the services:

- Participants will enter goals and guiding principles in software to assist with monitoring of progress of goals and use of guiding principles.
- Surveys of staff on leaders progress:
 - In May staff survey of leaders progress and growth to determine growth and future learning and growing needs.

Pricing:

- Pricing per participant are broken down as follows:
 - \$750 for Summer Seminar (hotel not included)
 - \$750 for Winter Retreat (hotel not included)
 - \$7,200 on site coaching (6 days)
 - \$3,800 per Monthly Zoom Coaching sessions (8)
 - No charge for weekly check-ins
 - Costs for goal software and surveys built into costs.
- Total Price: \$12,500
- A 20% discount is applied to additional participant 2-4 equaling \$10,000
 - Total for 2 participants = \$22,500
 - 25% of the total agreed amount of services will be billed prior to initial engagement and the remainder will be billed in two equal installments (August and January).
 - No charge for travel expenses

Todd Cutler

5/23/2022

Todd Cutler



Oroville High School

Volleyball 2022



Date	School	Location	Level	Time
Wednesday, August 10, 2022	Pierce Scrimmage	Pierce	F/S & Varsity	TBA
Tuesday, August 16, 2022	Central Valley	Home	All	4:30, 5:30, 6:30
Thursday, August 18, 2022	Anderson	Home	All	4:30, 5:30, 6:30
Saturday, August 20, 2022	Durham Tourney	Durham	Varsity	TBA
Tuesday, August 23, 2022	Willows	Home	F/S & Varsity	5:00 & 6:00
Thursday, August 25, 2022	Hamilton City	Home	F/S & Varsity	5:30 & 6:30
Tuesday, August 30, 2022	Paradise	Home	F/S & Varsity	5:00 & 6:00
Thursday, September 1, 2022	Wheatland	Wheatland	All	4:30, 5:30, 6:30
Saturday, September 3, 2022	Oroville Frosh Tourney	Home	Frosh	TBD
Tuesday, September 6, 2022	Paradise Adventist	Paradise (5699 Academy Dr)	Varsity	6:30
Thursday, September 8, 2022	Lady Braves Tournament	Hamilton City	Varsity	TBA
Friday, September 9, 2022	Lady Braves Tournament	Hamilton City	Varsity	TBA
Saturday, September 10, 2022	Lady Braves Tournament	Hamilton City	Varsity	TBA
Tuesday, September 13, 2022	Biggs	Biggs	F/S & Varsity	5:30 & 6:30
Thursday, September 15, 2022	Lindhurst	Lindhurst	F/S & Varsity	5:00 & 6:00
Saturday, September 17, 2022	Oroville Frosh/Soph (JV) Tourney	Home	Frosh/Soph	TBD
Tuesday, September 20, 2022	*Corning	Corning	All	4:30, 5:30, 6:30
Thursday, September 22, 2022	Enterprise	Enterprise	All	4:30, 5:30, 6:30
Tuesday, September 27, 2022	*Gridley	Home	All	4:30, 5:30, 6:30
Thursday, September 29, 2022	*Las Plumas	Las Plumas	All	4:30, 5:30, 6:30
Tuesday, October 4, 2022	*Orland	Home	All	4:30, 5:30, 6:30
Thursday, October 6, 2022	*Corning	Home	All	4:30, 5:30, 6:30
Tuesday, October 11, 2022	BYE			
Thursday, October 13, 2022	*Gridley	Gridley	All	4:30, 5:30, 6:30
Tuesday, October 18, 2022	*Las Plumas	Home	All	4:30, 5:30, 6:30
Thursday, October 20, 2022	*Orland	Orland	All	4:30, 5:30, 6:30
Tuesday, October 25, 2022	NSCIF Round 1	TBA	Varsity	TBA
Thursday, October 27, 2022	NSCIF Round 2	TBA	Varsity	TBA
Tuesday, November 1, 2022	NSCIF Semi-Finals	TBA	Varsity	TBA
Saturday, November 5, 2022	NSCIF Championships	Red Bluff	Varsity	TBA

Last Updated: 5/5/2022

Head Varsity Coach: Shawna Stone

Head Frosh/Soph Coach: Julia Hardin

Head Frosh Coach:

Oroville High School

School Mascot & Colors: Tiger, Purple & White

530-538-2320

Principal: Cristl Tellechea

Asst. Principal: Durrell Siplin

Athletic Director: Tom Frazier

Non-Discrimination in District Programs and Activities

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, sex, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: May 24, 2022
Subject: MOU for Professional Services from Dannis, Wolliver and Kelley

The Superintendent is requesting approval for Dannis, Wolliver and Kelley to provide legal services to the Oroville Union High School District and the Board of Trustees for the 2022-2023 school year.

The cost of the contract is based on usage and the Attorney assigned to a project. Attorney hourly fees range from \$265.00 per hour to \$450.00 per hour.

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into on May 12, 2022, by and between the Oroville Union High School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

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

SCOPE OF SERVICES. District appoints Attorney to represent, advise, and counsel it from July 1, 2022, through and including June 30, 2024, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

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

FEES AND BILLING PRACTICES. Except as hereinafter provided, District agrees to pay Attorney two hundred sixty-five dollars (\$265) to three hundred seventy-five dollars (\$375) per hour for Shareholders and Of Counsel; two hundred forty-five dollars (\$245) to three hundred dollars (\$300) for Special Counsel; one hundred ninety-five dollars (\$195) to two hundred sixty-five dollars (\$265) per hour for Associates; and one hundred thirty dollars (\$130) to one hundred ninety-five dollars (\$195) per hour for Paralegals and Law Clerks. The rate range for Gregory J. Dannis and Shareholder Emeritus shall be three hundred ninety-five dollars (\$395) to four hundred fifty dollars (\$450) per hour. Rates for individual attorneys may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services provided. Mr. Dannis' hourly rate shall be \$450. Agreements for legal fees at other than the hourly rate set forth above may be made by mutual agreement for special projects, particular scopes of work, or for attorneys with specialized skills. The rates specified in this Agreement are subject to change at any time by Attorney following written notice to Client and shall apply to all services rendered after such notice is given. Time is billed in minimum increments of one-tenth (.1) of an hour, except the first communication (e.g., by telephone, voice-mail, e-mail, text) of any day containing substantive advice which is charged a minimum of three-tenths (.3) of an hour. Actual travel time and time spent attending in-person or remote meetings is charged at the rates above. In the course of travel for, or attending meetings with or for District, it may be necessary for Attorney to work for and bill other clients. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

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

District further agrees to pay third parties, directly or indirectly through Attorney, for major costs and expenses including, but not limited to, costs of serving pleadings, filing fees

and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, District may either advance or reimburse Attorney for such costs and expenses.

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

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

INDEPENDENT CONTRACTOR. It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District. Attorney does not anticipate that in the course and scope of performing legal services it will have any interaction with any pupil that is not under the immediate supervision and control of a District employee or a pupil's parent or guardian. If District requests legal services in which Attorney will have unsupervised interaction with pupils, Attorney will complete fingerprinting and background check clearances as required by Education Code Section 45125.1 prior to commencing such services. Attorney further agrees to comply with applicable, prevailing state vaccine or testing requirements.

CONSENT TO USE OF E-MAIL AND CLOUD SERVICES. In order to provide District with efficient and convenient legal services, Attorney will communicate and transmit documents using e-mail. Because e-mail continues to evolve, there may be risks communicating in this manner, including risks related to confidentiality and security. By entering into this Agreement, District is consenting to such e-mail transmissions with District and District's representatives and agents. In addition, Attorney uses cloud computing services with servers located in a facility other than Attorney's office. Most of Attorney's electronic data, including emails and documents, are stored in this manner. By entering into this Agreement, District understands and consents to having communications, documents and information pertinent to the District's matters stored through such cloud-based services.

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

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

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

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

OROVILLE UNION HIGH SCHOOL DISTRICT

Corey Willenberg, Ed.D.
Superintendent

Date

DANNIS WOLIVER KELLEY

Date: May 12, 2021



Christian M. Keiner
Attorney at Law

Date: May 12, 2021



Candace M. Bandoian
Attorney at Law

At its public meeting of _____, 2022, the Board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.



To: Oroville Union High School Board of Trustees
From: Kevin Simas, Director of Education
Date: 6/13/22
Subject: Carl D. Perkins Career and Technical Education (CTE) Improvement Grant Application

Background Information: OUHSD recently submitted our application to receive allocated Carl D. Perkins Career and Technical Education Improvement Grant funds. The California Department of Education has approved our application for the full amount of proposed funding, \$106,140. This is an increased allocation over that of the 2021-2022 school year.

Financial Impact: Ensures that OUHSD CTE courses will continue to be funded at the highest levels that CDE allows.

Recommendation: This is an informational item for the Governing Board



Home / Finance & Grants / Funding / Funding Tools & Materials

General Assurances and Certifications 2021-22

General Assurances and Certifications required for grants supported by state or federal funds in 2021-22..

General Assurances and Certifications 2021-22

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR).
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321; PL 114-95, §1118(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a School Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. LEAs using their own school planning template in place of the SPSA have ensured that the content meets the statutory requirements of schoolwide programs and school improvement (comprehensive support and improvement, targeted support and improvement, and additional

- targeted support and improvement) under the Every Student Succeeds Act, as applicable. (EC §64001; 20 USC §6311; PL 114-95, §1111(d)(1)(2))
10. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 CCR, §4202)
 11. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.760; 2 CFR 200.333)
 12. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 calendar days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)
 13. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.
 14. The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)
 15. The LEA will provide the certification on constitutionally protected prayer. (20 USC §7904; PL 114-95, §8524(b))
 16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320; PL 114-95, §1117(d)(1))
 17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846; PL 114-95, §8306(a)(3)(A-B))
 18. The LEA will participate in the California Assessment of Student Performance and Progress. (EC §60640, et seq.)
 19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
 20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in

learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)

21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR §3942)
22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (United States Constitution, Fourteenth Amendment; California Constitution, Article 1, §7; California Government Code §§11135-11138; 42 USC §2000d; 5 CCR, §3934)
23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §62002; 5 CCR, §§3944, 3946)
24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944(a)(b))
25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
26. Programs and services are and will be in compliance with Section 8355 of the California *Government Code* and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging while Driving," October 1, 2009.
28. The Federal grant sub recipient has complied with the Federal Funding Accountability and Transparency Act, as defined in 2 CFR Part 25 (PL 109-282; PL 110-252) regarding the establishment of a Data Universal Numbering System (DUNS) number and maintaining a current/active registration in the System for Award Management web page at <https://www.sam.gov/SAM/>.

Questions: Education Data Office | connappsupport@cde.ca.gov | 916-319-0297

Last Reviewed: Wednesday, June 2, 2021



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Drug Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 - 1. The dangers of drug abuse in the workplace
 - 2. The grantee's policy of maintaining a drug-free workplace
 - 3. Any available drug counseling, rehabilitation, and employee assistance programs
 - 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - 1. Abide by the terms of the statement
 - 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.

f. Taking one of the following actions, as to any employee who is convicted, within 30 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction:

1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973 (29 U.S.C. Section 794), as amended; or
2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency

g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant: Grantee must ensure all such site(s) are identified.

Place of Performance (street address, city, county, state, zip code)

Oroville Union High School District, 2211 Washtington Ave., Oroville, CA 95966

Las Plumas High School, 2380 Las Plumas Ave, Oroville, CA 95966

Oroville High School, 1535 Bridge St., Oroville, CA 95966

Check ☐ if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

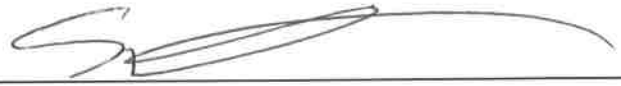
- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Oroville Union High School District

Name of Program: OUHSD Career Pathways

Printed Name and Title of Authorized Representative: Corey Willenberg, Ed.D.

Signature:  Date: 6.14.22

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-322-5111

Last Reviewed: Tuesday, April 19, 2022



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Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 2 *Code of Federal Regulations* Parts 180 and 3485, for all lower tier transactions meeting the threshold and tier requirements stated at Section 3485.220.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and

Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check SAM Exclusions.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

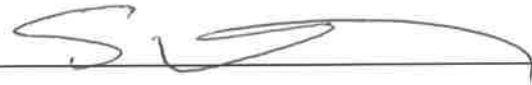
1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Oroville Union High School District

Name of Program: OUHSD Career Pathways

Printed Name and Title of Authorized Representative:

Corey Willenberg, Ed.D.

Signature:  Date: 6.14.22

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-322-5111

Last Reviewed: Tuesday, April 19, 2022



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Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit [Standard Form - LLL, "Disclosure Lobbying Activities"](#)  (DOC), in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Oroville Union High School District

Name of Program: OUHSD Career Pathways

Printed Name and Title of Authorized Representative: Corey Willenberg, Ed.D.

Signature:  Date: 6.14.22

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-322-5111

Last Reviewed: Tuesday, April 19, 2022



Program Grant Management System (PGMS)

Oroville Union High (131 - Secondary)

2022-23 Application

2022-23 Section I - State Assurances and Certifications

Quick Facts Box

Allocation Amount	\$106,140.00
Budgeted Amount	\$106,140.00
Indirect Amount	\$4,317.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Sunday, May 15, 2022 11:59 PM
Application Status	Certified on Jun 6 2022
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Certifications Sign-off

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Strengthening Career and Technical Education Act for the 21st Century Act (Perkins V).

The following Assurances, Certifications, and Grant Conditions are requirements of applicants and grantees as a condition of receiving funds. Applicants do not need to sign and return the general assurances and certification with the application; Every year, the local educational agencies (LEA) must download them, collect the appropriate signatures (please sign & date even the ones that don't specifically have a space for it), and keep them on file to be available for compliance reviews, complaint investigations, or audits.

- [California Department of Education General Assurances](#)
- [Drug Free Workplace Certification](#)
- [U.S. Department of Education Debarment and Suspension](#)
- [U.S. Department of Education Lobbying](#)
- [Perkins V Assurances and Certifications](#)
- [2022-23 Grant Conditions](#)

LEA Sign-off

- ☒ This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

CDE Review and Sign-off

CDE Comments

- ☒ Section Approved
-

Save

Save and Continue to Section II

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

2022-23 GRANT CONDITIONS

Note: The application for funds can be completed and submitted online through the California Department of Education (CDE) Programs Grant Management System (PGMS) Web page at <http://www3.cde.ca.gov/pgms/logon.aspx>. All other forms related to this grant, as well as anything referenced in these grant conditions, can be found on the CDE Perkins Web page at <http://www.cde.ca.gov/ci/ct/pk/>.

1. Your local educational agency's (LEA's) 2021-22 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) grant award is part of the Career and Technical Education Basic Grants to States from the U.S. Department of Education's (ED) Office of Career, Technical, and Adult Education. The *Catalog of Federal Domestic Assistance* number is 84.048A. The funds are subject to, and grantees must comply with, ED's federal regulations contained in the Code of Federal Regulations (CFR), including those found in Title 2 of the CFR at Parts 200, 3474 and 3485; as well as Title 34 of the CFR at Parts 75 – 82; and Title 34, Subtitle B, Chapter 1 (the regulations of ED's Office of Civil Rights)..
2. In order to accept Perkins V funds, the LEA must have:
 - At least one complete "program of study" as defined by Perkins V Section 3 Paragraph 41.
 - A completed Comprehensive Local Needs Assessment that meets the requirements as defined by Perkins V, Section 134(c) – (e).
 - An approved 2020-21 online application submitted through the PGMS and approved by the CDE.
3. The grant award will be processed upon receipt of the signed Grant Award Notification (AO-400). The AO-400 must be signed by the Superintendent or an authorized official and **returned within 10 working days of receipt**.
4. Funds awarded under Perkins V shall be used to **supplement, and shall not supplant**, non-federal funds expended to carry out CTE program activities.

5. The LEA must meet all federal statutes and regulations applicable to Perkins V in its administration of the program.
6. Perkins V requires grant recipients to submit annual Perkins Core Indicators data by the designated deadlines. The Report on CTE Enrollment and Program Completion (CDE 101 E1) and the Report on CTE Placement (CDE 101 E2) data may be submitted annually by the prescribed deadlines and methods. Final reimbursement for the grant period will not be paid until the CDE 101 E1 data are submitted to the CDE. The CDE may request that all Perkins V funds for the program year be returned for failure to adhere to the Perkins V data requirements.
7. All Perkins V funds must be expended within the dates designated and for not more than the maximum amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. All funds must be expended or legally obligated by June 30, 2021. Any funds left unclaimed after September 30, 2020, will revert to the CDE for reallocation to other LEAs. Unauthorized expenditures shall be the responsibility of the LEA. **No extensions of this grant will be allowed.**
8. No less than 85 percent of the LEA's allocation must be expended to improve or expand CTE programs and CTE courses approved in the local plan. No more than 10 percent of the grant can be spent on non-instructional items. The grantee shall limit the administrative costs to 5 percent and may include indirect (less any funds expended for capital outlay) or direct costs related to administering the funds. Indirect costs are limited to the indirect cost rate approved by the CDE for the applicable fiscal year in which the funds are expended, or 5 percent, whichever is less.
9. While interest earned up to \$500 per year may be retained by the grantee for administrative expense, interest earned in excess of that amount must be remitted to the federal government pursuant to Title 2, CFR Section 200.305.
10. Any single expenditure of \$5,000 or greater (including taxes, shipping, and installation) is considered capital outlay and requires prior written CDE approval, separate from their entry into the Strategic Spending Plan (budget) in PGMS.
11. Grant funds will be remitted on a quarterly reimbursement basis only. All claims must be submitted through PGMS. Filing a second quarter claim and fourth-quarter claim is mandatory. To claim reimbursement of funds, the LEA must complete and submit a claim for reimbursement for actual expenditures according to the following schedule:

- First quarter (July 1–September 30): due before or on October 31, 2022
- Second quarter (October 1–December 31): due before or on January 31, 2022
- Third quarter (January 1–March 31): due before or on April 30, 2022
- Fourth quarter/Final (April 1–June 30): due before or on July 31, 2022

12. A budget revision is required through PGMS for new expenditures or if expenditures for any budget category will be exceeded by 20 percent or more of the authorized budget category total in the approved budget. The budget revision must be approved by CDE before expenditures are made. Expenditures that exceed the approved budget category amount by 20 percent may not be approved for payment when a claim is submitted.

13. All claims must contain actual expenditures incurred by the LEA; expenditures cannot be rounded to whole numbers.

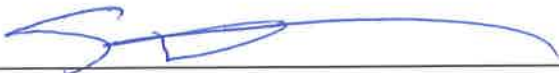
14. Federal regulations governing the Perkins V will overrule any errors inadvertently made by the CDE.

Signatures:

Perkins Coordinator

Printed Name: Corey Willenberg, Ed.D.

Title: Superintendent

Signature:  Date: 6.14.22



Program Grant Management System (PGMS)

Oroville Union High (131 - Secondary)

2022-23 Application

2022-23 Section II - Stakeholders

Quick Facts Box

Allocation Amount	\$106,140.00
Budgeted Amount	\$106,140.00
Indirect Amount	\$4,317.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
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Application Status	Certified on Jun 6 2022
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Special Population Stakeholders

The Strengthening Career and Technical Education For the 21st Century Act (Perkins V) requires local educational agencies (LEAs) to implement strategies To overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.

This form confirms that the LEA coordinators or administrators responsible for each of the programs associated with special population groups listed below have contributed to the LEA's Comprehensive Local Needs Assessment for the 2020–21 Perkins V application.

Each special population category must be signed by the LEA's designated administrator or the certificated representative responsible for that program.

Download the [Sign-off Form](#) for Representatives of Special Populations, collect the appropriate signatures, and keep the form on file to be available for compliance reviews, complaint investigations, or audits.

Students with Disabilities (Special Education Coordinator/Administrator)

Name	Kevin Simas
Title	Director of Education

Economically Disadvantaged (Title I Coordinator/Administrator)

Name	Kevin Simas
Title	Director of Education

Students Preparing for Non-Traditional Fields (Title IX Coordinator/Administrator)

Name	Kevin Simas
Title	Director of Education

Single Parent or Single Pregnant Women (Title IX Coordinator/Administrator)

Name	Kevin Simas
Title	Director of Education

Out-Of-Workforce Individuals (Title IX Coordinator/Administrator)

Name	Kevin Simas
Title	Director of Education

English Language Learners (English Learner Coordinator/Administrator)

Name	Kevin Simas
Title	Director of Education

Homeless

Name	Kevin Simas
Title	Director of Education

Youth who are In, or who have aged out Of, the foster care system

Name	Kevin Simas
Title	Director of Education

Youth with a parent who is on active duty In the military

Name	Kevin Simas
Title	Director of Education

Edit

CTE Teacher Matrix

For every CTE teacher in the LEA, enter the following information:

1. CTE-eligible credential

- 1A) For each CTE teacher assisted w/ Perkins funds, enter the name of the teacher as it appears on the CTE-eligible credential.

- 1B) Enter the document number of the CTE-eligible credential. We look up 100% of the entries on the CTC website.

- 1C) Enter the document title of the CTE-eligible credential (i.e., credential type: CTE, Designated Subjects, Vocational, Single Subject, etc).

1D) Enter the subject description of the CTE-eligible credential (i.e., subject authorization). For credentials issued 2008 or later, the subject description should match one of the 15 industry sectors. For credentials issued before 2008 ('Designated Subjects Vocational'), the subject descriptions do not conform to the 15 industry sectors and come from a nearly infinite variety of job titles—type the one from the credential into this field.

2. The subject of the credential matches the pathway assigned.

2A) For each CTE teacher assisted w/ Perkins funds, enter the local name of the site.

2B) Enter the name of the site of the pathway.

2C) Enter the local name of the pathway if it's different from the name of the pathway as coded in CALPADS.

2D) Enter the official CALPADS pathway name; i.e., the name of the CTE Model Curriculum Standards the teacher covers. If the same teacher is assigned to two or more pathways, list him/her two or more times.

1) Teacher Credential and CTE-Eligibility

1A) Teacher's Name

1B) CTE-Eligible Credential Document Number

1C) Document Title

Select Document Title



1D) Subject Description

Select a subject description

2) Does the Credential Match the Assignment?

2A) Site Name

Select Site



2B) Local Name of Pathway

2C) CALPADS Pathway Name

Select Pathway



Submit Teacher

1A) CTE Teacher's Last Name	1C) Document Title/ 1D) Subject Description	2A) Site Name	2C) CALPADS Pathway	Status	Comments	Action
Briggs, Daniel Scott	Designated Subjects Career	Oroville High	Transportation -- Systems	Approved	Expiry 1/1/2026.	Delete

	Technical Education Teaching Credential -- Transportation		Diagnostics, Service, and Repair			Review
Bright, Samantha L	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Las Plumas High	Agriculture and Natural Resources -- Agriscience	Approved	Expiry 1/1/2026. Note: a teacher with one of the five CTE-eligible single subject credentials (Ag, Biz, Home Ec, Industrial Arts, Industrial Technology Education) must still have industry experience that matches the sector of the pathway assigned.	Delete Review
Close, Brendan	Career Technical Education Teaching Credential -- Agriculture & Natural Resources	Las Plumas High	Agriculture and Natural Resources -- Agricultural Mechanics	Approved	Expiry 8/1/2023.	Delete Review
Dahlgren, Kyle J	Single Subject Teaching Credential -- Industrial Technology Education	Las Plumas High	Manufacturing and Product Development -- Graphic Production Technologies	Approved	Expiry 9/1/2022. New doc# is 190119887, expiry 6/1/2024. Note: a teacher with one of the five CTE-eligible single subject credentials (Ag, Biz, Home Ec, Industrial Arts, Industrial Technology Education) must still have industry experience that matches the sector of the pathway assigned.	Delete Review
Dahlgren, Kyle J	Single Subject Teaching Credential -- Industrial Technology Education	Oroville High	Engineering and Architecture -- Engineering Design	Approved	Expiry 9/1/2022. New doc# is 190119887, expiry 6/1/2024. Note: a teacher with one of the five CTE-eligible single subject credentials (Ag, Biz, Home Ec, Industrial Arts, Industrial Technology Education) must still have industry experience that matches the sector of the pathway assigned.	Delete Review
Lafayette, Laura Logeais	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Las Plumas High	Agriculture and Natural Resources -- Agricultural Business	Approved	Expiry 9/1/2022. This teacher is not fundable for 2022-23 if not renewed by expiration date. Note: a teacher with one of the five CTE-eligible single subject credentials (Ag, Biz, Home Ec, Industrial Arts, Industrial Technology Education) must still	Delete Review

					have industry experience that matches the sector of the pathway assigned.	
Lafayette, Laura Logeais	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Las Plumas High	Agriculture and Natural Resources -- Animal Science	Approved	Expiry 9/1/2022. This teacher is not fundable for 2022-23 if not renewed by expiration date. Note: a teacher with one of the five CTE-eligible single subject credentials (Ag, Biz, Home Ec, Industrial Arts, Industrial Technology Education) must still have industry experience that matches the sector of the pathway assigned.	Delete Review
Smith, Sandra Tarren	Single Subject Teaching Credential -- Home Economics	Oroville High	Hospitality, Tourism, and Recreation -- Food Service and Hospitality	Approved	Expiry 7/1/2024. Note: a teacher with one of the five CTE-eligible single subject credentials (Ag, Biz, Home Ec, Industrial Arts, Industrial Technology Education) must still have industry experience that matches the sector of the pathway assigned.	Delete Review
Stafford, Regina Marie	Career Technical Education Teaching Credential -- Agriculture & Natural Resources	Las Plumas High	Agriculture and Natural Resources -- Animal Science	Approved	Expiry 7/1/2023.	Delete Review
Stafford, Regina Marie	Career Technical Education Teaching Credential -- Agriculture & Natural Resources	Las Plumas High	Agriculture and Natural Resources -- Agriscience	Approved	Expiry 7/1/2023.	Delete Review
Upton, West Alan	Designated Subjects Career Technical Education Teaching Credential -- Transportation	Las Plumas High	Transportation -- Systems Diagnostics, Service, and Repair	Approved	DSCTE/BCT, Transportation, expiry 2/1/2024.	Delete Review
Von der Mehden, Alan	Single Subject Teaching Credential -- Home Economics	Las Plumas High	Hospitality, Tourism, and Recreation -- Food Service and Hospitality	Approved	Expiry 1/1/2023. This teacher is not fundable for 2022-23 if not renewed by expiration date. Note: a teacher with one of the five CTE-eligible single subject credentials (Ag, Biz, Home Ec, Industrial Arts, Industrial Technology Education) must still have industry	Delete Review

					experience that matches the sector of the pathway assigned.	
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LEA Sign-off

- ☒ As the duly authorized representative of the local educational agency applying for the Strengthening Career and Technical Education for the 21st Century Act, 2022-23 funding, I confirm that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have contributed to the LEA's Comprehensive Local Needs Assessment for this application.

CDE Review and Sign-off

CDE Comments

☒ Section Approved

[Save](#)[Save and Continue to Section III](#)

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)



Program Grant Management System (PGMS)

Oroville Union High (131 - Secondary)

2022-23 Application

2022-23 Section III - State Determined Performance Levels

Quick Facts Box

Allocation Amount	\$106,140.00
Budgeted Amount	\$106,140.00
Indirect Amount	\$4,317.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Sunday, May 15, 2022 11:59 PM
Application Status	Certified on Jun 6 2022
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
1S1: Four-Year Graduation Rate	88.10%	89.10%	89.10%	91.10%	91.10%
1S2: Extended Graduation Rate	N/A	N/A	N/A	N/A	N/A
2S2: Academic Proficiency in Rereading Language Arts	60.60%	62.00%	62.00%	63.40	63.40%
2S2: Academic Proficiency in Mathematics	33.00%	34.50%	34.50%	36.50%	36.50%
2S3: Academic Proficiency in Science	27.70%	28.20%	28.20	31.20%	31.20%
3S1: Post-Program Placement (Optional for adult/Section 132)	67.20%	68.00%	68.00%	69.40%	69.40%
4S1: Non-traditional Program Concentration (Optional for adult/Section 132)	20.80%	20.80%	20.80%	21.00%	21.00%
5S1: Program Quality – Attained Recognized Postsecondary Credential (Optional for adult/Section 132)	N/A	N/A	N/A	N/A	N/A
5S2: Program Quality – Attained Postsecondary Credits	21.60%	23.90%	23.90	26.20%	26.20%
5S3: Program Quality – Participated in Work-Based Learning	N/A	N/A	N/A	N/A	N/A

5S4: Program Quality - Other

N/A

N/A

N/A

N/A

N/A

The table above lists the State Determined Performance Levels (SDPLs) (formerly State Targets) for every sub-group. Note that future targets are likely to change as actual state-wide performance levels are gathered.

The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English language learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

For reporting purposes in Perkins V, a 'completer' is defined as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.

Under Perkins V, California defines a 'concentrator' as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.

California's College/Career Readiness Indicator (CCI) tracks graduation cohorts who also meet one or more defined categories. For categories involving CTE completion, the student must have completed a high-quality CTE pathway of not less than 300 hours with a C- or better in the capstone class.

LEA Sign-off

 LEA Section Sign-off

CDE Review and Sign-off

CDE Comments

 Section Approved

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1430 N Street
Sacramento, CA 95814

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Program Grant Management System (PGMS)

Oroville Union High (131 - Secondary)

2022-23 Application

2022-23 Section IV - Comprehensive Local Needs Assessment (CLNA) Reporting Template & Local Application Requirements

Quick Facts Box

Allocation Amount	\$106,140.00
Budgeted Amount	\$106,140.00
Indirect Amount	\$4,317.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Sunday, May 15, 2022 11:59 PM
Application Status	Certified on Jun 6 2022
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Introduction

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires all eligible recipients of Perkins V funds to complete a Comprehensive Local Needs Assessment (CLNA) and use that information to develop the eligible recipient's local application plan. One of the most significant changes within the Perkins V federal legislation is the introduction of the CLNA. Conducting the CLNA is described under Perkins V subsection 134(c), and developing the local application is described in Perkins V subsection 134(b). The CLNA must be completed by eligible grant recipients of Perkins V funds at the beginning of the grant period and updated at least once every two years.

Perkins V requires eligible grant recipients to use a data-driven decision-making process on local planning and spending on career technical education (CTE). The CLNA is a review of a number of elements, including student performance data, especially gaps among sub-groups of special populations; labor market needs; educator development; equity and access for special populations, and program size, scope and quality. To validate the information obtained through the CLNA, an eligible Perkins V grant recipient shall involve a diverse body of stakeholders, including, at a minimum—secondary and postsecondary educators, business and industry partners, parents and students among others. More importantly, local planning, program, and funding decisions must be based on the CLNA with the primary purpose of improving overall performance and reducing performance gaps between different special population subgroups.

The goal of the CLNA is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance and decrease performance gaps. Identifying priority needs is the first in a series of closely tied steps that also include understanding root causes that contribute to the areas of need, selecting evidence based strategies that address those areas, preparing for and implementing selected strategies, and evaluating whether those strategies are addressing improvement needs and achieving desired results.

Directions

Each question below is meant to be a concise and complete summary of the CLNA developed by each local educational agency (LEA). The [Workbook To Accompany the CLNA Reporting Template](#) offers a more in-depth exploration of each question from the [CLNA Reporting Template](#) to guide and inspire LEAs as they engage their required stakeholders in the construction of their CLNA. Each section is based on a separate requirement from the Perkins V law, Section 134(b)(1–9) and subsection c, of what must be contained in a CLNA and a local Perkins application.

The responses from the seven questions in the 'CLNA Reporting Template' and the subsequent eight questions in the 'Meeting the Perkins V Local Application Requirements' are required to be:

1. Included in the annual Perkins renewal application via the California Department of Education's (CDE) online Program Grant Management System, Section IV
2. Printed and signed by the LEA Perkins Coordinator and Stakeholder/CTE Advisory Committee Chairperson, to be kept on file and available for compliance reviews, reviews, complaint investigations, or audits, along with all other evidence of a complete CLNA process.

CLNA Reporting Template

1. Section 134(c)(d)(e): Stakeholder Consultation on the CLNA, Dates, Content, and Membership:

i. What was the date of the eligible grant recipient's most recent district-wide CTE Advisory or Stakeholder Engagement meeting that served as the source for constructing the LEA's CLNA?

The OUHSD CTE Advisory group met on January 4, March 2, and April 26, 2022. The CLNA was discussed and sent to stakeholders after the January 4 meeting. Results of the CLNA were provided and discussed at the March 2 and April 26 meetings.

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ii. The basis for that meeting should have included a discussion/agreement of the eligible grant recipient's Perkins V accountability indicators plus a self-evaluation, as detailed in the "Workbook to Accompany the CLNA Reporting Template." Was the eligible grant recipient's previous self-evaluation based on the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) "11 Elements of a High-Quality CTE Program" aka the "CTE Self-Review," the CTEIG Self Review Rubric, or Workbook to Accompany the CLNA Reporting Template? How will the eligible grant recipient move towards the 12 Essential Elements of a High-Quality College and Career Pathway, which are supported by the Guiding Policy Principles to Support Student-Centered K–14+ Pathways, established by the California Workforce Pathways Joint Advisory Committee (CWPJAC)? The Guiding Policy Principles to Support Student-Centered K–14+ Pathways can be found on the CWPJAC's web page at, <https://www.cde.ca.gov/ci/ct/gi/guidingpps.asp>.

The Perkins V accountability indicators were presented and discussed at the January 4, 2022 CTE Advisory meeting. Our previous self-evaluation was based on the "11 Elements of a High-Quality Program" and our CLNA was developed with those elements in mind. Our CTE Advisory has discussed strategies for moving toward alignment with the 12 Essential Elements. These strategies include recruiting more nontraditional students into pathways by training guidance counselors and our college and career technicians on the importance of pathway participation and completion. We will establish a process for guidance counselors and college and career technicians to tour local businesses. This will allow our counseling staff to provide students with information about regional opportunities for higher wage employment. In addition, we have asked our counselors to prioritize communication to incoming 8th graders about the importance of pathway completion. In the past, we have brought incoming 8th graders to our campuses for tours of our elective programs, including our CTE pathways. We will return to this practice next year when the situation caused by the pandemic permits. Other strategies include advertising exciting CTE pathway activities to students and parents in our bi-weekly district newsletter. Our district will also continue to train all teachers and staff on the implementation of cultural responsiveness as a means to intentionally recruit and retain students from

diverse backgrounds in our pathways. We believe that this work will allow us to improve access and equity across our programs. Pathway teachers are working to increase our dual enrollment and articulation agreements with CSU Chico, Butte College and other local higher education entities. OUHSD recruits and hires credentialed teachers for our CTE pathways in order to provide a high quality educational experience for our students. Our pathway teachers and industry partners have recognized the need to improve student opportunities for work-based learning and our college and career technicians are engaged in implementing student interest surveys to help students target a specific career goal. Our counselors have implemented 4 year planning for each student. These plans include consideration of future educational, training, and career goals. Our district has become much more focused on the quality of our data, including our data tracking on Perkins V-related indicators and we will continue to review and improve our data processes. Another area of focus will be continuing to develop strong partnerships with industry representatives and employers.
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iii. What is the date of the eligible grant recipient's next district-wide CTE Advisory or Stakeholder Engagement meeting that will review, evaluate, & identify needs per Section 134(c), Comprehensive Needs Assessment, and Section 134(e), Continued Consultation?

Our CTE Advisory reviewed the results from our CLNA survey at our March 2 meeting. Our next CTE Advisory meeting will be held toward the beginning of the next school and has yet to be determined.
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iv. For the meeting reported in question 1A, were all required categories of stakeholders present? If not, list which categories of stakeholders were missing and describe the effort in getting them there. What will be done to ensure they will be present for the next stakeholder engagement meeting to update the CLNA and to evaluate the effectiveness of previous strategies chosen?

The required categories of stakeholders were present at the January and March meetings mentioned above. The required make up for the April 26 meeting was not present, despite multiple email reminders to group members. Going forward, we will utilize our bi-weekly newsletter and our website to advertise upcoming CTE Advisory meetings. We will also make phone calls to members to remind them of upcoming meetings.
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2. Section 134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated):

- i. Responses must include a description of which of the seven required evaluative data "Indicators" from Section 3 in which the LEA has not made progress towards meeting the State Determined Performance Levels (SDPLs).**
- ii. For each of those "Indicators," list the strategies for improvement that have been in place for three or more years, and describe how the LEA will change those strategies in order to meet the SDPLs.**
- iii. Finally, include a description of any other performance metrics used by the LEA, quantitative or qualitative, by which to measure and track improvements to the LEA's CTE program and summarize the LEA's performance across those metrics.**

OUHSD continues to struggle with our overall graduation rate for all cohort students. Over the past two years, the overall graduation rate for each cohort has declined from 89.5% in 2019-2020 to 83.5% in 2020-2021. Both overall indicators are below Perkins V targets. Over the past 4 year, the percentage of students in each graduation cohort who have completed pathways has declined from 18.2% in 2018 to 12.1% in 2021. 49.01% of students met or exceeded the standard on the CAASPP ELA exam in 20-21, compared to 51.10% in 18-19, the next most recent year that data was available. 49.88% of students achieved at this level in 17-18. The data shows no consistent pattern of growth. On the CAASPP Mathematics exam, 33.76% of students achieved at or above standard in 20-21, 39.73% in 18-19, and 38.65% in 17-18. Again, the data does not show a pattern of strong growth. In science, 28.72% of students scored at or above standard in 20-21 and 29.93% in 18-19. Again, gains were negligible and OUHSD will need to focus on improving student academic performance overall and in our pathways. OUHSD has surveyed CTE concentrators and completers over the past 6 years and has struggled to get responses in order to track our Post-Program Placement data. Our CTE and data teams must strategize in order to maintain contact with students and encourage them to provide information on their activity after graduation. Our nontraditional participation is a bright spot in our data. 35% of our CTE pathway completers fall under this descriptor for 20-21, which exceeds Perkins V targets. In terms of attainment of college credit via dual enrollment, articulated classes, or other means, 1.2% of our graduates met this element in 20-21. This number decreased from 8.4% in 19-20. No graduates earned college credit in 18-19. The data mentioned above demonstrates the negative impact posed by the pandemic and the student disengagement caused thereby. OUHSD has taken steps to address the data we have presented. We have hired additional site administrators to help with chronic absenteeism and behaviors. In an effort to reduce the loss of instruction time, our leadership has revamped our student intervention processes so that more interventions are available to students so that they can avoid suspension and expulsion. We are engaged in implementing CRPBIS throughout our system. Our district has hired 4 full time social workers, 5 targeted case managers, and 2 college and career technicians to provide social emotional support and to help students stay focused on their future

goals. OUHSD has also increased our school psychologist and nurse staffing for similar reasons. Pathway students can take advantage of these services. In addition, OUHSD students participate in a social emotional learning period monthly to help them develop coping skills and success strategies. OUHSD pathway teachers are working to increase work-based learning opportunities for students. Teachers are also committed to maintaining and improving industry-level equipment and curriculum in order to make their classes engaging. This helps to offer students classes that provide a work-like setting so that prepares students for the workplace. District-wide, OUHSD has committed to training all staff on cultural responsiveness, a practice to help improve equity and access to all programs for all students. In short, OUHSD has gone to great lengths to address the issues we see in our entire data picture and we have taken numerous steps to improve outcomes for pathway students as well.
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3. Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students

At least yearly, our CTE Advisory group reviews student enrollment, labor market and industry data to determine which future pathways to consider. After reviewing this information last year, OUHSD discontinued our Ornamental Horticulture pathway, which suffered from low enrollment. We replaced Horticulture with Ag Business, which will begin next year. This year, after reviewing the above-mentioned data, we have determined a need to begin working on a medical occupations pathway for the 2023-2024 school year. Several pathways struggle with low enrollment, a fact we attribute to lack of student interest and our own need to improve advertising, awareness, and recruitment. We recognize a need to update and modernize our offerings, but are also constrained by teacher credentialing and difficulties with finding qualified and credentialed teachers. These factors have dramatically impacted the size and scope of our pathways.
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4. Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study

As mentioned above, we have successfully implemented an Ag Business pathway to begin next year. We have also increased our dual enrollment opportunities for students. Shifting our pathway offerings has proven challenging for the reasons mentioned in item 3, but we are planning to offer a Medical Occupations pathway in 23-24 and we are committed to modernizing our CTE programs for students.
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5. Section 134(c)(2)(D): Improving recruitment, retention, and training of CTE teachers and paraprofessionals, including underrepresented groups

Recruitment of qualified staff that represents diverse groups has proven to be a challenge. In our community, there is a shortage of credentialed CTE teachers from diverse cultural and ethnic backgrounds. OUHSD recruits on multiple local, state, and national platforms to try to recruit teachers who meet these criteria, but we have been unsuccessful. In some case, as in our Industrial Technologies pathway at LPHS, we were unable to identify a credentialed teacher and unfortunately had to offer pathway students alternative electives. We will continue to promote our district to local industry and higher education partners in a effort to recruit qualified teachers from diverse ethnic, nontraditional, and cultural backgrounds.
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6. Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students. In your summary of the discussion with Stakeholders, you must describe each of the following three points. Strategies to overcome barriers that result in:

i. improve rates of access to, or performance gaps in, the courses and programs for special populations;

OUHSD has discussed this element with CTE Advisory and other stakeholder groups and developed several strategies. We will train guidance counselors on the need to encourage all students to complete at least one CTE Pathway. We will advertise our CTE Pathways specifically by using our social media outlets and our website, and will include images of nontraditional, diverse participants in these advertisements. We will provide after school tutoring, paraeducator support, and co-teaching in core classes in order to help close performance gaps so that all students can succeed in pathway courses. Co-taught classes are targeted toward, though not exclusively dedicated to, students with disabilities and struggling students. After school tutoring is now offered in the four core subject areas four days per week in order to help offset learning loss and performance gaps. All of these programs are offered to all students and benefit special populations students as well.
(Maximum 5000 Characters $\cong$ 2.78 pages)

ii. providing programs that are designed to enable special populations to meet the local levels of performance;

The above-mentioned programs are specifically designed to benefit special population students. Since 77% of our district qualifies as low socio-economic status, we have developed these programs with special population students in mind. The resources described earlier to provide social emotional support (social

workers, targeted case managers, psychologists, social emotional learning) are also designed to help students develop attributes such as growth mindset and self-confidence. Co-teaching has allowed students with disabilities increased access to general education standards and instruction, which has prepared these students for the rigors of pathway courses. OUHSD is taking extensive steps to support

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iii. providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Our college and career technicians are working with all students to ascertain interests in different types of careers. These technicians also provide information to students and parents on potential college courses of study, technical training, and career options. Our social emotional learning period includes information for students on soft job skills, career goals, and growth mindset. Our guidance counselors also discuss career, college, and training opportunities that align with students' career interests. In addition, we are planning to provide students and counselors opportunities to tour local employers' facilities to learn about high way opportunities and employers' expectations for employees. Pathways provide some work-based learning experiences and industry-level certifications as well as access to CTSO participation. We believe that all of these programs and approaches prepare all students for employment and careers. We are also adjusting our pathway offerings so that we can better prepare students for high way, in-demand occupations.

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7. Section 134(c)(2)(B)(ii): Alignment to Labor Market Information

Yearly, our CTE Advisory reviews current labor market data and makes recommendations on the alignment to Labor Market Information. Industry and higher education partners recommend necessary equipment and dual enrollment possibilities both at meetings and in the CLNA. In response, we have discontinued one Agriculture pathway and replaced it with Ag Business. This new pathway will provide access to technologies used in multiple business settings so that students will gain skills applicable to the upcoming labor markets.

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Local Application Requirements

Once the LEA completes their CLNA Reporting Template above, the LEA must use that information to address the nine separate required elements identified within the Perkins V legislation. The elements are provided below and must be completed by the LEA and then entered along with the CLNA Reporting Template into the CDE online Program Grant Management System, Section 4.

1. Section 134(b)(2)(A-C) refers to information on the CTE course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one program of study approved by a State under Section 124(b)(2). Indicate how the results of the CLNA:

- i. informs the selection of the specific CTE programs and activities selected to be funded;**
- ii. describes any new programs of study the eligible recipient will develop and submit to the State for approval;**
- iii. shows how students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study.**

i. Consideration of our CLNA has directly informed the choice of pathway offerings in our CTE program. During this year, the discussion has lead us to implement the Ag Business pathway and close the Horticulture pathway, which struggled with low enrollment. The CLNA has also resulted in the plan to implement a Medical Occupations pathway that will align with local labor market projections. ii. Over the course of the 22-23 school year, our CTE Advisory will work to develop the Medical Occupations pathway. We will recruit and hire a qualified teacher who can offer each course in the three-course pathway. We will also invite staff from our local hospital, which is one of the largest employers in our community, to participate in the pathway. We are excited about the classroom and work-based learning opportunities that this new pathway will afford our students. iii. Students will learn about our pathways in many ways. We will re-initiate 8th grader visits to our school sites to tour our CTE pathway classrooms. We will improve our training of counselors so that they can encourage students and parents to complete a pathway as part of their 4-year College and Career planning. Our social media consultant will be leverage to distribute information to community members about pathway offerings and activities. We will improve our publicity of engaging CTSO and other pathway activities to attract students so that they become pathway completers.

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2. Section 134(b)(3)(A-C) refers to how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will use the information provided through the CLNA to describe the following:

- i. career exploration and career development coursework, activities, or services;**
- ii. career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations;**
- iii. an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.**

i. College and Career Technicians will meet with groups and individual students to provide information on career interest surveys and exploration activities. Pathway teachers will continue to provide information on different career possibilities within a particular pathway. They will also increase work-based learning opportunities for students and recruit every student into the CTSO. Tours of local employers' facilities and guest speakers will also enhance career exploration. ii. Pathway teachers will learn about current labor market information and projections during CTE Advisory meetings and will communicate this information to students. Counselors and College and Career technicians will be included in these meetings so that they can better guide students to successful high wage careers. iii. Our CLNA has shown us the importance of engaging our Counseling and College and Career departments in our CTE pathway process. We will provide specific training to these staff members on the value of pathway completion and we will invite them to attend CTE advisory meetings. We have worked to improve our system of enrolling students into pathways by incorporating 4-year plans into our counseling practices. This allows us to have discussions with students at least twice per year about their career plans and schedule them accordingly. Counselors know that pathway completion is a priority.
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3. Section 134(b)(4): describe how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965). Use the information provided through the CLNA to answer the content of this section.

All pathways are provided with current curriculum that is aligned to CTE Model Curriculum Standards. Perkins V funding will be utilized in part to fund professional development for pathway teachers and participation in CTSO activities. All students are provided a Chromebook by our district and given access to current, state of the art digital curriculum. Teachers utilize digital curriculum in nearly all classes, a fact which supports student success in CTE pathways and in their future careers. Our schools provide all students with the opportunity to engage in a well-rounded educational program, CTE pathways, athletics, art, music, and a variety of other electives. We offer substantial Advanced Placement coursework, and leadership opportunities in pathway courses and other areas of our program.

4. Section 134(b)(5)(A-D): describe how the eligible recipient will:

- i. provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;**
- ii. prepare CTE participants for non-traditional fields;**
- iii. provide equal access for special populations to CTE courses, programs, and programs of study; and**
- iv. ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Use the information provided through the CLNA to answer the content of this section.**

Use the information provided through the CLNA to answer this content of this section.

i. As mentioned earlier, we have developed a program that supports all students, including special population students with opportunities to prepare personally and academically to pursue high wage, in-demand careers in industry. Social emotional support from social workers, counselors, targeted case managers, and our social emotional lessons are examples of the personal supports to students. We also offer tutoring and assistance from our college and career technicians to provide additional help. Our district has also purchased access to a digital tutoring platform, My Tutor, and we offer in person tutoring with our teachers after school four days per week in the four core subject areas. ii. As we improve our advertising and recruitment, we will intentionally seek out nontraditional

participants by encouraging our counselors to promote our pathways to these nontraditional students. We will also seek out guest speakers working in nontraditional careers to speak with our students and pathway staff. iii. Cultural responsiveness will continue to be a major initiative in our district. We are committed to training all staff on implicit bias, blind spots, and potential institutional biases that exist in our system so that we are better prepared to offer access to and equity in our pathways and other programs. We will also support all students with social emotional and academic supports they need for success in the rigors of pathway courses so that they can prepare for challenging and rewarding careers. iv. 77% of our students belong to the special population of socio-economically disadvantaged. This fact alone requires that we avoid the types of discrimination described in the prompt. We do need to intentionally recruit and support students from other special populations into our pathways. We also need to do the same when it comes to teachers from nontraditional populations. Our above-mentioned support systems and our improved CRPBIS interventions are designed to eliminate the kind of discrimination described in this prompt. (Maximum 5000 Characters $\cong$ 2.78 pages)

- 5. Section 134(b)(6): describe the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable. Use the information provided through the CLNA to answer the content of this section.**

Pathway teachers connect with industry partners to provide work-based learning opportunities to pathway students. Students work for a local catering company to gain experience in the Hospitality are. Ag students are placed with local irrigation, feed store, floral, and veterinary entities. Our pathways will also continue to offer industry recognized certifications that mirror work-based learning experiences. (Maximum 5000 Characters $\cong$ 2.78 pages)

- 6. Section 134(b)(7): describe how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Use the information provided through the CLNA to answer the content of this section.**

OUHSD has expanded our dual enrollment opportunities for pathway and other students and we are committed to continue this expansion. Butte College has relaxed the requirement that high school teachers must possess subject area masters degree in order to teacher a dual enrollment class. This has allows us to begin the process to offer college credit in pathway courses such as Life Management. We will continue to offer dual enrollment in Ag Mechanics, Animal Science, Floriculture. We also have articulation agreements for Auto Technology I and III, and Welding and Fabrication. We will continue to pursue additional opportunities for our students in this regard by working with our higher education partners from Butte College. (Maximum 5000 Characters $\cong$ 2.78 pages)

- 7. Section 134(b)(8): describe how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel. Use the information provided through the CLNA to answer the content of this section.**

OUHSD routinely recruits teachers from the credential candidates at Chico State. We maintain a strong working relationship with the credential program and provide mentor teachers to credential candidates. Our collaboration with CSUC has allowed us to recruit multiple teachers into our programs, including our pathway programs. We will maintain this relationship. Our pathway teachers also recruit staff through their connections with statewide CTSSO members and CTE professional development groups. Once hired, our district pays mentors to support new staff, both teachers and administrators. We also pay the entire cost of induction for candidates and help them clear their credentials by offering an in-house induction program. (Maximum 5000 Characters $\cong$ 2.78 pages)

- 8. Section 134(b)(9): describe how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps. Use the information provided through the CLNA to answer this content of this section.**

Many of the supports we have built into our program during the past three years are specifically targeted at disparities we see. For example, members of special populations (specifically African American students and students with disabilities) have been disciplined disproportionately. Graduation and pathway completion rates lag among members of special populations. We have built in the above-described social emotional and intervention systems and staffed them accordingly. We have also established initiatives related to CRPBIS implementation and cultural responsiveness. For academic support, we offer each student MyTutor.com access and after school tutoring with our own teachers. All of these supports are specifically designed to close gaps we have seen in our district data. These same gaps apply to our CTE pathways. (Maximum 5000 Characters $\cong$ 2.78 pages)

LEA Sign-off

- ☒ Section IV - Comprehensive Local Needs Assessment (CLNA) Reporting Template & Local Application Requirements is complete and ready for CDE review.

CDE Review and Sign-off

CDE Comments

- ☒ Section Approved
-

Save

Save And Continue To Section V

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Program Grant Management System (PGMS)

Oroville Union High (131 - Secondary)

2022-23 Application

2022-23 Section V - Budget Builder

Quick Facts Box

Allocation Amount	\$106,140.00
Budgeted Amount	\$106,140.00
Indirect Amount	\$4,317.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Sunday, May 15, 2022 11:59 PM
Application Status	Certified on Jun 6 2022
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

This section displays the budget expenditures for each pathway in an industry sector.

Line Item Detail

This section is used to budget expenditures for each pathway in an industry sector.

Line Item Number	CLNA Component	Student Categories	Site Name	Industry Sector	Career Pathway	Object Code	Budget Description	Budget Category	Narrative	Budget Amount	Action
1	Section 134(c)(2) (B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students	General Population (all CTE participants)	Across All Sites	Across Multiple Sectors	Across Multiple Pathways	7000 Indirect Costs	Indirect Costs	(H) Administration	Administrative costs for all district CTE pathways.	\$4,317.00	Detail
2	Section 134(c)(2) (B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students	Individuals from economically disadvantaged families, including low-income youth and adults	Oroville Union High / Las Plumas High	Agriculture and Natural Resources	Agricultural Business	4000 Books/Supplies	Instructional Materials	(B) Professional Development	Professional development resources to help recruit special populations students to CTE pathways.	\$9,257.00	Detail
3	Section 134(c)(2) (B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students	Individuals from economically disadvantaged families, including low-income youth and adults	Oroville Union High / Las Plumas High	Agriculture and Natural Resources	Agricultural Mechanics	4000 Books/Supplies	Instructional Materials	(B) Professional Development	Professional development to help pathway teachers recruit nontraditional and special populations students into pathways.	\$9,256.00	Detail
4	Section 134(c)(2) (D): Improving recruitment, retention, and training of CTE professionals, including	Individuals from economically disadvantaged families, including low-	Oroville Union High / Las Plumas High	Agriculture and Natural Resources	Agriscience	4000 Books/Supplies	Instructional Materials	(B) Professional Development	Professional development to help recruit students from special populations	\$9,257.00	Detail

	underrepresented groups	income youth and adults							into CTE pathways.		
5	Section 134(c)(2) (D): Improving recruitment, retention, and training of CTE professionals, including underrepresented groups	Individuals from economically disadvantaged families, including low-income youth and adults	Oroville Union High / Las Plumas High	Agriculture and Natural Resources	Animal Science	4000 Books/Supplies	Instructional Materials	(B) Professional Development	Professional development to help recruit students from special populations into CTE pathways.	\$9,257.00	Detail
6	Section 134(c)(2) (D): Improving recruitment, retention, and training of CTE professionals, including underrepresented groups	Individuals from economically disadvantaged families, including low-income youth and adults	Oroville Union High / Las Plumas High	Hospitality, Tourism, and Recreation	Food Service and Hospitality	4000 Books/Supplies	Instructional Materials	(B) Professional Development	Professional development to help recruit students from special populations into CTE pathways.	\$9,256.00	Detail
7	Section 134(c)(2) (D): Improving recruitment, retention, and training of CTE professionals, including underrepresented groups	Individuals from economically disadvantaged families, including low-income youth and adults	Oroville Union High / Las Plumas High	Manufacturing and Product Development	Welding and Materials Joining	4000 Books/Supplies	Instructional Materials	(B) Professional Development	Professional development to help recruit students from special populations into CTE pathways.	\$9,257.00	Detail
8	Section 134(c)(2) (D): Improving recruitment, retention, and training of CTE professionals, including underrepresented groups	Individuals from economically disadvantaged families, including low-income youth and adults	Oroville Union High / Las Plumas High	Transportation	Systems Diagnostics, Service, and Repair	4000 Books/Supplies	Instructional Materials	(B) Professional Development	Professional development to help recruit students from special populations into CTE pathways.	\$9,257.00	Detail
9	Section 134(c)(2) (D): Improving recruitment, retention, and training of CTE professionals, including underrepresented groups	Individuals from economically disadvantaged families, including low-income youth and adults	Oroville Union High / Oroville High	Engineering and Architecture	Engineering Design	4000 Books/Supplies	Instructional Materials	(B) Professional Development	Professional development to help recruit students from special populations into CTE pathways.	\$9,256.00	Detail
10	Section 134(c)(2) (D): Improving recruitment, retention, and training of CTE professionals, including underrepresented groups	Individuals from economically disadvantaged families, including low-income youth and adults	Oroville Union High / Oroville High	Hospitality, Tourism, and Recreation	Food Service and Hospitality	4000 Books/Supplies	Instructional Materials	(B) Professional Development	Professional development to help recruit students from special populations into CTE pathways.	\$9,257.00	Detail
11	Section 134(c)(2) (D): Improving recruitment, retention, and training of CTE professionals, including underrepresented groups	Individuals from economically disadvantaged families, including low-income youth and adults	Oroville Union High / Oroville High	Manufacturing and Product Development	Graphic Production Technologies	4000 Books/Supplies	Instructional Materials	(B) Professional Development	Professional development to help recruit students from special populations into CTE pathways.	\$9,256.00	Detail
12	Section 134(c)(2) (D): Improving recruitment, retention, and training of CTE professionals, including underrepresented groups	Individuals from economically disadvantaged families, including low-income youth and adults	Oroville Union High / Oroville High	Transportation	Systems Diagnostics, Service, and Repair	4000 Books/Supplies	Instructional Materials	(B) Professional Development	Professional development to help recruit students from special populations into CTE pathways.	\$9,257.00	Detail
									Total	\$106,140.00	

Inventory Verification

Each LEA maintains a historical inventory system, which contains the description, name, serial or other identification number, acquisition date, original cost, and percentage of federal participation in the cost, location, use, condition, and date and mode of disposal of all equipment items

acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown. [CEC 35268]

Oroville Union High (131 - Secondary) conducts a historical inventory verification at least every 2 years for all of the following:

- Description
- Name
- Serial or other identification number
- Acquisition date
- Original cost
- Location (room)
- Use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown.

☒ Yes ☐ No

LEA Sign-off

 Sequence of Courses to Be Funded section is complete.

CDE Review and Sign-off

CDE Comments

 Section Approved

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Program Grant Management System (PGMS)

Oroville Union High (131 - Secondary)

2022-23 Application

2022-23 Section VI - Budget Viewer

Quick Facts Box

Allocation Amount	\$106,140.00
Budgeted Amount	\$106,140.00
Indirect Amount	\$4,317.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Sunday, May 15, 2022 11:59 PM
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Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Object Code	At Least 85% of the grant must be spent in these areas						Not to exceed 10% of total expenditure	Not to exceed 5% of total expenditure	Total
	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	(H) Administration or Indirect Costs	
1000 Certificated Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 Classified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 Employee Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 Books/Supplies	\$0.00	<u>\$101,823.00</u>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$101,823.00
5000 Services/Operating Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6000 Capital Outlay	\$0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$0.00
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	<u>\$4,317.00</u>	\$4,317.00
Total	\$0.00	\$101,823.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,317.00	\$106,140.00

CLNA Component Grouped by Object Code

Object Code	Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership	S134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated)	S134(c)(2)(B)(ii): Program Size, Scope, and Quality to Meet the Needs of All Students	S134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study	S134(c)(2)(D): Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups	S134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students	S134(c)(2)(B)(iii): Alignment to Labor Market Information (LMI)	Object Code Total
4000 Books/Supplies	\$0.00	\$0.00	\$18,513.00	\$0.00	\$83,310.00	\$0.00	\$0.00	\$101,823.00
7000 Indirect Costs	\$0.00	\$0.00	\$4,317.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,317.00
	\$0.00	\$0.00	\$22,830.00	\$0.00	\$83,310.00	\$0.00	\$0.00	\$106,140.00

Student Categories Targeted Grouped by Object Code

Object Code	General Population (All CTE Participants)	Individuals With Disabilities	Individuals From Economically Disadvantaged Families, Including Low-income Youth and Adults	Individuals Preparing for Nontraditional Fields	Single Parents, Including Single Pregnant Women	Out-of-workforce Individuals	English Language Learners	Homeless Individuals	Youth Who Are In, Or Who Have Aged Out Of, The Foster Care System	Youth With A Parent Who Is On Active Duty In The Military	Object Code Total
4000 Books/Supplies	\$0.00	\$0.00	\$101,823.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$101,823.00
7000 Indirect Costs	\$4,317.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,317.00
	\$4,317.00	\$0.00	\$101,823.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$106,140.00

Continue to Section VII

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Program Grant Management System (PGMS)

Oroville Union High (131 - Secondary)

2022-23 Application

Local CTE Program Changes Update

Quick Facts Box

Allocation Amount	\$106,140.00
Budgeted Amount	\$106,140.00
Indirect Amount	\$4,317.00 *
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Application Due Date	Sunday, May 15, 2022 11:59 PM
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Fiscal Activity	No fiscal activity
Approved Claims	

* Subject to change based on Capital Outlay and actual expenditures

Local CTE Plan Update

Are there any major changes made to the LEA's CTE program for 2021-22, e.g.:

- New courses have been added to an existing program sequence.
- New sequences of courses have been developed for an existing industry sector.
- A new industry sector and the corresponding sequences of courses have been developed.

☒ Yes ☐ No

Detail description of the changes made to the CTE plan is required

The Ag Business Pathway has been added and the Ornamental Horticulture pathway has been discontinued. Ag Business will be a new sequence of courses in the Las Plumas High School Agriculture program. In addition, we will plan to implement a Medical Occupations pathway during the 23-24 school year. These decisions have been approved by our CTE Advisory and were based on industry and labor market projections for our region.

[Save Justification](#)

LEA Sign-off

☒ Local CTE Plan Update section is complete and ready for CDE review.

CDE Review and Sign-off

CDE Comments

☒ Section Approved

[Save](#)[Save and Continue to Application Status](#)

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Program Grant Management System (PGMS)

Oroville Union High (131 - Secondary)

2022-23 Application

2022-23 Status

Quick Facts Box

Allocation Amount	\$106,140.00
Budgeted Amount	\$106,140.00
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Sections	Perkins' Coordinator Progress	CDE Progress	Superintendent Progress
LEA Contacts			
Section I	Submitted	Conditionally Approved	Certified
Section II	Submitted	Conditionally Approved	Certified
Section III	Submitted	Conditionally Approved	Certified
Section IV	Submitted	Conditionally Approved	Certified

Section V	Submitted	Conditionally Approved	Certified
Section VI	Submitted	Conditionally Approved	Certified
Section VII	Submitted	Conditionally Approved	Certified

Task	By Whom	Deadline
PGMS/Perkins/Application tab opens	CDE	M 03/07/2022
Initial LEA submission <ul style="list-style-type: none"> Sections I-VII = "LEA Sign Off" checkboxes Status tab = "Submit" button 	LEA Perkins Coordinator	F 05/13/2022
Initial CDE review <ul style="list-style-type: none"> Reopens for edits, with feedback, when needed. Revises & resubmits by re-clicking the "LEA Sign Off" checkboxes 	<ul style="list-style-type: none"> CDE Consultant LEA Perkins Coordinator 	F 06/17/2022
CDE approval	CDE Consultant	F 06/24/2022
LEA Superintendent's approval	LEA Superintendent	Th 06/30/2022
CDE sends GAN for LEA Superintendent's signature	CDE Analyst	F 07/01/2022
LEA sends GAN signed by LEA Superintendent to CDE	LEA Perkins Coordinator	ASAP

Superintendent Certification

- ☐ I hereby certify that all state and federal rules and regulations will be observed and that the assurances and certifications related to this program are accepted as the conditions in the operation of this program. The funds associated with this application will support the implementation of our 2008–2011 local Career Technical Education (CTE) Plan and provide a program that is of sufficient size, scope, and quality to effectively address the career preparation needs of our students. This funding will supplement state and local CTE funds and improve, enhance, or expand our CTE programs in the 2022-23 school year. I certify that, to the best of my knowledge, the information contained in this application is correct and complete.

Certify Application

Finalize & Submit To CDE

Parent Survey - Special Education - Summary Report

Summary of Parent/Guardian Input for 2021-22

Oroville Union High

Page 1 of 2
Printed 6/14/2022

Number of surveys submitted for Oroville Union High: 31 (9.87% return rate)

Grouped by Source	TOTAL	%
Internet	27	87.10%
Mail	4	12.90%

Grouped by Language of Survey	TOTAL	%
English	30	96.77%
Spanish	1	3.23%

Grouped by County of Residence	TOTAL	%
Butte	31	100.00%

Grouped by School of Attendance	TOTAL	%
Las Plumas High	12	38.71%
Oroville Adult Education Center	6	19.35%
Oroville High	7	22.58%
Prospect High (Continuation)	2	6.45%
Independent Study	2	6.45%
Other	1	3.23%
Other Public School	1	3.23%

Grouped by Age Group	TOTAL	%
Less than 3 years	0	0.00%
3	0	0.00%
4	0	0.00%
5	1	3.23%
6	1	3.23%
7	0	0.00%
8	0	0.00%
9	0	0.00%
10	0	0.00%
11	0	0.00%
12	0	0.00%
13	0	0.00%
14	3	9.68%
15	3	9.68%
16	8	25.81%
17	3	9.68%
18	3	9.68%

Parent Survey - Special Education - Summary Report

Summary of Parent/Guardian Input for 2021-22

Oroville Union High

Page 2 of 2
Printed 6/14/2022

19	2	6.45%
20	4	12.90%
21	3	9.68%
22	0	0.00%

Grouped by Disability	TOTAL	%
Autism	6	19.35%
Deafness	1	3.23%
Emotional Disturbance	1	3.23%
Hearing Impairment	1	3.23%
Intellectual Disability	3	9.68%
Multiple Disabilities	6	19.35%
Other	6	19.35%
Specific Learning Disability	4	12.90%
Speech or Language Impairment	2	6.45%
Traumatic Brain Injury	1	3.23%

Grouped by Race/Ethnicity – Duplicate Count (more than one may be selected per survey)	TOTAL	%
American Indian or Alaska Native	6	19.35%
Black or African American	4	12.90%
Hispanic or Latino	5	16.13%
Hmong	3	9.68%
Other Pacific Islander	1	3.23%
White	21	67.74%

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022-23 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

Las Plumas High School

School Site

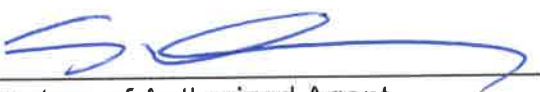
Oroville Union High School District

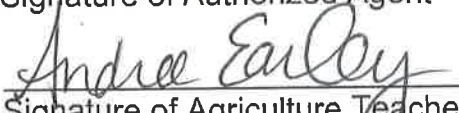
District

Please include the following items with your application:

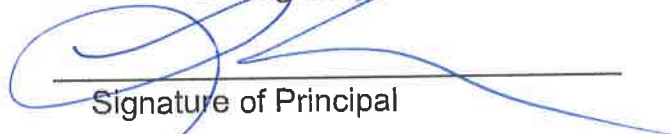
- ☒ Eligibility Determination Sheet
- ☒ Variance Request Form (if applicable)
- ☒ Quality Criterion 12 Form (if applicable)
- ☒ Award Estimator and Budget Sheet
- ☐ List of Agriculture Teachers

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.


Signature of Authorized Agent


Signature of Agriculture Teacher
Responsible for the Program


Authorized Agent Title


Signature of Principal

Contact Phone Number: (530) 701-8189

Date of Local Agency Board Approval: 06/22/22

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022–23 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

Eligibility Determination Sheet

IN ORDER TO APPLY FOR FUNDING, YOU MUST MEET **ALL** THE QUALITY CRITERIA LISTED BELOW

Please check each Quality Criteria you meet:

- ☒ 1. Curriculum and Instruction
- ☒ 2. Leadership and Citizenship Development
- ☒ 3. Practical Application of Occupational Skills
- ☒ 4. Qualified and Competent Personnel
- ☒ 5. Facilities, Equipment, and Materials
- ☒ 6. Community, Business, and Industry Involvement
- ☒ 7. Career Guidance
- ☒ 8. Program Promotion
- ☒ 9. Program Accountability and Planning

IF YOU CHECKED **ALL** THE REQUIRED QUALITY CRITERIA, PLEASE
CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

If you **do not** meet one or more of the criteria listed above, you may submit a Variance Request Form for each unmet criterion.

A variance is a proposed plan to bring your program into compliance with all the quality criteria listed above, prior to the following year's application.

All variances must be approved with this application in order to be eligible for funding. Non-compliance with the terms of the approved variance will result in a loss of funds.

Will you be including a formal Variance Request Form for each unmet criterion?

☐ Yes ☒ No

IF YOU ARE REQUESTING ONE OR MORE VARIANCES, PLEASE COMPLETE A
VARIANCE REQUEST FORM FOR EACH AND CONTINUE TO THE NEXT PAGE OF
YOUR APPLICATION.

IF YOU DO NOT MEET **ALL** REQUIRED QUALITY CRITERIA LISTED ABOVE,
AND YOU ARE NOT SUBMITTING A VARIANCE REQUEST FORM

STOP

YOU ARE NOT ELIGIBLE TO APPLY FOR FUNDING THROUGH THE AGRICULTURAL
CAREER TECHNICAL EDUCATION INCENTIVE GRANT.

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022-23 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

AWARD ESTIMATOR

DATES OF PROJECT DURATION: JULY 1, 2022 TO JUNE 30, 2023

Applicant Information (please fill in the underlined fields)

Number of different agriculture teachers at site
(Please attach a separate list of agriculture teachers' names): 6

Total number of students from the prior fiscal year R-2 Report: 396

Number of teachers meeting Criterion 10 (Class size - See instructions): 3

Number of teachers meeting Criterion 11a (Year round employment - See instructions): 6

Number of teachers meeting Criterion 11b (Project supervision period - See instructions): 3

Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)? Y

Award Calculations

Part 1: Based on your number of agriculture teachers at the site:
(Please attach a separate list of agriculture teachers' names):
\$ 5,000.00

Part 2: Based on \$8.00 per member listed on the R-2 Report:
\$ 3,168.00

Part 3a: Based on number of teachers meeting Criterion 10:
\$ 6,000.00

Part 3b: Based on number of teachers meeting Criterion 11a:
\$ 12,000.00

Part 3c: Based on number of teachers meeting Criterion 11b:
\$ 6,000.00

Part 4: Based on meeting all criteria on the Quality Criterion 12 Form:
\$ 7,500.00

Total Estimated Award: \$ 39,668.00

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022–23 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

Budget Sheet

Incentive grant awards must be matched for each Account Number below (4000, 5000, and 6000). Account Number 4000 requires only the subtotal be matched, but Account Numbers 5000 and 6000 must be matched by line item. A waiver of matching must be approved for any instances where matching funds do not meet or exceed Incentive Grant funds.

Amount left to Allocate:

\$ 0.00

4000: Books & Supplies

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	supplies and small equipment	\$ 27,500.00	\$ 27,500.00
Subtotal	N/A	\$ 27,500.00	\$ 27,500.00

5000 Services and Operating Expenses, including services of consultants, staff travel, conferences, rentals, leases, repairs, and bus transportation

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Conferences	\$ 8,000.00	\$ 8,000.00
2.	FFA Packets	\$ 3,168.00	\$ 3,168.00
3.	Advisory Meetings and Other Travel	\$ 1,000.00	\$ 1,000.00
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Subtotal	N/A	\$ 12,168.00	\$ 12,168.00

6000 Capital Outlay, including sites, buildings, improvement of buildings, and equipment

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.			
2.			
3.			
4.			
5.			
Subtotal	N/A	\$ 0.00	\$ 0.00

Total Allocated Funds:

\$ 39,668.00

\$ 39,668.00

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022-23 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

QUALITY CRITERION 12 FORM

Agricultural programs meeting all of the required Quality Criteria (Criteria 1 – 9) may qualify for an additional \$7,500 by also meeting Criterion 12.

Please check each qualifying condition you meet below.

This form, along with the appropriate verification, must be submitted with the Agricultural Career Technical Education Incentive Grant Application by the application deadline.

Number of Students on Previous Year's R-2 Report: 396

12A: Leadership and Citizenship Development

☒ 22 Number of activities on the approved FFA Activity list in which the local chapter participated (Must participate in at least 80 percent of the activities)

12B: Practical Application of Occupational Skills

☒ 20 Number of students who received the State FFA Degree (Must be at least 5 percent of the R2 number)

12C: Qualified and Professional Activities

☒ 5 Number of teachers who attended a minimum of five professional in-service activities (Must attach approved In-service Activities Verification Page)

12D: Community, Business, and Industry Involvement

☒ 3 Number of meetings held by the local Agriculture Advisory Committee (Must be at least three, with minutes attached)

Name of Agriculture Advisory Committee Chair: Lyman Hagen

Phone Number of Agriculture Advisory Committee Chair: (530) 514-2238

12E: Retention

☒ 39 Number of students from the 2018-19 freshman cohort who completed 3 or 4 years of Agriculture Education courses. Must be at least 30% of the 2018-19 freshman cohort

12F: Graduate Follow-Up

☒ 16 Number of program completers graduating last year

☒ 160 Number of those who graduated who are employed in agriculture, in the military, or continuing their education (must be at least 75 percent of the program completers). Attach graduate follow-up report.

Ag Teacher's at Las Plumas High School

2022-2023 School Year

Robert Daley

Andree' Earley

Jannie Ford

Laura LaFayette

Madison Redding

Regina Stafford

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Year 2022 School Las Plumas High School

Must meet at least 12 areas

ACTIVITY	NUMBER OF PARTICIPANTS
----------	------------------------

Attended the following:

Greenhand Conference	14
Made For Excellence Conference	7
Advanced Leadership Academy	2
Chapter Officer Leadership Conference	0
Spring Region Meeting	3
State Leadership Conference	36
National Convention	0

Submitted the following:

State Degree Application	20
American Degree Application	1
Proficiency Award Application - Section	1
Chapter Award Application - State	0
Scholarship Application - State	0

Participated in the following:

Opening and Closing Contest - Section	28
Best Informed Greenhand Contest - Section	6
Co-Op Marketing Quiz - Section	16
Creed Recitation - Section	2
Extemporaneous Speaking - Section	0
Job Interview - Section	3
Impromptu Speaking - Section	1
Prepared Speaking - Section	1
Parliamentary Procedure - Section	0
County/District Fair/Show	64
Career Development Teams (other than those identified above)	
1 Livestock Judging	6
2 Forestry	4
3 AET	18
Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)	
1 Vet Science	6
2 Floral	4
3 Las Plumas Invitational Barn Dance	85
4 Gridley Invitational Barn Dance	2
5 FARMS Leadership Program	4

TOTAL AREAS MET 24

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B

School Year

21-22

School

Las Plumas High School

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of six of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES						
	Earley	LaFayette	Stafford	Close	Bright		
Fall Region Meeting	X	X	X	X	X		
Region In-service Day (Road Show)				X	X		
Spring Region Meeting	X	X	X		X		
Section In-service	X	X	X	X	X		
Section In-service	X	X	X	X	X		
Section In-service	X	X	X	X	X		
Section In-service							
New Teacher Conference					X		
Master Teacher Conference							
Summer CATA Conference	X	X	X	X	X		
University AgEd Skills Week							
Professional Development **	2	1, 2	1		1		

** Can utilize a *maximum* of two other "Agriculturally Related" Professional Development activities than those listed above. These must be approved by the Regional Supervisor. Explain the Professional Development:

1 AG Science Professional Learning Communities NGSS Conferences (4 full days)

2 Summer Superior Region Executive Meeting (Planning meeting)

3

4

5

Las Plumas High School Ag Department Advisory Committee 21-22 Fall Meeting Minutes

Chairman Lyman Hagen called the meeting to order at 5:38pm on Tuesday, September 28, 2021. Hagen then introduced himself and asked the others in attendance to do the same. Committee members Jacob Vasquez - Butte College, Chuck Crete - MJB Welding, Chuck Sanford - Retired Teacher, Stacey MacKay - Parent / COE Manufacturing, Lee Papa - Citrus Farmer, Subject Area Coordinator Andree' Earley, and Agriculture Teachers, Laura LaFayette, Regina Stafford, Brendan Close and Samantha Bright.

Chairman Hagen asked for the selection of Committee Chair and Secretary. He was willing to continue as Chair and Regina Stafford agreed to continue as Secretary. Everyone was in agreement with the decision.

There were no Administrator's present, but Director of Education, Kevin Simas did provide an update for Andree' to deliver. She reported that the District's CTE Advisory Committee was meeting and was happy to hear reports from our program. Andree' also updated the committee on the fact that our new Principal, Dr. Collins had started the school year successfully and seems to be supportive of the program so far.

Andree' Earley was then asked to report on funding. She then provided the committee with an update on Grants. She reported that the K-12 Workforce Grant Funds were in use as a new Paraeducator had been hired with the funds to help students find placements to work during their capstone classes, as well as helping with classes out on the farm, in the shop and inside the classroom when needed. The grant also provides funds for Andree' to be working two class periods to coordinate work placements for students. Earley also mentioned that the district had COVID allocated monies that could potentially be used for new heating / air conditioning systems or perhaps even shop ventilation system upgrades. She asked the committee to possibly send emails to the District staff / Board suggesting use of those funds. Lyman asked Andree' to provide the committee with details in a follow email after this meeting.

Earley then asked the committee for input on the Ag Incentive Grant. Chuck Sanford offered the idea of contacting Butte College for a report of where students ended up. He recalled them having done some data collection of students completing certification programs and or transferring, which would help with our own data collection for where our pathway completers have ended up after graduation. Earley reported that she would reach out to Butte College to look further into that data. She then asked for input from committee members on potential work placement sites or companies that would be recommended to possibly tour this school year. Chuck Crete suggested coordinating himself or a fellow co-worker to come into Mr. Closes shop classes this school year as guest speakers. Stacey MacKay suggested setting up a tour at COE Manufacturing and Lyman suggested we reach out to Laserman which is now Vantage Sierra Cascade. It is a precision farming company utilizing mapping technology to help farmers. He suggested we reach out to them for any opportunities, work placement or tours. Lee Papa also offered to host students on his farm as well as to possibly work with his PCA when they are collecting information from his orchards.

Chairman Hagen then asked the teachers to report on which classes were being taught by who and which were dual enrolled, as well as which CDE teams were currently being coached. Laura LaFayette reported that she was currently teaching Animal Science which was Dual Enrolled, Agri Systems Management, and Agriculture Leadership. Brendan Close reported that he was teaching Ag Mechanics, Ag Mechanics II, Farm Management which is Dual Enrolled with Butte College and Animal Management / Greenhouse Management. He also is coaching a Livestock Judging Team this year. Regina Stafford reported that she was teaching 4 classes of Agriculture Biology as well as 1 class of Veterinary Skills and she plans to coach a Vet Science CDE team. Samantha Bright reported that she was teaching 1 class of Floral I, 1 class of Floral II / Floral I Combined and 3 classes of Ag Soil Chemistry. She also plans to coach a Floriculture CDE Team.

Chairman Hagen asked for next meeting date and time suggestions. Andree' recommended we meet in February and a meeting date was set for February 1, 2022 at Las Plumas High School at 5:30pm. Everyone agreed.

Mr. Close offered to give a tour of the shop after the meeting and then Chairman Hagen adjourned the meeting at 6:35pm.

Las Plumas High School Ag Department Advisory Committee 21-22 Mid Year Meeting Minutes

Meeting was called to order by Committee Chair Lyman Hagen at 5:33pm on February 1, 2022. Chairman Hagen then introduced himself and asked others present to do the same. Committee Members Stacey MacKay, Chuck Crete and Jacob Vasquez, and Lee Papa were all present as well as Agriculture Subject Area Coordinator, Andree' Earley and Agriculture Teachers, Laura LaFayette, Brendan Close, Samantha Bright and Regina Stafford.

There was no Administrator's Report to be given. Superintendent Dr. Willenburg, Director of Education Kevin Simas, and Principal Dr. Collins, were all unable to attend.

Mrs. Earley began teacher updates by reporting that the Strong Workforce Grant was helping to get students placed in local work settings. She also mentioned that the grant was able to hire a paraeducator, Taylor MacKay who has been extremely helpful in the classroom as well as organizing tours for capstone classes, including local Veterinary Offices for the Animal Science Pathway students and a tour of COE, Moffitt Farms and Sierra Pacific Industries for the Ag Mechanics Pathway students. Earley also reported that she submitted 20 State Degree applications and all 20 were approved and will be receiving their State FFA Degrees this Spring.

Samantha Bright reported that the floral classes were all doing well in handling two floral subscriptions, a monthly arrangement subscription as well as a holiday arrangement subscription of larger arrangements. She also reported that her Agriculture Chemistry classes would be participating in a new certification testing program being trialed this year, called Ag Align. She mentioned this would give students the opportunity to earn a certification for their basic understanding of the ag science curriculum. She also included an update about the Floral CDE Team that she is currently coaching and that she has 5 students committed and participated in Shasta College Field Day and would be competing at a few of the upcoming field days - Arbuckle, Chico and MJC. She also mentioned that she was able to take 9 students to the Made for Excellence Leadership Conference in Sacramento in January and that the students really enjoyed the experience.

Mr. Close then reported that his students were successfully learning how to operate the new equipment including the Mini Excavator and ForkLift. He also reported about the Livestock Judging Team and their recent successes at the Sonoma County Livestock Judging Contest as well as the Creed Speaking Contest Participants and Prepared Speaker that he has been closely working with how they did at the Sectional Contests. We had two students advance from sectional to regional competition coming up later in the month.

Mrs. LaFayette reported that her Ag Systems students were finishing up a project on building a model of an Agriculture Business / Facility and that they were really enjoying that project. She also reported that her Ag Leadership students had a very busy and successful Fall helping to educate the younger grades about Agriculture. Many of the students organized and participated in a small ag day / traveling pumpkin patch, visiting local elementary schools and teaching kids about Ag. Students were also able to help with the Butte County Farm City Celebration also helping to educate younger students about Ag. She also mentioned that our local Opening / Closing contest was a huge success with over 100 students competing for the chance to represent LP at the Sectional Contest.

Mrs. Stafford reported that although her class sizes were really full, she is still able to conduct labs and that the students really seem to enjoy lab days and every chance they get to go outside and work with plants in the Greenhouse. She also mentioned that her Veterinary Science class was monitoring and caring for a small herd of breeding does and their kids on campus and that the students also conducted their own Community Service

activity by making dog treats before Christmas to donate to the local animal shelter. Stafford also reported that she was coaching the Vet Science CDE team this season and has 8 - 10 students regularly coming to practices even though the team can only send 4 students to each field day. The students seem to like what they are learning and pushing each other to do better.

Chairman Hagen then called on Mrs. Earley to discuss the Pathways and Classes offered currently and to report on the plan for next school year. Earley discussed with the group that recruitment efforts were already underway for next school year and that we are excited to be offering a new Ag Business Pathway which will be replacing the Floral Pathway. She mentioned that Floral will now be a singleton class and allow students to receive art credit for graduation requirements and that our past singleton class, Ag Leadership, would now be enveloped into the Ag Business Pathway. She mentioned that the Recruitment committee was already scheduling visits to Middle Schools and that she was personally visiting Ag Classes at LP to help guide students with their class choices for pathway completions. She also showed a new flier to the group that was designed to help put a visual to the classes offered for the students and counselors to better understand. Mr. Vazquez mentioned that he would be more than happy to help with the Ag Careers Exploration class in any way possible as it will be dual enrolled or 1 unit with Butte College.

Chairman Hagen then asked Mrs. Earley to give an update on the current status of LOFAS - Lake Oroville FFA Alumni and Supporters. Mrs. Earley reported that LOFAS was something she would really like to see get back up and running now that the pandemic has stopped forward progress. She asked the committee for their input on how other FFA Alumni groups functioned. Mr. Hagen commented that Durham has a great support group that does a wonderful job raising funds. All members are past members of either Chico or Durham FFA. The entire committee agrees that an Alumni group would be beneficial and encourage Mrs. Earley to continue with her efforts to get the group going again.

Mrs. Earley announced that she would be sending out a Job Survey that she would like all of the committee members to complete. The information would be returned to the district for review and Chairman Hagen also encouraged members to complete the survey.

Chairman Hagen added to the agenda a challenge to everyone in the room to invite an industry representative or educator to the next meeting so that we can possibly grow the advisory committee. Everyone in attendance agreed to try to get someone new to the table at the next meeting.

Mrs. Earley proposed Wednesday, June 1, 2022 for the next meeting at 5:30pm. Everyone Agreed.

Chairman Hagen adjourned the meeting at 6:45pm

Las Plumas High School Ag Department Advisory Committee 21-22 End of Year Meeting Minutes

Chairman Lyman Hagen called the meeting to order at 1:08pm on Tuesday, June 6, 2022. Hagen then introduced himself and asked the others in attendance to do the same. Committee members Jacob Vasquez - Butte College, Mark Bates - Oroville Christian School, Subject Area Coordinator Andree' Earley, and Agriculture Teachers, Laura LaFayette, Regina Stafford, Rob Daley, and Madison Redding.

There was no Administrator's Report to be given. Superintendent Dr. Willenburg, Director of Education Kevin Simas, and Principal Dr. Collins, were all unable to attend. Andree' announced that Kevin Simas will no longer be with the district and that a new hire would be in place soon.

Chairman Hagen called on Mrs. Earley to give a teacher update and new hire explanation - Earley discussed the movement of Mr. Close and Ms. Bright to Orland High School and that Rob Daley and Madison Redding would be taking their places. They were just recently hired the week previously and had an expected start date of June 17, 2022. Earley also explained the addition of one more teacher to the department at the district's decision to change the unfilled Welding position to an Ag Welding position. She introduced Janie Ford as a new hire for that position although Ms. Ford was not able to attend.

Mrs. Earley was then asked by Chairman Hagen to report on the class schedule for next year. Earley then briefed the committee on the Pathway changes and who would be teaching which courses. Madison will be teaching 3 units of Ag Chem and 2 units off Ag Bio, Regina will be teaching 2 units of Ag Bio, 1 unit of Vet Skills and 2 units of Work Based Learning. Andree' will be teaching 2 units of Floral and 3 units off Work Based Learning. Rob would be teaching 3 units of Ag Mechanics, 1 Farm Management and 1 unit of Animal Science. Laura will be teaching Ag Systems, Animal Science, Feeds and Feeding, Ag Leadership / Ag Business and Janie will be teaching 4 units of Ag Welding and 1 unit of Ag Fabrication. Andree' also explained that she is working on the A-G requirements on the new Ag Business Pathway classes. Careers class can be 1 unit Dual Enrolled with Butte College.

Hagen also asked for a report of new projects and Laura and Andree' updated the committee about the Greenhouse Restoration Project utilizing CTEIG Funds and the current quote on the table. They asked the committee for their input on the project. Lyman added that Durham High School 30' x 50' Greenhouse was roughly \$160,000 with construction included. Andree asked about asking Tip with Butte College to come look things over and Lyman suggested that could be a good idea. He also suggested looking into the company, Oregon Valley Greenhouses and that large hoop houses could be erected by students.

Chairman Hagen then asked for suggestions from committee members on suitable work places for students to intern for the upcoming school year. Andree' referenced the list of places that she provided to the committee for review. Hagen asked to update the name of All Metals to Valley Metal. Mr. Vasquez suggested that we look into Syngenta as an opportunity and also mentioned that he toured Artois Feeds with his Animal Management class and it was a great tour.

Rob suggested we talk with PCP and Laura suggested Precision Welding. Jacob also mentioned that we would love to organize his Ag Leadership students from Butte College to LPHS classes this year. Lyman also suggested Laserman (new name) for technology and internships.

Lyman then asked Andree' to explain the AIG - checklist and Andree' briefly reviewed the items with the group.

Andree', Regina, and Laura all reported on Silver Dollar Fair Numbers and Student Participation. They reported on their classes participation in Science Informational Posters and Ag Systems Management Food Science Jerky Project as well as 64 Project Animals. Butte Co. Fair expected participation is - 6 steers, 5 goats, 8 sheep, 28 pigs, 2 turkeys.

Hagen then asked for an update on LOFAS. Andree' reported that Ms. Thomas, the Palermo FFA Advisor, was helping to coordinate the effort now and we are hopeful to have a committee in the upcoming year. Lyman gave some insight again into the Durham Boosters and what their funds help to cover. This includes his consultant fees, the Livestock Coaching Stipend, \$10K to national / state conference participation. He also reported that they have a Golf tournament upcoming and plan to raise \$60k.

Laura asked for advice or opinions from the committee about some things we may be missing. Lyman said we do a good job overall but would like to see a better commitment from the Advisory members. He suggested phone calls instead of email to some people and encouraged us all to invite new faces to the table.

Mr. Bates asked about the possibility of offering an ag elective of some kind at OCS. Andree' suggested the idea of Showsmart as a software tool that a teacher could facilitate.

Hagen then moved on to officer positions for next year. He was willing to continue as Chairman and Regina also agreed to continue as Secretary.

Earley then proposed the Next Meeting to be scheduled for Wednesday, September 28, 2022 at 6pm at the Las Plumas Ag Department.

Chairman Hagen then Adjourned the meeting at 2:06pm

Oroville Union High School District
Memorandum

TO: Board of Trustees

From: Jim LaGrone, Transportation Director

Date: June 10, 2022

Subject: Approval of Private Bus Companies

I have reviewed the terminal inspection records from the California Highway Patrol for the following private bus companies. These companies have demonstrated safe operations and I'm requesting that the board approve these companies for the 2022 – 2023 school year. If the district determines that there is a negative inspection for a private bus company they will be removed from the district approved private bus company list.

Amador Stages

Delta Charter Services

All West Transportation

Lux Bus

Mt. Lassen Transit

Thank you,

Jim LaGrone

Oroville Union High School District
Memorandum

TO: Board of Trustees

From: Jim LaGrone, Facilities Director

Date: June 6, 2022

Subject: Adopt 2022 / 23 SY Transportation Safety Plan

I am requesting the approval of the 2022 / 23 school year Transportation Safety Plan for pupil transportation. I have reviewed and made changes to the personnel listings for this plan. I have also reviewed the plan for updates and clarity.

Thank you,

Jim LaGrone



Oroville Union High School District
Transportation Department
2139 Washington Ave
Oroville Ca 95966
530-538-2300

Transportation Safety Plan and Handbook



Preface

California Education Code 39831.3

(a) The county superintendent of schools, the superintendent of a school district, or the owner or operator of a private school that provides transportation to or from a school or school activity shall prepare a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of pupils. The plan shall be revised as required. The plan shall address all of the following:

- (1) Determining if pupils require escort pursuant to paragraph (1) of subdivision (d) of Section 22112 of the Vehicle Code.
- (2) (A) Procedures for all pupils in pre-kindergarten, kindergarten, and grades 1 to 8, inclusive, to follow as they board and exit the appropriate school bus at each pupil's school bus stop.

(B) Nothing in this paragraph requires the county superintendent of schools, the superintendent of a school district, or the owner or operator of a private school that provides transportation to or from a school or school activity, to use the services of an onboard school bus monitor, in addition to the driver, to carry out the purposes of this paragraph.
- (3) Boarding and exiting a school bus at a school or other trip destination.
- (4) Procedures to ensure that a pupil is not left unattended on a school bus, school pupil activity bus, or youth bus.
- (5) Procedures and standards for designating an adult chaperone, other than the driver, to accompany pupils on a school activity bus.
- (b) A current copy of a plan prepared pursuant to subdivision (a) shall be retained by each school subject to the plan and made available upon request to an officer of the Department of the California Highway Patrol.

California Education Code 39831.5

(a) All pupils in prekindergarten, kindergarten, and grades 1 to 12, inclusive, in public or private school who are transported in a school bus or school pupil activity bus shall receive instruction in school bus emergency procedures and passenger safety. The county superintendent of schools, superintendent of the school district, or owner/operator of a private school, as applicable, shall ensure that the instruction is provided as follows:

- (1) Upon registration, the parents or guardians of all pupils not previously transported in a school bus or pupil activity bus and who are in prekindergarten, kindergarten, and grades 1 to 6, inclusive, shall be provided with written information on school bus safety. The information shall include, but is not limited to, all of the following:
 - (A) A list of school bus stops near each pupil's home.
 - (B) General rules of conduct at school bus loading zones.
 - (C) Red light crossing instructions.
 - (D) School bus danger zone.
 - (E) Walking to and from school bus stops.
- (2) At least once in each school year, all pupils in prekindergarten, kindergarten, and grades 1 to 8,

inclusive, who receive home-to-school transportation shall receive safety instruction that includes, but not limited to, proper loading and unloading procedures, including escorting by the driver, how to safely cross the street, highway, or private road, instruction on the use of passenger restraint systems, as described in paragraph (3), proper passenger conduct, bus evacuation, and location of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit. As part of the instruction, pupils shall evacuate the school bus through emergency exit doors.

(3) Instruction on the use of passenger restraint systems, when a passenger restraint system is installed, shall include, but not be limited to, all of the following:

- (A) Proper fastening and release of the restraint system.
- (B) Acceptable placement of passenger restraint systems on pupils.
- (C) Times at which the passenger restraint systems should be fastened and released.
- (D) Acceptable placement of the passenger restraint systems when not in use.

(4) Prior to departure on a school activity trip, all pupils riding on a school bus or school pupil activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

(b) The following information shall be documented each time the instruction required by paragraph (2) of subdivision (a) is given:

- (1) Name of school district, county office of education, or private school.
- (2) Name and location of school.
- (3) Date of instruction.
- (4) Names of supervising adults
- (5) Number of pupils participating
- (6) Grade levels of pupils
- (7) Subjects covered in instruction
- (8) Amount of time taken for instruction
- (9) Bus driver's name
- (10) Bus number
- (11) Additional remarks

The information recorded pursuant to this subdivision shall remain on file at the district or county office, or at the school, for one year from the date of the instruction, and shall be subject to inspection by the Department of the California Highway Patrol.

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Contact Information Oroville Union High School District

Oroville Union High School District
2211 Washington Ave Oroville Ca 95966
530-538-2300

Superintendent's Office
Corey Willenberg-Superintendent
530-538-2300 ext. 1107

Paula Blaney – Administrative Assistant
530-538-2300 ext. 1107

Business Office
Susan Watts – Assistant Superintendent/CBO
530-538-2300 ext. 1103

Transportation Secretary
Open
530-538-2300 ext. 1126

Transportation Lead / Dispatcher
Mike Davis
530-538-2300 ext. 1109

Transportation Director
Jim LaGrone
530-538-2300 ext. 1108

Las Plumas High School
Lamar Collins-Principal
530-538-2310 ext. 2203

Oroville High School
Cristi Tellechea – Principal
530-538-2320 ext. 3301

Prospect Alternative and Community Day School
Matt Kerman – Principal
530-538-2330 ext. 4150

Contact Information Oroville City Elementary School District

Spencer Holtom – Superintendent
530-532-3000 ext. 3001

Superintendent Secretary – Kim Felder
530-532-3000 ext. 3001

Janet Handley – Assistant Superintendent, Curriculum and Instruction
532-5690 ext. 105

Central Middle School
Lauren Albert – Principal
530-532-3002

Ishi Hills Middle School
Ellen Hamilton – Principal
530-532-3078

Oakdale Heights School
John Bettencourt – Principal
530-532-3004

Ophir School
Teresa Lukanik – Principal
530-532-3005

Stanford Avenue School
Patrick O'Brien – Principal
530-532-3006

Wyandotte Avenue School
Kathy Pietak – Principal
530-532-3007

SCHOOL BUS TRANSPORTATION

The Oroville Union High School District's primary goal for student transportation is to promote safe, efficient and cost effective transportation services. Bus routes will generally be limited to properly maintained, paved roads without dead ends. Other factors the district will evaluate for routing include student demographics, destinations, behavioral patterns, vehicle capacities, number of stops, number of passengers per stop and walking distances to stops. Bus routes may include limited travel on properly maintained gravel roads. Such roads shall provide the driver with good visibility and be wide enough for two vehicles to pass safely. Other factors that determine bus stops include limited use of flashing lights, driving maneuver limitation, major roadway crossings, speed limits, hills and curves, no drive zones, hazardous areas, industrial areas, railroad crossings, limited access highways, sex offender areas, known drug houses and any other unsafe conditions. The transportation department will attempt to limit student riding time as much as possible. The transportation goal is to limit ride time to no more than one hour, but some outlying areas may have longer ride times.

Loading and Unloading Pursuant 22112 of the Vehicle Code

Rules of Conduct at Bus Stops and School Bus Loading Zones

Procedures for all students to follow as they board and exit the school bus:

- 1) Arrive to bus stop 10 minutes prior to the scheduled bus arrival
- 2) Students shall wait for the bus in an orderly manner, line up single file 12 feet away from the bus stop and six feet off the road, and wait until the bus comes to a complete stop and the door is open before approaching.
- 3) Students shall board and exit the school bus only at bus stops designated by the District Superintendent or designee.
- 4) Students must load and unload only at their designated school site and designated bus stop, which is specified on the Permission to Ride form (In the case of an emergency the student must obtain a bus pass from the school office).
- 5) All students (K-12) require driver escort who need to cross the roadway or private road upon which the school bus is stopped during drop off. Drivers shall ask if anyone needs escorted across the roadway or private road. While boarding or exiting the bus students are **NEVER** allowed to cross the street without a driver escort. Students are not permitted to cross at the rear of the bus.
- 6) During pickup students shall not attempt to cross the roadway or private road once they have visual contact with the school bus. Students shall wait for the driver to properly escort them across the street. Bus drivers shall not allow students to cross roadways or private roads once they have visual contact with a student.
- 7) Students shall exit the bus in an orderly manner, remaining seated until the bus comes to a complete stop and is placed in gear and the parking brake is set. Leave the bus promptly. Immediately leave the vicinity of the bus stop and stay clear of the roadway.
- 8) While at the bus stop, students will show respect to public and private property. There will be no marking and/or destruction of public property.

Bus Driver Requirements:

- 1) On approaching a bus stop, the driver must activate approved flashing amber light (if bus is so equipped) beginning 200 feet before the bus stop.
 - 2) The driver shall operate flashing red light and stop arm when the bus is stopped for
-

- purpose of loading and unloading students.
- 3) Before opening the door, the driver shall ensure the flashing red signal lights and stop arm are activated
 - 4) Driver shall escort students across the roadway or private road as needed. The driver shall use an approved hand-held stop sign while escorting all students.
 - 5) The driver shall stop only at bus stops designated by the District Superintendent or designee.
 - 6) The driver shall ensure that all students who need to cross the roadway or private road are crossed safely, that all other unloaded students and pedestrians are a safe distance from the bus and that it is safe to move before setting the bus in motion.
-

Red Light Crossing Instruction/Escort of Students across Roadway

22112 (d) When a school bus is stopped on a highway or private road for the purpose of loading or unloading pupils, at a location where traffic is not controlled by a traffic officer or official traffic control signal, the school bus driver shall do all of the following:

- 1) Escort all pupils in prekindergarten, kindergarten, or any of grades 1 to 8, inclusive, who need to cross the highway or private road upon which the school bus is stopped. The driver shall use an approved hand-held "STOP" sign while escorting all pupils.
- 2) Require all pupils who need to cross the highway or private road upon which the school bus is stopped to walk in front of the bus as they cross.

NOTE: Oroville Union High School District escorts all students through grade 12. Upon pickup, riders shall be at their designated pickup location. If a rider is not at their designated pickup location at the time the bus is arriving and once both the rider and/or the bus driver have visual contact, than a red light crossover shall be performed. Bus drivers shall escort all riders that require a red light crossover during drop off.

Driver Escort Procedure

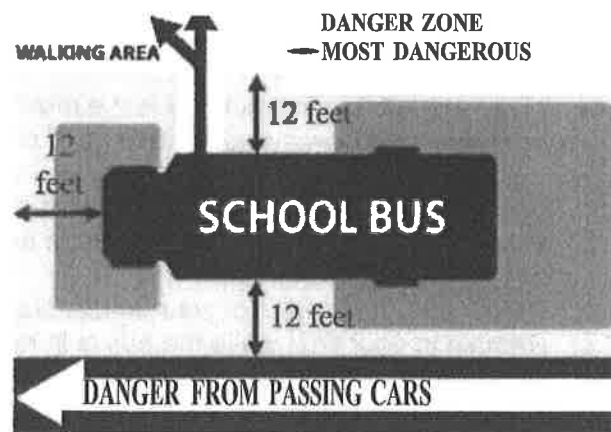
- 1) Students shall:
 - a) Wait for the driver to exit the bus
 - b) Cross the roadway only when the bus driver tells them it is safe to do so
 - c) Always cross in FRONT of the bus straight across the roadway between the bus driver and the bus
 - d) After crossing, from the bus, stay clear of the roadway
 - e) After crossing, to the bus, find a seat promptly and remain seated
- 2) The transportation department will determine if a student requires escort to or from the bus. Red light crossovers must be approved by the transportation department. Red light crossovers will be determined by the riders physical address, routing software and/or observations from the school bus driver.

School bus Danger Zone

It is very important that students know the danger zones and are never in these areas without the bus driver's knowledge.

Designated Bus Stop

Students must load and unload only at their designated school site and designated bus stop. Designated stops are determined by the address of student. If a student needs to load or unload at a stop other than their designated bus stop, student must obtain a bus pass from the school office. The school office shall notify the transportation department when this is needed.



Application for Permission to Ride

All students must have a current permission to ride form on file with the transportation department in order to ride any Oroville Union High School District bus. Permission to ride forms are available electronically at the Oroville Union High School District website (OUHSD.org). Forms may also be obtained from school offices or from the bus driver. Any changes to a student's information will require an updated permission to ride form.

Bus rules and conduct are printed on the permission to ride form. It is encouraged that the parent/guardian reads over rules of conduct with their student and keeps the upper section of the form for reference. An electronic RFID bus pass may be issued to each student. This pass is to be scanned upon boarding and departing the bus.

Bus Pass

A bus pass will be required from the school office anytime a student deviates from their designated pickup or drop off location or when requesting transportation. Any student who needs transportation will be required to have a permission to ride form on file with the transportation department. A parent/guardian must request the bus pass either in person or in writing. In the event of an emergency, permission by telephone may be accepted. Students who do not obtain a bus pass will be refused transportation. In the event a student is at a morning bus stop without a bus pass and no parent/guardian is available, the bus driver will notify dispatch and take the student to his/her school site. The parent/guardian will be contacted by the school site of the student.

Bus Behavior/Conduct:

Bus Rules and Conduct

5 CCR § 14103 (a) Pupils transported in a school bus or in a school pupil activity bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. A bus driver shall not permit any pupil to leave the bus en-route between home and school or other destinations. (b) Governing boards shall adopt rules to enforce this section. Such rules shall include, but not be limited to, specific administration procedures relating to suspension of riding privileges and shall be made available to parents, pupils, teachers, and other interested parties.

Bus Rules

The safety of school bus passengers is the most important part of the school bus operation. To insure safety the following rules have been developed:

1. Be at your bus stop at least 10 minutes early.
 2. Passengers shall stand back 12 feet in an orderly line at pickup points until the bus comes to a complete halt.
 3. Follow the instructions of your school bus driver.
 4. Remain in your seat while the bus is in motion. Keep aisles clear at all times.
 5. No smoking, vaping, chewing, gum, eating or drinking beverages.
 6. No loud or distracting noises of any kind. Remain quiet at all railroad crossings.
 7. No throwing of objects or littering on or about the bus.
-

8. No fighting. No bullying. No abusive, back talk or objectionable remarks to the other passengers or to persons outside the bus.
9. Be courteous to your school bus driver and fellow passengers.
10. Bus drivers may assign students to a specific seat.
11. No cell phone pictures or video. Other cell phone use is at the discretion of the driver.
12. No touching or tampering with bus equipment.
13. Always be alert to traffic when boarding and departing the bus. Cross in FRONT of the bus between the bus and the driver. Always wait for the driver to escort you across the street.
14. Students must board and depart only at their designated school site and designated bus stop. (In the case of an emergency, students must obtain a bus pass from the school office.)
15. The following items are not allowed on the bus: firearms, knives, baseball bats, balls, rollerblades, skateboards, and bicycles, items made of glass, animals, insects, hazardous articles, aerosols, perfumes, or any illegal substance.
16. Rule violators are suspended from using any OUHSD school bus. Suspension from transportation includes suspension from all athletic and extra-curricular trip buses.

School Bus Incident Report to Parents (bus slip)

The lack of compliance of rules and/or undesirable conduct by a student can result in the issuance of a School Bus Incident Report to Parents (bus slip).

Disciplinary Actions:

First violation (Level 1): Warning

Second violation (Level 2): Shall result in a 1-2 days suspension of transportation privileges. *Parents must provide transportation during the period of suspension*

Third violation (Level 3): Shall result in a 3-5 days suspension of transportation. A conference between parents and the principal will be held in order to have transportation reinstated. *Parents must provide transportation during the period of suspension*

Fourth violation (Level 4): Shall result in the loss of transportation for the remainder of the school year.

- All disciplinary action is at the discretion of the school administrator, the transportation director and/or Board of Education; the penalty may be more severe or less severe if deemed necessary

Other Discipline

Bus driver may use other means of discipline in addition to or in place of a Bus Slip. Such as; assigning a seat, writing sentences, phone call to parent/guardian, conferencing with the school administration or the use of incentives such as stickers, color pages, small toys, behavior charts and positive behavior post cards to parents.

Evacuation Instruction

All pupils in prekindergarten to grade 12, inclusive, in public or private schools, who are transported in a school bus or school pupil activity bus shall receive instruction in school bus emergency procedures and passenger safety.

At least once in each school year, all pupils in prekindergarten to grade 8, inclusive, who receive home-to-school transportation, shall receive safety instruction that includes, but not

limited to:

- Proper loading and unloading procedures including escorting by the driver
- How to safely cross the street, highway or private road
- Instruction on the use of passenger restraint systems
- Proper passenger conduct
- Bus evacuation
- Location of emergency equipment and may include responsibilities of passengers seated next to an emergency exit

As part of the instruction, pupils shall evacuate the school bus through emergency exit doors.

Each school year the transportation department provides school buses to every elementary and middle school site and all students receive instruction on safety and participate in a bus evacuation. This instruction shall be completed at the beginning of each school year.

Bus Safety Equipment and Emergency Exits

All school buses are inspected by each driver before leaving the bus yard to transport students, at regular scheduled intervals (3000 miles or 45 days), by a mechanic and yearly by a CHP officer. Included in these inspections are ensuring safety equipment and emergency exits are in proper working order. During evacuation training, students are trained on the location and use of safety equipment and the proper operation of emergency exits. At this time, and during the event of an emergency, the students are permitted to handle safety equipment and emergency exits. Handling safety equipment and emergency exits any other time will result in disciplinary action to be taken toward the student with possible loss of bus riding privileges.

Safe Bus Operations

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips shall have the authority to discontinue bus operations whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6)

Procedures for Discontinuance of Service due to Reduced Visibility

In order to insure safe operations at all times, drivers will be responsible to assess road conditions on a continuous basis. If, due to atmospheric conditions, visibility on the roadway is reduced to 200 feet or less, the driver will advise the Transportation Director or his designee of the fact and a decision will be made as to the next course of action.

If the conditions warrant, whether or not students are on board, the driver will remain parked and secure until it is safe to proceed. School sites and the superintendent will be notified immediately.

If the morning or afternoon routes have not commenced, the buses will be held until it is safe to proceed. School sites and the superintendent will be notified immediately.

Field Trip / Activity Trip

To be in compliance with Vehicle Code 221 12b The Request for Transportation form must contain all stops where students will load or unload including comfort stops such as restroom and food. Home-to-school routes take precedence over activity trips in scheduling. It is very

important to have correct times listed on trip request forms and to adhere to those times. Trip request forms must have all proper signatures in order for the trip to be scheduled. It is recommended that the activity trip be confirmed by phone or email at least one week prior to the day of the trip.

All bus rules and orderly conduct apply to fieldtrips/school activity trips. Before departing on a school activity trip, students shall receive safety instruction which, includes but is not limited to:

- Location of emergency exits
- Location and use of emergency equipment
- May include responsibilities of passengers seated next to an emergency exit
- May include the use of the passenger restraint system (if so equipped)

PASSENGER RESTRAINT

Oroville Union School District does have school buses equipped with passenger restraint systems. School buses purchased or leased for use in California must be equipped, at all designated seating positions, with a combination pelvic and upper torso passenger restraint system when the bus is a Type 2 (small bus) bus manufactured on or after July 1, 2004 or a Type 1 bus (large bus) manufactured on or after July 1, 2005.

TRANSPORTING PASSENGERS WITH SPECIAL NEEDS

Many special education students have the ability to ride the standard school bus to and from school while other students require specialized transportation service. For students requiring specialized services transportation needs must be addressed in their Individualized Educational Plan (IEP).

The IEP and Transportation

Each student's success is reliant upon sustaining positive communication, and the teamwork of parents, teachers, and the school bus driver. OUHSD bus drivers recognize that their personal attitude and behavior affects the people served. Initially the student's needs may require curbside service, or an aide; however, safety concerns need to balance with the need to foster independence in students. After all, education is to prepare students for life outside of school.

Transportation Independence Tools

IDEA requires that all related services (including transportation) are provided in the Least Restrictive Environment (LRE). IDEA requires students with disabilities be provided access to the educational program, to the extent possible, in the same manner as their non-disabled peers. Our goal is for all students to have access to the education program, which includes teaching skills for greater independence, in order to achieve the LRE.

Levels of Service

The district offers transportation service at multiple levels to correspond with each student's skills and abilities. Listed below are the service options available from least restrictive to most restrictive.

Public Transit	Where public transit is available and appropriate students may use public transit.
Centralized	This bus service is provided at the designated neighborhood bus stop which may be used to provide bus service for students in the regular education program.

Transitional The bus stop is located at a safe point which is somewhere between the home location and the regular neighborhood bus stop. This stop location can be customized based upon the student's abilities. As the student's skills increase transportation staff will work with the IEP team to provide a progressively more independent location.

Curbside Service is provided at the closest safe point to the student's residence. This bus service is the most restrictive service provided. Typically, for students requiring this service, it is expected that a responsible adult is present to deliver/receive custody of the student.

Providing the Least Restrictive Bus Service

Although every student has an individualized education program, the following guidelines help establish targets and goals. Not every student in a given program will be able to achieve these standards while some students will be capable of exceeding them. In each case, the IEP team should assess the student's skills and abilities in order to establish the correct level of service. Where a student's skills and abilities do not meet the expected service standards a targeted intervention is warranted.

Program	Pre-Kgn & Kindergarten	1st-3rd	4th-6th	7th-9th	10th-12th	Post 12th
Autism Program SDC	Curb	Curb	Trans	Trans	Cent	
Fully Included Autism	Curb	Trans	Trans	Cent	Cent	
Mild/Moderate SDC	Curb	Trans	Trans	Cent	No Service	
Moderate/Severe SDC	Curb	Curb	Curb	Trans	Trans	
Adult Transition	N/A	N/A	N/A	N/A	N/A	Pub. Trans
VI	Curb	Curb	Trans	Trans	Trans	Trans
RSP	No Service	No Service	No Service	No Service	No Service	No Service
ED SDC	Curb	Curb	Trans	Trans	Cent	
DHH	Curb	Curb	Trans	Trans	Cent	Cent

Skill Ladder

Each level of transportation service has an associated set of skills which must be learned before the student can proceed to a more independent level. The skills do not need to be learned in any particular order. Based upon specific knowledge of student abilities, the IEP team may add additional skills to any category. When a student is not capable of being safely served at the expected level, the case manager should establish IEP goals to help the student progress. When the IEP team finds it necessary to modify this skill set, transportation staff should be contacted.

When a student is not capable of being safely served at the least restrictive level, the case manager should establish IEP goals to help the student progress. These goals should be specific to the desired skills and may require the assistance of the bus driver for assessment and/or instructions. The frequency of goal achievement should be increased until the student demonstrates mastery. Listed below (in order from least restrictive to most restrictive) are each of the service levels and their associated skills.

Service Level	Skills to be Mastered	Sample IEP Goal (Student will be able to . . .)
Public	Make Change	Produce correct bus fare as measured by the teacher 9/10 times.

Transit	Read a public transit schedule Ask directions Position own wheelchair (if appropriate)	Select stop times & buses using transit schedule. Role play asking the driver for directions as measured by teacher. Set wheelchair in the correct position as measured by the driver.
Centralized	Safe path to your stop Respect for property Knowing how long to wait for a late bus Ability to contact transportation dispatch if the bus is late	Demonstrate safely walking to the bus stop as measured by the teacher. Wait for the bus in the correct area properly as measured by the teacher. Role play waiting and determining when to call transportation as measured by the teacher. Demonstrate accurately calling transportation dispatch as measured by the teacher
Transitional	Recognize the bus/route Recognize the stop and be ready for it Importance of time, ability to tell time Waiting for the bus with assistance Requesting help/self-advocacy Interact with other passengers appropriately. Crossing the street safely – being crossed Avoiding neighborhood obstacles, Stranger Danger (dogs, etc.) Waiting for the bus independently	Identify the route number located on the bus as measured by the driver. While on the bus, get ready to get off at the assigned stop as measured by the driver. Correctly report whether (s)he is on time for the bus as measured by the teacher. Locate a safe spot to wait with help from a responsible adult assessed by teacher. Properly and politely ask for assistance as measured by the driver. Role play entering and exiting the bus appropriately as measured by the teacher. Demonstrate safe street crossing skills as measured by the teacher. Recognize potentially unsafe conditions as measured by the teacher. Wait for the bus independently in a safe location as measured by the teacher.
Curbside	Present bus pass Greet the driver Follow instructions Observe Bus Rules	Show the bus pass to the bus driver as measured by the driver Address the driver in a friendly manner as assessed by the driver Appropriately respond to driver instructions on the bus as assessed by the driver. Demonstrate safe riding behavior as reported by the bus driver.

Once transportation is identified as a related service, the transportation department is notified. Within 3-5 working days of notification from the special education department the student is added to the Special Needs route best suited for the student. At which time transportation will contact parents in regard to student pick up and drop off times. Transportations services cannot be provided until transportation has been approved through the OUHSD special education department.

Transporting students with special needs requires appropriate care and concern and the "least restrictive environment."

Parental Responsibilities

Parental involvement is vital for safe conveyance and student achievement. Parental involvement helps drivers to make informed choices on seating and providing support for the student's positive attitude. Parents have the responsibility to inform the driver of their child's needs and any changes for transportation to provide a consistent and safe level of service. The driver-parent relationship shall be professional, friendly, and oriented toward acquiring a better understanding of the child. As a parent, you have the responsibility to:

- Communicate safety concerns to the driver, transportation officials, and school administration.
- Have student(s) ready for transportation 10 minutes before the scheduled arrival of transport.
- Inform bus drivers of medications needing transportation.
- Inform bus drivers of changes in a student's medication.
- Call dispatch if student will not need transport that day (530) 538-2300 ext. 1109.

- Understand transportation policy.
- Maintain the wheelchair and other adaptive devices in safe conditions.
- Provide bus drivers and transportation officials with emergency phone numbers.
- Participate in communicating rules and consequences.
- Participate in educating students of safety issues and loading and unloading.
- Inform bus drivers of medical health considerations for their child.

Confidentiality Requirements

The IDEA (34 CFR 300.560) and the Education Code (EC 56347) require that information in the IEP (even if confidential) shall be made available to related service providers to transport students safely. School bus drivers are school officials who perform the IEP mandated transportation-related service. Information on the handicapping condition, medical/health issues, and other personal characteristics is provided to transportation staff to assist in the orderly and safe transportation of a student protected by the provisions of the Family Educational Rights and Privacy Act (FERPA). Transportation staff shall be trained regarding confidentiality requirements.

Pick-up and Drop-off Locations

The OUHSD Transportation Department will route special needs buses to pick and drop off on the right side only. Therefore, no student will have to be escorted across the street. In the event an unforeseen circumstance should require a student to be escorted across the street, the driver shall comply with provisions of Vehicle Code 22112.

Parents should have students ready for AM pick up 10 minutes prior to the stop time. Students shall be at the school bus stop (usually in front of house on side walk curb), 10 minutes before stop time. Parents/Guardians shall not leave children unattended at the stop unless a waiver is submitted and approved by transportation.

Parent must notify transportation daily if students are not going to school because of illness or any other cause. If student does not ride the bus for three days, the school bus will cease servicing the stop until the parent/guardian calls transportation to restart services.

In the afternoon, when the school bus is dropping off students at home, parents must be present at the drop off time or students may be dropped off back at the school location, and parents/guardians will have to arrange for transportation home. The school bus driver shall not leave K – 3 students unattended at the stop. K – 3 students must have a parent, guardian or chaperone available before the bus driver will release any K – 3 student from the bus.

The transportation department must have parent approval and contact information of all adults, family members, guardians or chaperones who are approved to receive the child should the parent not be available. Parents shall notify the transportation department immediately upon changing contact or emergency contact information. Also, plan in advance if you will be moving or if your child will be using adaptive equipment so that your child does not have an interruption in transportation services.

Routing and Ride Times

OUHSD routes in the most cost effective and safe manner possible to minimize route time. Students may have early AM pick up times, even as early as 6:00 AM. As well, some students may have late drop off times, sometimes as late as 4:30 or 5:00 PM, depending on school bell times, the amount of students and their destinations. OUHSD attempts to route students to

experience a comfortable and timely trip from home to school. However, ride times can vary from 5 minutes to 2 hours depending on route configuration.

Loading and Unloading Zone Communication and Supervision

It's in the best interest of all to have as much supervision as possible in the school bus loading zones. Parents are encouraged to communicate with their school bus driver and must supervise students at the bus stops.

Transporting Children in Wheelchairs

Students who need transportation while seated in a wheelchair, should be seated in a wheelchair that meets regulations stipulated in 13 CCR 1293 and should be WC-19 (ANSI/RESNA) compliant. WC-19 chairs are designed for safe transport in vehicles with strong anchor points to secure them. Drivers and parents should routinely inspect wheelchairs for:

- Brake function
- Headrest position and securement to the chair.
- Securement of the seat and back of the chair to the frame.
- Chair size appropriate to student
- Footrests function for student's needs.
- Functioning anti-tip bars.
- Proper integrity of batteries.
- Positive locking positioning belt fasteners attachment to the chair frame (not Velcro).
- Tire and wheel condition and function.
- Book bag secure to chair (should be removed if heavy)
- When wheelchair condition compromises safety, driver may refuse transport. Local organizations can be a resource for the funding of needed repairs or a resource for temporary replacement. The district must ensure any noted defects are fixed before resuming transportation of the wheelchair.

Lap trays

Wheelchairs cannot be transported with their lap trays in position on the wheelchair. For safety reasons, all lap trays should be removed prior to transport and secured.

Oxygen Tanks

Oxygen tank types vary; please inform dispatch/transportation if your child will need transport with an oxygen tank. If oxygen is needed it is safer to transport oxygen detached from the wheelchair and secure it separately. The tank should be stowed in an area out of the impact zone. The district will need to provide appropriate training to load and unload all medical support equipment. Any change in medical equipment, or change in transportation as a related service, must be changed on the IEP. Sufficient notice should be given to the transportation department so as not to disrupt service (530-538-2300 ext.1109).

Transporting Children in Safety Vests, Car Seat, and Support Systems

Some students benefit from using a safety vest or car seat while being transported in a school bus. Usually when a student needs extra support, a safety vest or car seat may be used. This is beneficial when a student needs additional physical or behavioral support. Please consult with transportation and the IEP team if requesting the use of a safety vest or car seat. Car seats must be approved by the transportation department prior to being used on a school bus.

Driver-Parent-Teacher Communication

There is a direct link between a student's ability to communicate and a student's behavioral excess. When people have difficulty communicating, they tend to have frequent behavioral outbursts. We encourage our drivers to communicate with parents and teachers to understand our student's needs. If drivers learn about behaviors and know when and where they are likely to happen, they can plan positive behavioral interventions to guide and help teach better behavior. As drivers develop trust with each student, they are more likely to communicate in a positive manner. As we learn from teachers and parents about each student's home and school environment, we better understand how to support and teach our children to manage their own behaviors.

When drivers notice frequent student behavioral excesses on the bus, we ask them to ask the parents, teachers or administrators for information in regard to any changes in the school or home environment that may be causing behavioral excesses. Cooperation and collaboration will assist the driver-parent-teacher relationship and assist in teaching the student how to communicate to get his or her needs fulfilled.

When a pattern of behavioral problems exist that may require a disciplinary measure, a warning citation is written and transportation will notify the school site administration at the school in which the student attends and that school will contact the parent of the issue. Subsequent behavioral excesses may result in suspension of bus privileges. Transportation attempts to work with both the parent and teacher prior to suspending students from the school bus service.

Our goal is to be proactive and to develop a means to eliminate challenging behaviors before they occur. The focus is on reinforcing positive behavior instead of punishing negative behavior. This approach is especially true when the student's behavior is related to a disability and can be anticipated and planned for in advance. Therefore drivers are trained to observe and understand problem behaviors, such as where they occur and what function they serve for the child.

School Bus Safety Alert System

School busses and each school pupil activity busses shall be equipped with an operational child safety alert system. A child safety alert system is a device located at the interior rear of the vehicle that requires the driver to either manually contact or scan the device before exiting the vehicle, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting. Oroville Union High School bus drivers receive in-service training on this procedure and perform this check after completion of each route.

OROVILLE UNION HIGH SCHOOL DISTRICT
ADMINISTRATIVE SALARY SCHEDULE
FISCAL YEAR 2022/23

Initial placement on the Administrative Salary Schedule shall be at the discretion of the Board to secure properly qualified personnel. Maximum credit for prior experience shall be Step 5 on the schedule.

		Step 1	Step 2	Step 3	Step 4	Step 5	Step 8	Step 11	Step 14	Step 17	Step 20
		Longevity									
Principals - Comprehensive, Director of Education, Director of Alternative Education		121,015	124,244	127,471	130,699	133,922	138,273	142,767	147,050	151,462	156,007
	w/MA	121,645	124,874	128,101	131,329	134,552	138,903	143,397	147,680	152,092	156,637
	w/earned Doctorate	122,485	125,714	128,941	132,169	135,392	139,743	144,237	148,520	152,932	157,477
Continuation School Principal		106,103	110,346	114,762	119,352	124,125	128,159	132,324	136,295	140,384	144,595
	w/MA	106,733	110,976	115,392	119,982	124,755	128,789	132,954	136,925	141,014	145,225
	w/earned Doctorate	107,573	111,816	116,232	120,822	125,595	129,629	133,794	137,765	141,854	146,065
Assistant Principal - Comprehensive,		98,248	102,171	105,748	109,451	113,281	116,680	120,180	123,785	127,499	131,324
	w/MA	98,878	102,801	106,378	110,081	113,911	117,310	120,810	124,415	128,129	131,954
	w/earned Doctorate	99,718	103,641	107,218	110,921	114,751	118,150	121,650	125,255	128,969	132,794
Psychologist		86,277	89,298	92,424	95,588	99,008	101,978	105,036	108,187	111,433	114,775
	w/MA	86,907	89,928	93,054	96,218	99,638	102,608	105,666	108,817	112,063	115,405
	w/earned Doctorate	87,747	90,768	93,894	97,058	100,478	103,448	106,506	109,657	112,903	116,245

Longevity steps are for years of administrative service earned in this district only.

MASTERS DEGREE: \$630/YR > INCLUDED ABOVE
DOCTORATE: \$840/YR > INCLUDED ABOVE

EFFECTIVE: July 1, 2022
APPROVED:

APPENDIX "B"
OROVILLE UNION HIGH SCHOOL DISTRICT
CERTIFICATED SALARY SCHEDULE
SALARY SCHEDULE 2022/2023

STEP	Class I BA OR BA + 15	Class II MA OR BA + 30	Class III MA + 15 OR BA + 45	Class IV MA + 30 OR BA + 60	STEP
1	51,586	53,500	55,407	57,320	1
2	53,500	55,407	57,320	59,230	2
3	55,407	57,320	59,230	61,141	3
4	57,320	59,230	61,141	63,049	4
5	59,230	61,141	63,049	64,957	5
6	61,141	63,049	64,957	66,871	6
7	63,049	64,957	66,871	68,777	7
8	64,957	66,871	68,777	70,687	8
9	66,871	68,777	70,687	72,597	9
10	68,777	70,687	72,597	74,509	10
11	70,687	72,597	74,509	76,415	11
12	72,597	74,509	76,415	78,330	12
13		76,415	78,330	80,240	13
14			80,240	82,148	14
15			80,240	84,059	15
16/18			83,158	86,975	16/18
19/21			86,071	89,896	19/21
22/24			88,992	92,811	22/24
25/26			91,910	95,726	25/26
27+			97,744	101,562	27+

Longevity: After 15th, 18th, 21st, 24th, 26th and 27th year for Classes III and IV

Clad Credential for those hired prior to September, 1995 and who earned and filed proof of certification in the Superintendents office by September 10, 2005 will receive \$300 per year. **(Revision adopted 12-15-04)**

Masters Degree: \$600 per year (Pay one only)

Effective: July 1, 2022

Approved:

APPENDIX "C"
 OROVILLE UNION HIGH SCHOOL DISTRICT
 EXTRA DUTY SALARY SCHEDULE
 2022/23

EXTRA DUTY ASSIGNMENT	FACTOR	SALARY	MONTH PAID
Base		\$51,586	
(1) Ag - 12 month activities	0.090	4,643	Included in salary
(2) Ag - No project supervision	0.090	4,643	Included in salary
Student Activity Director	0.055	2,837	Dec - May
Subject Area Coordinators	0.040	2,063	Dec - May
Head Teacher - Continuation	0.090	4,643	Dec - May
Academic Decathlon	0.040	2,063	Dec - May
Journalism	0.060	3,095	Dec - May
Drama	0.055	2,837	Dec - May
Music	0.090	4,643	Dec - May
VICA Advisor	0.040	2,063	Dec - May
FHA Advisor	0.040	2,063	Dec - May
College Connection	0.040	2,063	Dec - May
Yearbook	0.060	3,095	Dec - May
FBLA Advisor	0.040	2,063	Dec - May
Mock Trial	0.040	2,063	Dec - May
Avid Coordinator	0.040	2,063	Dec - May
Link Crew	0.040	2,063	Dec - May
Reading Coordinator	0.040	2,063	Dec - May
Athletic Director - two release period	0.100	5,159	Included in salary
Baseball, Varsity	0.085	4,385	May
Baseball, Varsity Assist	0.040	2,063	May
Baseball, JV	0.070	3,611	May
Basketball, Varsity	0.085	4,385	Mar
Basketball, JV	0.070	3,611	Mar
Basketball, Frosh	0.060	3,095	Mar
Cross Country	0.070	3,611	Nov
(3)Field Hockey/Volleyball Varsity	0.085	4,385	Nov
Field Hockey/Volleyball JV	0.070	3,611	Nov
Field Hockey/Volleyball Frosh	0.060	3,095	Nov
Football, Varsity HEAD	0.095	4,901	Nov
Football, Varsity Assist (2)	0.070	3,611	Nov
Football, JV HEAD	0.070	3,611	Nov
Football, JV Assist	0.065	3,353	Nov
Football, Frosh, HEAD	0.065	3,353	Nov
Football, Frosh, Assist	0.055	2,837	Nov
Golf	0.070	3,611	May
Soccer, Varsity Head	0.085	4,385	Mar
Soccer, JV Head	0.070	3,611	Mar

Softball, Varsity	0.085	4,385 May
Softball, Varsity Assist	0.040	2,063 May
Softball, JV	0.070	3,611 May
Swimming	0.070	3,611 Nov
Tennis	0.070	3,611 Nov - Girls Paid / May - Boys Paid
Track, HEAD	0.085	4,385 May
Track, Assist	0.070	3,611 May
Wrestling, HEAD	0.085	4,385 Mar
Wrestling, Assist	0.070	3,611 Mar
Cheer Coach	0.080	4,127 Dec - May
Percussion Director	0.040	2,063 Dec - May
Flag Coordinator	0.040	2,063 Dec - May
HOME & HOSPITAL		\$31.39 Hourly
SUMMER SCHOOL	STEP 1	\$34.35 Hourly
AND SATURDAY SCHOOL	STEP 2	\$36.05 Hourly
	STEP 3	\$37.86 Hourly
	STEP 4	\$39.72 Hourly
	STEP 5	\$41.71 Hourly
After school IEP or Section 504 Meeting		\$65.80 Hourly

- (1) Limited to three (3) employees
- (2) Limited to one (1) employee
- (3) School may participate in either sport, but not both
- (4) Link Crew - Limited to two (2) employees per comprehensive site

DRAMA: Full program consists of at least two (2) major productions per year

MUSIC: Includes both instrumental and vocal

SUBJECT AREA COORDINATORS: Each comprehensive high school will pay nine (9) stipends. Subject Area Coordinators will be determined by Site Administration. (The subject areas that the State of California will hold districts responsible for (e.g., frameworks, state-mandated testing) will be included).

EXTRA DUTY: Hourly extra duty pay for all curriculum activities will be compensated at Step 3 of the existing summer school salary rate.

AVID & READING COORDINATOR: To be funded from categorical programs upon availability of funding.

BEGINNING TEACHER INDUCTION MENTOR: The parties agree that the District will provide a stipend of one-thousand dollars (\$1000) to each teacher who mentors a beginning teacher in the Beginning Teacher Induction Program (formerly, BTSA), with an additional seven-hundred fifty dollars (\$750) for each additional teacher mentored.

OUTSIDE AGENCY PAYMENTS: Whenever an outside agency pays the District for the services of a District employee, the amount of the stipend will be determined by the funds received from the outside agency, minus the District's payroll driven costs.

EFFECTIVE: July 1, 2022

APPROVED:

APPENDIX "D"
OROVILLE UNION HIGH SCHOOL DISTRICT
ADULT ED SALARY SCHEDULE
2022/23

STEP	DS	PP,SE, GS, SS
1	33.30	34.80
2	34.31	35.85
3	35.38	36.92
4	36.40	38.04
5	37.47	39.15
6		40.37
7		41.56
8		42.81

Adult School teachers must work a minimum of 35 hours per school year to move down the next step on the salary schedule. These movements shall be effective on July 1st of each school year.

Maximum placement for a new teacher - 3rd step

Substitute teacher pay rate - \$24.91

CREDENTIALS

- DS Designated Subject (Vocational Education, Adult Education / Part-time or full-time)
- SS Standard Secondary
- GS General Secondary
- SE Standard Elementary
- PP Pupil Personnel

EFFECTIVE: July 1, 2022

APPROVED:

APPENDIX "A"
 OROVILLE UNION HIGH SCHOOL DISTRICT
 2022-2023 Classified Salary Schedule (Hourly) and Job Classifications

Step	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	15.00	15.00	15.00	15.00	15.08	15.53	16.00	16.48	16.97	17.48	18.01	18.55	19.10	19.68
2	15.00	15.00	15.00	15.00	15.47	15.93	16.41	16.90	17.41	17.93	18.47	19.03	19.60	20.18
3	15.00	15.00	15.00	15.10	15.84	16.32	16.80	17.31	17.83	18.36	18.91	19.48	20.07	20.67
4	15.00	15.00	15.00	15.48	16.26	16.75	17.25	17.77	18.30	18.85	19.42	20.00	20.60	21.22
5	15.00	15.00	15.10	15.85	16.63	17.13	17.64	18.17	18.72	19.28	19.86	20.45	21.07	21.70
6	15.00	15.00	15.48	16.27	17.08	17.59	18.12	18.66	19.22	19.80	20.39	21.01	21.64	22.29
7	15.00	15.11	15.86	16.64	17.48	18.00	18.54	19.10	19.67	20.26	20.87	21.50	22.14	22.81
8	15.00	15.49	16.28	17.09	17.91	18.45	19.00	19.57	20.16	20.76	21.39	22.03	22.69	23.37
9	15.13	15.87	16.66	17.49	18.35	18.90	19.47	20.05	20.65	21.27	21.91	22.57	23.25	23.94
10	15.49	16.29	17.09	17.96	18.81	19.37	19.96	20.55	21.17	21.81	22.46	23.13	23.83	24.54
11	15.88	16.69	17.50	18.36	19.29	19.87	20.46	21.08	21.71	22.36	23.03	23.72	24.44	25.17
12	16.30	17.10	17.96	18.84	19.79	20.38	21.00	21.63	22.27	22.94	23.63	24.34	25.07	25.82
13	16.70	17.50	18.40	19.30	20.26	20.87	21.49	22.14	22.80	23.49	24.19	24.92	25.66	26.43
14	17.11	17.97	18.84	19.80	20.74	21.36	22.00	22.66	23.34	24.04	24.76	25.51	26.27	27.06
15	17.51	18.41	19.31	20.31	21.26	21.90	22.55	23.23	23.93	24.65	25.39	26.15	26.93	27.74
16	17.98	18.85	19.80	20.78	21.83	22.48	23.16	23.85	24.57	25.31	26.07	26.85	27.65	28.48
17	18.41	19.32	20.32	21.28	22.36	23.03	23.72	24.43	25.17	25.92	26.70	27.50	28.32	29.17
18	18.86	19.82	20.78	21.87	22.93	23.62	24.33	25.06	25.81	26.58	27.38	28.20	29.05	29.92
19	19.32	20.32	21.29	22.38	23.47	24.17	24.90	25.65	26.42	27.21	28.02	28.87	29.73	30.62
20	19.82	20.82	21.89	22.94	24.08	24.80	25.55	26.31	27.10	27.92	28.75	29.62	30.50	31.42
21	20.33	21.29	22.43	23.54	24.71	25.45	26.21	27.00	27.81	28.65	29.51	30.39	31.30	32.24
22	20.82	21.89	22.96	24.09	25.30	26.06	26.84	27.65	28.48	29.33	30.21	31.12	32.05	33.01
23	21.31	22.39	23.55	24.73	25.93	26.71	27.51	28.33	29.18	30.06	30.96	31.89	32.85	33.83
24	21.91	22.96	24.10	25.38	26.60	27.40	28.22	29.07	29.94	30.84	31.76	32.71	33.70	34.71
25	22.43	23.55	24.73	25.95	27.24	28.06	28.90	29.77	30.66	31.58	32.53	33.50	34.51	35.54
26	22.99	24.12	25.34	26.62	27.95	28.79	29.65	30.54	31.46	32.40	33.37	34.37	35.41	36.47
27	23.58	24.74	25.96	27.29	28.64	29.50	30.38	31.30	32.23	33.20	34.20	35.22	36.28	37.37
28	24.14	25.34	26.63	27.97	29.33	30.21	31.12	32.05	33.01	34.00	35.02	36.07	37.15	38.27
29	24.73	25.96	27.27	28.63	30.06	30.96	31.89	32.85	33.83	34.85	35.89	36.97	38.08	39.22
30	25.35	26.60	27.94	29.34	30.81	31.73	32.69	33.67	34.68	35.72	36.79	37.89	39.03	40.20
31	25.99	27.27	28.65	30.08	31.58	32.53	33.50	34.51	35.54	36.61	37.71	38.84	40.00	41.20
32	26.63	27.95	29.35	30.83	32.37	33.34	34.34	35.37	36.43	37.53	38.65	39.81	41.01	42.24

LONGEVITY: Beginning 7th year - 3% per month additional

EFFECTIVE: July 1, 2022

APPROVED:

OROVILLE UNION HIGH SCHOOL DISTRICT
CONFIDENTIAL/SUPERVISORY UNIT SALARY SCHEDULE
FISCAL YEAR 2022/23

Position (Monthly Salary)	Paid Days	A	B	C	D	E	7th	10th	13th	16th	19th	22nd	25th	28th	31st
Director of Facilities, Information Technology and Transportation	260	7,188	7,547	7,924	8,320	8,736	8,998	9,269	9,546	9,832	10,128	10,432	10,744	11,067	11,399
Executive Assistant	260	4,647	4,879	5,123	5,379	5,648	5,818	5,993	6,173	6,358	6,547	6,745	6,948	7,156	7,369
Senior Personnel Technician	260	4,476	4,698	4,935	5,180	5,440	5,603	5,770	5,944	6,123	6,305	6,494	6,690	6,890	7,096
Sr. Budget & Accounting Technician															
Payroll Technician															
Acct Payable & Purchasing Technician	260	3,571	3,939	4,134	4,342	4,557	4,694	4,834	4,981	5,128	5,284	5,442	5,605	5,773	5,946
Budget & Accounting Technician															
Position (Hourly Rate)	Paid Days	A	B	C	D	E	7th	10th	13th	16th	19th	22nd	25th	28th	31st
Food Service Director	240	29.19	30.66	32.20	33.84	35.49	36.55	37.66	38.79	39.97	41.15	42.39	43.66	44.97	46.32
Educational Services Technician	240	19.15	20.12	21.09	22.19	23.27	23.98	24.70	25.43	26.21	26.99	27.81	28.64	29.51	30.40
Administrative Technician	240	18.25	19.19	20.13	21.16	22.19	22.85	23.54	24.24	24.97	25.72	26.49	27.29	28.11	28.95

*Director of Facilities, Information Technology, and Transportation receives 20 Vacation days per year
Hourly equivalent rates are computed on the basis of a 40 hour week and 173.33 hours per month

Effective: July 1, 2022
Approved:



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Las Plumas High School	04 61515 0434803	6/8/2022	06/22/2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan is to increase student engagement, better prepare students for college and career readiness, and improve data collection and analysis.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

We have given surveys to students and teachers to determine student engagement with staff (Power of Being Seen) and school culture (Culture). Las Plumas High School collects a variety of stakeholder feedback throughout the year. Students, parent, staff, and community members have been provided the opportunity to provide feedback through various district and school surveys. Students provided feedback by completing the California Healthy Kids Survey (CHKS) and OUHSD LCAP survey. For 2020-21, 60% of our 9th and 11th graders took the Healthy Kids survey. On the 20-21 survey, 57% of students reported school connectedness, 58% reported a caring adult relationship, 67% reported high expectations, 64% reported perceived school safety, 84% reported low violence victimization, 77% reported no harassment, 83% reported no mean rumors, and 90% reported no fear of getting beat up. Areas of growth identified were Academic Motivation (56%) and Meaningful Participation (24%). For 20-21 there were no parents or staff that completed the 20-21 Healthy Kids Survey. We also surveyed our certificated and classified staff on their understanding of the school Mission and Vision. 57 staff members responded to the survey and after analyzing the data, 87% reported that they can explain our school vision to statement, 91% reported that the school vision clearly articulates what we aspire to be as a school, and 95% reported that they support the continued use of our vision as a foundational component of the school's strategic direction in the future. Stakeholders on our site Culturally Responsive Positive Behavior Intervention and Support (CR-PBIS) team also completed the Tiered Fidelity Inventory survey. Our team composition included administration, special education teachers, counseling, social workers, school psychologist, students, and a parent. The survey was first completed to check on our initial PBIS efforts, creating Action Plans for improvement, and for implementing our progress over time. The scoring criteria desired for the survey to provide positive outcomes is 70% or higher. Our team scored ourselves at 57% with our initial implementation. Parents also completed the Oroville Union High School district LCAP survey.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administrators conduct weekly walkthroughs of various classrooms using approved Walkthrough form. Feedback will be provided to teachers. Administrators perform informal and formal observations of staff throughout the year. On a weekly basis, we entered classrooms to observe evidence of Rules and Expectations, Instruction, and Student Engagement. A CR-PBIS Google form was filled out by the administrator and emailed to the teacher, sharing the feedback and evidence of the observation. Additional information was also emailed separately to the teacher to add context to the CR-PBIS observation form and to invite further discussion and support to the teacher if desired. Informal observations were non-evaluative and used as artifacts submitted to the California department of justice. Formal observations and evaluations occur once each semester for probationary teachers, and once a year for teachers reaching permanent status. Permanent teachers are formally evaluated once every two years, until they have taught more than ten years in the district. Teachers with more than ten years of experience are evaluated once every five years. During the formal evaluation process, teachers meet with an administrator who was assigned to them to review the contractual language and criteria needing to be met with the evaluation. At the

pre conference meeting, goals and objectives are discussed as well a date set for the formal observation. Written feedback is provided to the teacher within ten school days and a post conference meeting is scheduled. Feedback from the evaluation process is requested from the teacher and professional development opportunities are discussed. From the formal and informal observation and working in collaboration with teachers, administrators highlight effective and engaging tier 1 teaching strategies observed in classrooms and teachers share effective instructional practices with their colleagues. Outside professional development is also offered in Culturally and Linguistic Teaching and Learning (CLRTL). Up to 10 teachers have the opportunity to participate in binder studies and coach observed implementation of CLRTL strategies and best practices. Opportunities to debrief with a CLRTL coach/mentor is also available.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Assessments are discussed during biweekly PLC time. Best instructional practices are discussed during biweekly staff meetings. Core subject areas use benchmark assessments to check for student understanding. State and site assessments are used to modify instruction to improve student achievement at Las Plumas. State testing data (CAASPP) from the previous year is analyzed for areas of strength and areas of growth. Grade level teams and subject area teams have identified essential standards to be taught throughout the year, and the scope and sequence for teaching the essential standards are discussed in team-led PLC collaboration. Common and summative assessments are continually being updated and designed by teachers using established essential standards. Re-teaching of essential concepts is prioritized based on the collaborative data discussions held by the team. District benchmarks are administered in ELA and Social Science courses using Illuminate. The summative data from the district benchmark is disaggregated and analyzed when monitoring the effectiveness of quality first instruction and common formative assessment data previously analyzed by the collaborative team. Students are involved in the assessment process by reviewing their performance on common formative assessments and district benchmarks, and identifying their learning of essential standards through mastery, proficiency, and where they did not meet proficiency. Co-teaching is a strength at Las Plumas within ELA, Math, and Science courses. Quality first instruction provided to students on IEPS has increased overall performance on standardized assessments. MAP testing is used the first 2 weeks of school to appropriately place students needing additional supports in English, Power Reading, and Math. PSATs are offered to 10th grade students in preparation of the SATs and AP tests are administered to students each May. ASVAB testing is also administered to students interested in a career in the armed services.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers in collaborative grade level or department level teams have worked on creating common formative assessments to respond and intervene quickly to student learning. Collaborative team time is provided 2-3 times per month and teams document their progress in a shared PLC planner that is monitored by site administration. Student assessment data analysis is prioritized as teams look to improve quality first instruction and respond to students who didn't learn the essential skills and standards the first time. Beginning of the year staff-led training has focused on the importance of collecting and analyzing data. Illuminate training was offered 3 times this year for staff to get comfortable using the new data collecting assessment tool.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Las Plumas High School prides itself on providing highly qualified teachers in the classroom. Administrative support is provided to all teachers, especially new teachers to the district. New teachers are invited to attend an orientation to start the school year where administrators lead the orientation and provide information regarding Mission and Vision, Collective Commitments, District forms and information, PBIS overview, District safety plan, and other pertinent site information and products. New teachers are also part of the induction program through San Diego County office of education under the guidance of the OUHSD Director of Education. OUHSD also offers exceptional insurance coverage and a competitive pay scale comparative to schools in the surrounding areas.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Las Plumas teachers are properly credentialed and have access to sign up for professional development opportunities provided by our Director of Education. Teachers may also request professional development opportunities through the observation and evaluation process. When appropriate, training was provided by Las Plumas staff in the areas of the AERIES information system, CR-PBIS, and CLRTL.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

District staff development has focused on Leading PLCs at work. District wide training was provided by Solution Tree author and PLC associate Janel Keating to all administrators and staff at an all district meeting at the beginning of the year. Focus was placed on determining essential standards, the power of collective efficacy, the PLC work layered around the four critical questions, essential elements for creating a system of interventions, team analysis of common assessment processes, and PLC structures for success. All departments, including singletons, are supported with time built in to the schedule to collaborate around PLC staff development. Additional release time is provided to teams to grade and review district benchmark data and provide analysis. Products that provide examples of quality first instruction and engaging lessons are emphasized as PLC collaborative teams work towards closing achievement gaps. The guiding coalition of PLC teachers leaders have begun to identify key areas where achievement gaps persist, and have begun to develop an actionable plan that included Culturally and Linguistically teaching as well as Culturally Responsive Positive Behavior Interventions and Supports to meet the needs of students.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Through informal observations and staff meetings, teachers at Las Plumas have the opportunities to share best practices to improve student learning. Instructional coaches are provided to Las Plumas staff who participate as cadre members with Culturally and Linguistically teaching and Learning. Additionally, when one cadre finishes the binder study and receive CLRTL instructional feedback, they provide coaching to the new cadre of teachers in the CLRTL program. On-going technology instruction is also provided to teachers with Illuminate assessment trainings as well as Teachers Training Teachers which was first utilized a few years ago at the beginning of COVID.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate in PLCs on a biweekly basis

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum and instruction alignment begins in collaborative department and grade level teams. Essential standards are identified and broken down into student friendly learning targets. The scope and sequence of instruction is determined by the learning cycles and the time allotted to mastery and proficiency of essential standards. An emphasis is placed on all course material being California Standards based when available. National standards curriculum is used for courses that do not have available California standards. Development of common formative assessments is emphasized when developing grade level and department level assessments. Summative assessments should align to District Benchmarks developed by the ELA, Social Science, Math, and Science departments.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are available to all students at Las Plumas High School. Some courses utilize digital standards-based instructional materials, while others utilize print. When new curriculum is adopted (NGSS, Health, Common Core, etc.), the curriculum and supporting curriculum is adopted. All students have access to core subject curriculum as well as CTE and ELD board adopted curriculum. All students of IEPs and 504s have access to standards-based curriculum. Tutorial support classes also have additional standards-based materials to assist students with instruction and assessment. Textbooks are available as class sets and also available for students to check out from the student store. All students have access to board adopted standards-based digital curriculum provided via chromebooks.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

State board of education material is provided to all students as well as standards-aligned instructional materials in all core courses to meet A-G requirements. Students have access to credit recovery opportunities through Oroville Adult Education and OUHSD Summer School.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Las Plumas has 2 bilingual para educators to support students that have been classified or designated in Spanish and Hmong. Translation services are provided by the bilingual para educators when needed and appropriate. Our ELD teacher works with the district ELD coordinator and utilizes our testing coordinator with annual ELD assessments for redesignated and reclassification. Students on IEPs have access to tutorial support classes as well as co-taught classes. IEP teams and SST teams help determine any barriers for students and families, and develop research based alternatives to support students in need. All students have access to advanced level AP and honors courses, as well as after school tutoring opportunities. In addition to school day support, students have access to standards-based district online resources including: English 3D, Read 180, System 44, TCI-Social Science Curriculum, MY ELD Companion, MyPerspectives ELA curriculum, and Tutor.com. Students are provided the opportunity to learn in a Least Restrictive Environment and also provided the SDAIE scaffolds and supports as well as Universal Designed for Learning. Incoming freshmen are provided an orientation to connect with upperclassmen in our Link Crew program. The Link Crew program introduces incoming freshmen to the school and provides an opportunity to learn the culture of the school. School tours, class schedules, and sports and club teams are on site and available for students to sign up for during the orientation.

Evidence-based educational practices to raise student achievement

Evidence based practices are used to raise student achievement. Innovative practices are shared at every staff meeting. OUHSD partners with the California State University, Chico to place student teachers and co-teachers in selected English, math and science and SPED classrooms. The university participants and the district teachers receive support and professional development while participating in the program.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Quality first instruction is emphasized in staff and department level meetings. Training in CR-PBIS and CLRTL strategies help create a safe school climate. Standards-based instruction and common Core strategies help raise student achievement and close achievement gaps. PLC time emphasizes common formative assessment and team analysis of student assessment data around the four questions of PLC. Response to Intervention in PLC teams determine best practices to support students who didn't learn the essential standards the first time. Co-teachers have proven effective with student achievement and fewer disciplinary problems in class.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Las Plumas High school provides many resources to support under-achieving students. Our Counseling team reviews academic transcripts and schedules SST meetings for students in need of academic and behavioral support. Two district social workers are available to meet with students on site each day. Working with the assistant principal and social workers, Las Plumas has 2 Targeted Case managers who are available to assist students in need of a reset and also to work with families and monitor student attendance, behavior, and credits. The targeted case managers provide classroom support, go on home visits with the assistant principal, and provide district and community resources to struggling students and families. Our school psychologist and special education department advocates for students with disabilities and ensures that all IEPs are appropriately followed. Our College and Career technician works with the counseling department to help create 4 year plans for all students, assist with AP workshops, assists students with mentor applications, adult course and career assessments. Assists students in developing resumes, completing college applications, and working with college and career exploration software and other work related documents. Teachers are available on Monday, Tuesday, Thursday, and Friday for before school consultation and to assist with any educational needs of the students. One Friday a month is set aside for SEL lessons to help students. Topics this year include; Anger management, mental health, and responsible decision making. SEL topics and slide presentations were posted on the district webpage for families to view beforehand. The assistant principal monitors student attendance and works with families to schedule site attendance meetings and also to recommend district attendance meetings where barriers to school attendance can be discussed. The OUHSD Supportive School Climate Committee meets 3 times per year to ensure equitable discipline policies are in place and shared with the community. The CR-PBIS coordinator leads the work with the site team on the implementation of CR-PBIS with fidelity.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are providing services that enable underperforming students to meet standards as outlined in ESEA.

Fiscal support (EPC)

OUHSD allocates funding to support all students in order to meet California School Dashboard Indicators. All goals and actions to improve education at Las Plumas High or increase services at Las Plumas High are outlined in the OUHSD Local Control Accountability Plan (LCAP).

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Las Plumas School Site Council meets monthly and oversees the academic and cultural progress for our school. Data is reviewed and shared with staff bi-weekly at the Collaboration time. School data is also shared with the community at Supportive School Climate Committee meetings, held three times a year. School and District data is shared with the community during monthly Board of Trustee meetings, as well as LCAP Educational Partner meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Offering more dual enrollment classes that lead to college credit would benefit our high achieving students. LPHS currently has three classes (Vet Skills, Animal Science and Farm Management) that are eligible for dual enrollment for Butte College. For the 22-23 school year, LPHS is working with Butte College to offer dual enrollment courses in Ag, math and music.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	304	359	377
Grade 10	315	286	332
Grade 11	236	284	282
Grade 12	218	211	254
Total Enrollment	1,073	1,140	1,245

Conclusions based on this data:

1. After a period of declining enrollment, the student population has stabilized. There has been a shift in students to the newly formed Distance Learning Independent Study program. Projections for the 22-23 school year see stable enrollment.
2. School-wide goals:
 1. Improve School Culture
 2. Increase College and Career Readiness.
 3. Improve data collection and analysis.
 4. Increase parent engagement

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	27	31	43	2.5%	2.7%	3.5%
Fluent English Proficient (FEP)	187	200	200	17.4%	17.5%	16.1%
Reclassified Fluent English Proficient (RFEP)	9	1	2	22.5%	3.7%	6.5%

Conclusions based on this data:

1. English Language Learners
All teachers received instruction on SDAIE instructional practices. This is in response to the insufficient progress of the EL population. Additionally, the program has changed courses focused by grade level, to courses focused on English fluency level. Students also receive instruction as a support to core classes. The overall number of EL students has decreased, partly due to the fact that more students are being Reclassified Fluent English Proficient.
2. Data and reclassification in the 19-20 school year was affected by COVID-19.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	234	221	277	221	211	133	221	211	133	94.4	95.5	48.0
All Grades	234	221	277	221	211	133	221	211	133	94.4	95.5	48.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2584.	2592.	2572.	19.46	22.75	21.05	32.13	35.07	29.32	28.96	22.27	27.07	19.46	19.91	22.56
All Grades	N/A	N/A	N/A	19.46	22.75	21.05	32.13	35.07	29.32	28.96	22.27	27.07	19.46	19.91	22.56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	26.24	27.01	22.56	49.32	46.45	53.38	24.43	26.54	24.06
All Grades	26.24	27.01	22.56	49.32	46.45	53.38	24.43	26.54	24.06

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	23.74	36.49	21.80	50.68	43.13	52.63	25.57	20.38	25.56
All Grades	23.74	36.49	21.80	50.68	43.13	52.63	25.57	20.38	25.56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	14.55	17.54	8.27	70.00	64.45	75.94	15.45	18.01	15.79
All Grades	14.55	17.54	8.27	70.00	64.45	75.94	15.45	18.01	15.79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	30.45	28.44	22.56	49.09	52.61	62.41	20.45	18.96	15.04
All Grades	30.45	28.44	22.56	49.09	52.61	62.41	20.45	18.96	15.04

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. ELA CAASPP results indicate that there is room for growth.
2. Overall, ELA has been an area that has improved over the past 3 years.
3. Data is not available after the 18-19 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	234	221	277	224	211	123	224	211	123	95.7	95.5	44.4
All Grades	234	221	277	224	211	123	224	211	123	95.7	95.5	44.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2541.	2548.	2521.	7.14	4.74	2.44	13.39	15.64	16.26	26.79	30.81	26.02	52.68	48.82	55.28
All Grades	N/A	N/A	N/A	7.14	4.74	2.44	13.39	15.64	16.26	26.79	30.81	26.02	52.68	48.82	55.28

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	11.61	9.48	2.44	24.55	30.81	47.15	63.84	59.72	50.41
All Grades	11.61	9.48	2.44	24.55	30.81	47.15	63.84	59.72	50.41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	8.93	8.53	5.69	48.21	53.55	71.54	42.86	37.91	22.76
All Grades	8.93	8.53	5.69	48.21	53.55	71.54	42.86	37.91	22.76

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	9.82	8.06	5.69	55.80	54.50	69.92	34.38	37.44	24.39
All Grades	9.82	8.06	5.69	55.80	54.50	69.92	34.38	37.44	24.39

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Math performance has lagged, compared to ELA.
2. Most students do not take advanced Math courses, beyond the graduation requirement and are not enrolled in a Math class during grade 11, the year that the CAASPP is administered.
3. Data has not changed since the 18-19 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	1545.3	1534.5	*	1531.9	1511.5	*	1558.2	1556.9	*	12	22
10	*	*	*	*	*	*	*	*	*	*	6	9
11	1557.4	*	*	1535.7	*	*	1578.5	*	*	11	*	10
12	*	*	*	*	*	*	*	*	*	*	5	*
All Grades										28	26	42

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	4.55	*	66.67	40.91	*	25.00	40.91		8.33	13.64	*	12	22
10	*	*	*	*	*	*		*	*		*	*	*	*	*
11	*	*	*	*	*	*	*	*	*		*	*	11	*	*
12	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	11.54	14.29	50.00	61.54	42.86	*	19.23	33.33		7.69	9.52	28	26	42

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	8.33	13.64	*	66.67	45.45		16.67	27.27		8.33	13.64	*	12	22
10	*	*	*	*	*	*		*	*		*	*	*	*	*
11	*	*	*	*	*	*		*	*		*	*	11	*	*
12	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	60.71	26.92	19.05	39.29	50.00	47.62		15.38	23.81		7.69	9.52	28	26	42

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	9.09	*	33.33	27.27	*	58.33	40.91	*	8.33	22.73	*	12	22
10	*	*	*	*	*	*	*	*	*		*	*	*	*	*
11	*	*	*	*	*	*	*	*	*		*	*	11	*	*
12		*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	7.69	11.90	39.29	34.62	35.71	39.29	53.85	35.71	*	3.85	16.67	28	26	42

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	9.09	*	91.67	72.73		8.33	18.18	*	12	22
10	*	*	*	*	*	*		*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	11	*	*
12	*	*	*	*	*	*		*	*	*	*	*
All Grades	50.00	7.69	9.52	46.43	80.77	73.81	*	11.54	16.67	28	26	42

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	75.00	45.45	*	16.67	36.36		8.33	18.18	*	12	22
10	*	*	*	*	*	*		*	*	*	*	*
11	*	*	*	*	*	*		*	*	11	*	*
12	*	*	*		*	*		*	*	*	*	*
All Grades	89.29	80.77	47.62	*	11.54	40.48		7.69	11.90	28	26	42

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	8.33	4.55	*	66.67	59.09	*	25.00	36.36	*	12	22
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	11	*	*
12		*	*	*	*	*	*	*	*	*	*	*
All Grades	*	7.69	11.90	57.14	80.77	57.14	*	11.54	30.95	28	26	42

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	22.73	*	91.67	59.09		8.33	18.18	*	12	22
10	*	*	*	*	*	*		*	*	*	*	*
11	*	*	*	*	*	*		*	*	11	*	*
12		*	*	*	*	*		*	*	*	*	*
All Grades	46.43	11.54	23.81	53.57	84.62	64.29		3.85	11.90	28	26	42

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Performance on the ELPAC has improved during the period of analysis.
2. Administration of the ELPAC during COVID-19 was changed, with responsibility shifting away from a Testing Coordinator and to teachers and the Director of Education Services.
3. LPHS hired a testing coordinator to assist with administering assessments late in the 21-22 school year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1245	67.7	3.5	1.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	43	3.5
Foster Youth	16	1.3
Homeless	21	1.7
Socioeconomically Disadvantaged	843	67.7
Students with Disabilities	171	13.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	23	1.8
American Indian or Alaska Native	99	8.0
Asian	85	6.8
Filipino	8	0.6
Hispanic	311	25.0
Two or More Races	46	3.7
Native Hawaiian or Pacific Islander	7	0.6
White	653	52.4

Conclusions based on this data:

1. The student population is not significantly ethnically diverse.

2. The Socio-economically disadvantaged population is high and there are significant needs related to that population.
3. Resources that serve the socio-economically disadvantages population are limited and the need exceeds the ability to serve those students.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Yellow	Suspension Rate  Orange
Mathematics  Yellow		
College/Career  Yellow		

Conclusions based on this data:

1. Suspension Rate data has been an area of concern. Dis-aggregation of this data is underway.
2. The OUHSD District Discipline Plan is being updated, with consideration to cultural, racial, behavioral and social-emotional supports, as well as fully implementing PBIS.
3. The District and school are implementing Culturally Responsive Teaching and Learning (CRTL), as well as Culturally Responsive Positive Behavioral Intervention Strategies (CR-PBIS).

School and Student Performance Data

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 11.6 points above standard Increased ++8.1 points 213	 No Performance Color 62.5 points below standard Maintained -0.3 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 42.3 points below standard Declined Significantly -60.5 points 11	 Orange 5 points below standard Maintained -0.6 points 146	 No Performance Color 85.5 points below standard Declined Significantly -18.6 points 24

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 20.1 points below standard Increased ++10.6 points 15	 No Performance Color 48.1 points above standard Increased Significantly ++20.4 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 12.9 points below standard Increased Significantly ++22.2 points 58	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 25.8 points above standard Increased ++10.4 points 109

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 9	11.4 points above standard Maintained -0.7 points 173

Conclusions based on this data:

1. Significant resources have been allocated to improving instructional practices. These practices must be implemented with fidelity to a greater degree.
2. The Socio-economically disadvantaged population has been an area of concern, with regard to dashboard indicators.

School and Student Performance Data

Academic Performance Mathematics

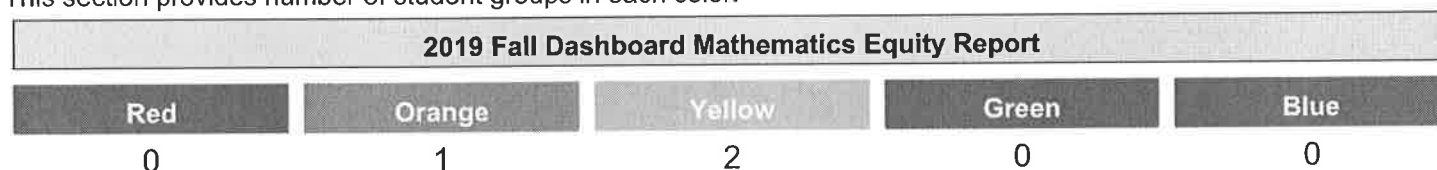
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
					
Yellow		No Performance Color		No Performance Color	
77.6 points below standard		108.1 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased ++4 points		Increased Significantly ++22.2 points		3	
213		11			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Orange		No Performance Color	
106.1 points below standard		88.5 points below standard		124.1 points below standard	
Declined Significantly -36.5 points		Maintained -2.5 points		Declined -12.4 points	
11		146		24	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 103.5 points below standard Declined Significantly -21 points 15	 No Performance Color 41.4 points below standard Increased ++4.6 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 91.4 points below standard Increased Significantly ++27 points 58	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 69.5 points below standard Increased ++3 points 109

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 9	80.8 points below standard Declined -4.5 points 173

Conclusions based on this data:

1. Socio-Economically Disadvantaged student performance in Math is a major concern.
2. Overall, Math skills are low, when student enter 9th grade.
3. A large number of students begin well below grade level and do not reach the proficiency required to perform well on the CAASPP.

School and Student Performance Data

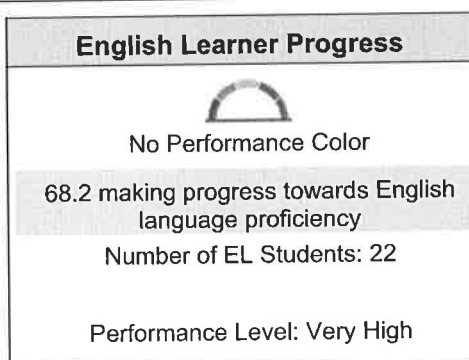
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	31.8		68.1

Conclusions based on this data:

1. The number of ELL students has decreased, over time. The proficiency levels have also risen. This is due to the fact that there are fewer newcomers moving to Oroville. Lower opportunities for employment are a likely factor.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	262	100
African American	6	2.3
American Indian or Alaska Native	17	6.5
Asian	25	9.5
Filipino	2	0.8
Hispanic	68	26
Native Hawaiian or Pacific Islander		
White	139	53.1
Two or More Races	5	1.9
English Learners	7	2.7
Socioeconomically Disadvantaged	192	73.3
Students with Disabilities	36	13.7
Foster Youth	6	2.3
Homeless	25	9.5

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	3	1.1
African American		
American Indian or Alaska Native	1	5.9
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	2	1.4
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	2	1
Students with Disabilities	0	0
Foster Youth		
Homeless	1	4

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native	0	0
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	55	21
African American		
American Indian or Alaska Native	4	23.5
Asian	2	8
Filipino		
Hispanic	15	22.1
Native Hawaiian or Pacific Islander		
White	32	23
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	40	20.8
Students with Disabilities	4	11.1
Foster Youth		
Homeless	5	20

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	24	9.2
African American		
American Indian or Alaska Native	0	0
Asian	3	12
Filipino		
Hispanic	6	8.8
Native Hawaiian or Pacific Islander		
White	14	10.1
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	13	6.8
Students with Disabilities	0	0
Foster Youth		
Homeless	1	4

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	4	1.5
African American		
American Indian or Alaska Native	0	0
Asian	0	0
Filipino		
Hispanic	1	1.5
Native Hawaiian or Pacific Islander		
White	3	2.2
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	1	0.5
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	4	1.5
African American		
American Indian or Alaska Native	0	0
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	3	2.2
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	3	1.6
Students with Disabilities	1	2.8
Foster Youth		
Homeless	2	8

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	1	0.4
African American		
American Indian or Alaska Native	0	0
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	1	0.5
Students with Disabilities	0	0
Foster Youth		
Homeless	1	4

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	13	5
African American		
American Indian or Alaska Native	1	5.9
Asian	0	0
Filipino		
Hispanic	8	11.8
Native Hawaiian or Pacific Islander		
White	4	2.9
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	10	5.2
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. After analysis of College and Career Preparedness data, it was discovered that students were enrolled in Concurrent Enrollment courses at Butte College; however, the coding in Aeries was incorrect, resulting in under reporting data.
2. This error has been corrected and future data should more accurately reflect College and Career performance.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Chronic absenteeism is a major concern. School staff conducts home visits to figure out reasons for students being absent.
2. The SAART process provides additional support for students with the most chronic absence rates.
3. Dashboard data was not transferred to this template; however, rates for African American, native American, and Two or more races are an area of concern.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	262	234	0	89.3
English Learners	7		0	
Foster Youth	6		0	
Homeless	25	20	0	80
Socioeconomically Disadvantaged	192	170	0	88.5
Students with Disabilities	36	24	0	66.7
African American	6		0	
American Indian or Alaska Native	17	14	0	82.4
Asian	25	24	0	96
Filipino	2		0	
Hispanic	68	63	0	92.6
Native Hawaiian or Pacific Islander				
White	139	123	0	88.5
Two or More Races	5		0	

Conclusions based on this data:

1. The graduation rate has risen slightly.
2. The transient nature of our student population results in students being included in the cohort that move out of the area and do not enroll in school when they leave.
3. Nearly all students who are continuously enrolled graduate from the school.

School and Student Performance Data

Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	2	2	2	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Green	 No Performance Color
10.9	2.8	37.5
Declined -0.3	Declined -9	Increased +24.2
1143	36	16
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange	 Red	 Yellow
15.9	13.1	14
Declined -3.2	Maintained +0.1	Declined Significantly -3.2
69	831	157

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red	 Red	 Green	 No Performance Color
25	24	2.2	Less than 11 Students - Data
Increased +1.5	Increased +12.5	Declined -2	6
32	104	92	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 No Performance Color	 Orange
7.9	22.2	Less than 11 Students - Data	10.5
Declined Significantly -2.1	Increased +9.7	9	Declined -1.7
280	18		602

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	11.2	10.9

Conclusions based on this data:

1. Student discipline data is a major area of concern.
2. A Restorative Justice program is being implemented to address suspension and expulsion concerns.
3. The District Discipline plan has been modified and programs are being put in place during the 21-22 school year to address school climate and discipline concerns, as well as racial equity.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Improve school culture.

LEA/LCAP Goal

#2 Provide a safe, nurturing and supportive environment for all students using Culturally Responsive Positive Behavior Intervention Supports as a framework.

Goal 1

This goal is identified as Action Plan #1 in the 2021 WASC Self-Study.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Power of Being Seen Survey (staff)	approximately 50% of students are identifiable in at least 2 metrics (by staff)	85% of students are identifiable in at least 2 metrics (by staff)
Culture survey (students)	less than 50% students agree or strongly agree we have a good school culture	75% if students will agree or strongly agree on a positive school culture

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Games and activities provided during lunch by ASB
Freshmen orientation
Targeted Case Manager support for students in need
Community Circles
Social Work Support for students in need
Every 15 minutes program to discourage drinking and driving

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

General Fund
4000-4999: Books And Supplies
Incentives

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies proved very impactful for the students in attendance

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will increase the number of circles and will provide Restorative Training for Targeted Case Managers

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

College and Career Readiness

LEA/LCAP Goal

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

Goal 2

Increase College and Career Readiness

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASPP/Dashboard Indicators	2019-20 Data	Eliminate Red and Orange indicators on Dashboard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Improve student achievement in math and science by:
Reporting student progress toward graduation and dashboard indicators to the Site Council each quarter.

Develop a four-year plan for graduation for every student by:
Meeting with all 9th grade students to develop a four-year plan toward graduation.
Meeting annually with 10-12 grade students to update progress toward graduation.
Coordinating strategies and activities with the College/Career Readiness Technician.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,000	LCFF 2000-2999: Classified Personnel Salaries College and Career Technician

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

4 year plans were developed for every student

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We provided more college tours than were expected

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will provide tours specifically for foster/homeless students

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Improve data collection and analysis.

LEA/LCAP Goal

#1 Provide equitable educational opportunities for all students.

Goal 3

Improve data collection and analysis.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CTE Pathway Completers	20-21 Dashboard Data	Increase the number of CTE pathway completers to 25% of our graduates in the next two (2) years.
CTE Industry Certifications	20-21 Dashboard data	Increase CTE industry certifications by 20% over the next two (2) years.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity

Each department reviews student achievement in aggregate and disaggregated form.

Staff use DataZone, DNA Assessment, and Aeries for schoolwide assessment of student attendance and discipline.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4200

Source(s)

Title I Part A: Allocation
5000-5999: Services And Other Operating
Expenditures
Professional Development

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We did not do a good job collecting or assessing data

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

IO/DNA was not implemented

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$174,836.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$59,200.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$4,200.00

Subtotal of additional federal funds included for this school: \$4,200.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
General Fund	\$5,000.00
LCFF	\$50,000.00

Subtotal of state or local funds included for this school: \$55,000.00

Total of federal, state, and/or local funds for this school: \$59,200.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	174,836	174,836.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	5,000.00
LCFF	50,000.00
Title I Part A: Allocation	4,200.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	50,000.00
4000-4999: Books And Supplies	5,000.00
5000-5999: Services And Other Operating Expenditures	4,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	General Fund	5,000.00
2000-2999: Classified Personnel Salaries	LCFF	50,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,000.00

Goal 2
Goal 3

50,000.00
4,200.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 3 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Bill McCutchen	Other School Staff
Annie Baciorek	Classroom Teacher
Elizabeth Madison	Parent or Community Member
Bret Lawson	Classroom Teacher
Dave Croxell	Other School Staff
Sarah Fairbanks	Parent or Community Member
Lillie Madison	Secondary Student
Jacqueline Deadmore	Other School Staff
Lamar Collins	Principal
	Other School Staff
	Parent or Community Member
	Classroom Teacher
	Parent or Community Member
	Other School Staff
	Other School Staff
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

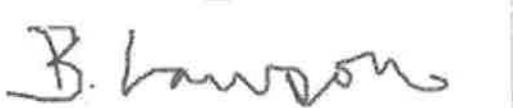
Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/8/2022.

Attested:

Principal, Lamar Collins on 06/8/2022

SSC Chairperson, Bret Lawson on 06/8/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

- a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
- b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fq/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fq/fo/af/>

Developed by the California Department of Education, January 2019

School Year:

2022-23



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oroville High School	04615150000000	05/20/2021	06/23/2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Every year, the Oroville Union High School District (OUHSD) gathers input at stakeholder meetings and through LCAP surveys that include district leadership, site administrators, teachers, classified staff, along with students and community members to create a strategic plan whose action items are aligned to the district's Local Control Accountability Plan (LCAP). In the LCAP, the district creates action items that support our four district-wide goals. Each action item is budgeted through the district's multiple funding categories (LCAP, Title 1, Title 3, etc.). The School Plan for Student

Achievement (SPSA) aligns with the district's LCAP. It outlines the goals and objectives based upon data analysis to ensure the success of each student at Oroville High School.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Oroville High School collects data from various stakeholders. Students, parents, and staff have the opportunity to provide feedback through the California Healthy Kids Survey (CHKS), our English Learner Advisory Committee (ELAC) Needs Assessment, as well as the OUHSD LCAP Surveys. In the 2020-21 school year, 61% of students took the California Health Kids Survey in grade 9 and grade 11. On the 2020-21 survey over 70% of students surveyed felt the school had high expectations for students and over 60% felt there is a teacher or caring adult on campus who really cares about them. Almost 90% of students surveyed reported low violence victimization, no fear of getting beat up, and no mean rumors on campus. Less than 50% of students surveyed in 2020-21 had high academic motivation or felt they engaged in meaningful participation in activities on campus. We also have a staff survey and a parent survey that we distribute each year. Data from the staff survey showed that 100% of staff feel the school is a supportive/inviting place for students to learn and a safe place for students. Only 43% of staff surveyed indicated that students are motivated to learn. Results from the 2020-21 CHKS parent survey were not included due to the low number of respondents. On the 2020-21 ELAC Needs Assessment respondents requested the addition of a bilingual para educator to support students and parents of English Learners. As a result, this additional position was included and funded in the 2021-22 Single Plan.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administrators visit classrooms both formally and informally. Administrators utilize a CR-PBIS walkthrough form when conducting informal observations. Formal observations are also divided among administrators. They work with Human Resources and conduct formal observations throughout the school year. Each formal observation is accompanied by a pre-conference and final evaluation conference between the teacher and evaluator. The first formal observation for probationary teachers is conducted in the fall, before winter break. The second formal observation occurs early in the second semester. Teachers participate in peer observations as a way to collaborate and share best practices. Approximately 10 teachers each year are also participating in Culturally and Linguistically Responsive Teaching and Learning (CLRTL) cadres where they are implementing best practices and strategies that are shared during CLRTL coaching sessions and binder studies. Teachers also take advantage of other professional development opportunities as they are offered. Findings show that teachers use common strategies such as Socratic Seminar, Think-Pair-Share, Gallery Walk, Merry-Go-Round, Marking the Text, and Four Corners in their instructional practice.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Standardized assessment data is used to modify instruction and improve student achievement. Staff regularly gather, analyze, and synthesize assessment data in order to provide placement in appropriate level academic courses. Data from English Language Proficiency Assessments for California (ELPAC) and local formative and summative assessments are used to place students in appropriate level ELD English Courses. Oroville High School uses Illuminate as a tool for gathering assessment data in addition to developing and implementing standards-based local formative and summative assessments. The staff has identified Essential Standards for all Collaborative Teams. Staff is currently working through department meetings and collaborative team meetings to develop common summative assessments and formative assessments in all core subject areas designed to assist and identify strengths and areas of concern. Curriculum and instruction practices are modified and re-teaching is taking place when areas of concern are identified. Additionally, we provide co-teaching support in English and Math, along with para-educators in multiple core content classes to support student achievement.

CAASPP (California Assessment of Student Performance and Progress) includes the EAP: This data drives collaboration between teachers during regular subgroup and department meetings. California Alternate Assessments (CAA): The California Alternative Assessments (CAA) is the alternate assessment for the California Standards for children with severe cognitive disability which is specified on their Individual Education Program (IEP) in the areas of English Language Arts, mathematics, and science.

Advanced Placement Exams: Scores allow for program refinement, academic counseling, and post-graduate support.

MAP Math Test: This information is used to confirm 9th grade student placement in the appropriate Math course and move students to a higher level of Math if needed.

District Benchmark Assessments: Working with English, Math, and Social Science departments, the district has developed standards-aligned benchmark assessments intended as formative information about student learning that is used to make adjustments to on-going instruction on all secondary sites.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Departments and collaborative teams (course-alike groups) develop and administer common summative assessments. Teams are transitioning to use common formative assessments, as well. Course-alike teams meet two to three times per month to discuss strategies, assessments and modifications to instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Oroville High School students are instructed by highly qualified teachers. All teachers are highly qualified or in training to become highly qualified as specified by the State of California under the federal Every Student Succeeds Act or ESSA. The Oroville Union High School District continues to provide a competitive salary schedule and benefits package to attract the highest quality teachers. Additionally, new teachers are provided a strong beginning teacher support program with professional development that meets the needs of each individual through the San Diego County Teacher Induction Program and administered in the Oroville Union High School District.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All of our teachers are credentialed and have access to professional development on a regular basis, both voluntary and mandatory professional development.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The focus of staff/professional development activities is centered on Professional Learning Communities and the expansion of Common Core Standards instruction and assessment in every core academic course. Departments work collaboratively in all areas; special education staff and core academic staff collaborate to identify and ensure all Individual Educational Program (IEP) goals and objectives are met. There is district support, materials and training for instructors using Illuminate as a tool for gathering assessment data and developing standards-based local formative and summative assessments. In-service days, Subject Area Coordinator meetings, collaborative team meetings and department meetings are planned to allow teachers the opportunity to identify the most effective methods for improving student achievement. Administrators and teachers analyze the results of standardized tests and identify areas needing improvement. The results are considered when determining professional development necessary to meet the needs of students. Core departments use common assessments to determine student progress. The results of common assessments drive instruction by identifying areas for student improvement. Professional development training is designed to meet student needs based upon current data. Release time and/or extra duty rate is provided for teachers to gather information from classroom observations, workshop and training.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At Oroville High School, teachers work with administration to create professional development. While transitioning to Distance Learning, teachers attended district technology meetings and then brought material to share with the rest of the staff in the format of the Teachers Training Teachers PD Series. Site teachers, administrators and other leaders collaborate to plan and implement our PD Series.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers have collaboration time embedded into the bell schedule every Thursday. Departmental and course-alike collaborative teams meet two to three times a month during this time. Extra duty rate is also provided for teachers to collaborate outside of the school day.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum alignment is an ongoing process and is being supported through department meetings and subgroup meetings in each academic discipline. Staff is mapping curriculum vertically and horizontally and implementing standard-based instruction and assessment practices. Additionally, staff is utilizing both common assessment data from their subject area to identify academic areas of strength and concerns on standardized assessments and implementing a series of standards-based benchmark assessments in core academic subjects.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standard-based text and ancillary materials are available to all students in all academic disciplines. State adoptions in core academic subjects are ongoing and materials are purchased accordingly. Materials, accommodations, and modification to curriculum for specialized areas of instruction in Special Education, English Language Learners (ELL) and students with 504 plans are available and applicable as necessary. All students have equal access to standards-based curriculum, instruction, and assessments in English, Math, Social Science, and Science. English Language Development courses are aligned with the ELA and ELD standards. Standards-based instructional materials are purchased for all students through the district textbook fund. Textbooks are checked out to students as needed. In addition, classes have a class set of textbooks in the classroom.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All instructional materials provide students with access to SBE adopted and standards-aligned materials in core courses.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

English Language Development classes provide primary language support through the assistance of bilingual para educators. Students identified as English Learners (EL), Language English Proficient (LEP) and Redesignated/Reclassified Fluent English Proficient (RFEP) are able to access Advance Placement courses and students are assessed annually for reclassification. English Language Development (ELD) instructors meet regularly to discuss curriculum, assessment, instructional strategies and practices. Students identified as under-performers are eligible for additional services including; after school tutoring; use of technology, Corrective Reading, Rosetta Stone, Student Study teams (SST's), Special Education services; counseling for college and career information and discussion; honors, AP programs; and a host of elective courses and options including career/vocational education pathways.

Instructional Practices: Oroville High School teachers meet once a week. During this time, teachers collaborate, work on implementing Common Core Standards, analyze assessment data, share best practices, and share student work to ensure consistent and common grading practices.

English Language Development (ELD): Course outlines and benchmark assessments are updated every year to be aligned with the California ELD Standards. The curriculum adopted by the ELD Department is standards based and utilizes: myPerspectives, Scholastic News, System 44, and English 3D. These materials provide students with access to a standards based curriculum. ELD students have a minimum of one period of support in English Language Development. Teachers use Specially Designed Academic Instruction in English (SDAIE) techniques that teach students who are in mainstream English classes. English Learners receive support in the acquisition of the core curriculum at all grade levels.

Link Crew: As students move into a high school setting, the freshman orientation and year-long transition program supports and mentors students at all academic levels.

Evidence-based educational practices to raise student achievement

Teachers implement instructional strategies that are research-based, including schoolwide implementation of CLRTL and CR-PBIS strategies. Students in core areas receive instruction that is aligned to the Common Core State Standards and planned in common during assigned collaboration time with teachers in course-alike groups. Essential standards by content are used to determine areas of periodic common assessment.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Oroville High School makes available to all students a variety of resources including before school consultation that is available Monday, Tuesday, Wednesday, and Friday. All teachers are available in their classroom during this time to support students through a host of programs including academics, English Language Development (ELD), AP, and Special Education. Additional resources include: District English Learner Advisory Committee (DELAC), site English Learner Advisory Committee (ELAC), CR-PBIS committee, OUHSD Supportive School Climate and Culture Committee and School Site Council (SSC). Students receive services from Student Study Team (SST) meetings, an Individual Educational Program (IEP), college and career field trips, college and career technician, school social workers, school psychologists, speech therapists, occupational therapists, physical therapists, targeted case managers and Cal Works-free and reduced lunch. Student services are available from an instructional and counseling staff that are highly qualified. They are supported by an excellent classified clerical and maintenance staff and a wonderful tradition that promotes support among peers. All staff engage in professional development activities with student interests at the focal point; Associated Student Body (ASB), consultation, and after school tutoring. Community support is available through the Oroville High School Website, ParentSquare, and School Newsletters.

School Site Council (SSC): The School Site Council is a group of stake holders that meet monthly to analyze school data and categorical budgets as they relate to student achievement. The SSC also develops and revises the School Plan for Student Achievement annually.

English Learner Advisory Council (ELAC): ELAC is a group of parents of English Learners and other stakeholders that meet monthly to analyze school data and programs as they relate to student achievement. ELAC also provides input for the School Plan for Student Achievement annually.

District English Learner Advisory Council (DELAC): The chairperson of the English Language Advisory Council represents Oroville High School on the District Advisory Council.

College and Career Center (CCC): The CCC includes one full time college and career technician.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Students, parents, teachers and other stakeholders are part of School Site Council. The SSC is an important group at OHS; it provides input in a variety of areas. Many stakeholders also had input in the creation of the OUHSD LCAP. The school will provide written notice in English, Spanish, and Hmong about the school's program improvement status, as well as supplementary education services.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Assessment data through standardized testing illustrates a growth in the achievement gap creating a greater disparity between students performing well and students considered under-performing. Closing the achievement gap is a priority at Oroville High School and services for students representing the latter category are available. The use of Title 1 categorical funds has served to reduce the gap over the last few years. Title I funding will provide additional staff support in classrooms, instructional materials, and human and instructional resources and services to enhance student achievement. The ELD department has one para educator that assists with ELAC meetings, translations, and parent communication. Para Educators are employed to assist in ELD, Math, classes with a high number of English Learners and assist students during consultation. Tutoring is available in English, Math, and Science after school. Teachers and parents are encouraged to send their students to tutoring to get additional help.

Fiscal support (EPC)

Fiscal support is provided through the Title I Budget and LCFF Base Budget.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA was reviewed and adjusted during the 2021-2022 school year by the School Site Council and adopted by the OUHSD School Board on June 23, 2022. Various stakeholder groups such as the Staff Advisory Council (SAC) and English Learner Advisory Committee (ELAC) were also consulted on this plan.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

No resource inequities were identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	267	261	248
Grade 10	248	245	249
Grade 11	239	218	237
Grade 12	225	261	229
Total Enrollment	979	985	963

Conclusions based on this data:

1. There was a slight decrease in enrollment at OHS between the 19-20 and 20-21 school years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	25	34	44	2.6%	3.5%	4.6%
Fluent English Proficient (FEP)	219	207	198	22.4%	21.0%	20.6%
Reclassified Fluent English Proficient (RFEP)	9	3	9	23.7%	12.0%	26.5%

Conclusions based on this data:

1. Oroville High School saw an increase in English Learner enrollment in the 20-21 school year.
2. Reclassification rates increased between the 2019-20 and 2020-21 school years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	195	234	232	186	227	111	186	227	110	95.4	97	47.8
All Grades	195	234	232	186	227	111	186	227	110	95.4	97	47.8

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2593	2582	2574	24.19	19.38	17.27	32.26	33.48	34.55	22.04	25.99	27.27	21.51	21.15	20.91
All Grades	N/A	N/A	N/A	24.19	19.38	17.27	32.26	33.48	34.55	22.04	25.99	27.27	21.51	21.15	20.91

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	26.34	20.26	19.09	47.31	49.34	61.82	26.34	30.40	19.09
All Grades	26.34	20.26	19.09	47.31	49.34	61.82	26.34	30.40	19.09

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	34.41	36.28	21.82	40.32	44.69	50.00	25.27	19.03	28.18
All Grades	34.41	36.28	21.82	40.32	44.69	50.00	25.27	19.03	28.18

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	18.28	17.62	8.18	64.52	63.44	77.27	17.20	18.94	14.55
All Grades	18.28	17.62	8.18	64.52	63.44	77.27	17.20	18.94	14.55

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	38.71	26.87	27.27	41.40	51.98	56.36	19.89	21.15	16.36
All Grades	38.71	26.87	27.27	41.40	51.98	56.36	19.89	21.15	16.36

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Over 51% of 11th grade students met or exceeded standards overall on the ELA CAASPP. This is a decrease of 1% as compared to the 2018-19 school year.
2. While the percentage of students who have exceeded standards overall on the English/Language Arts test declined by almost 2% from the 2018-19 school year, there was a slight increase in the number of students who "met" or "nearly met" standards in 2020-2021. There was also a slight decrease in the number of students who did "not meet" standards from the 2017-28 and 2018-19 school year.
3. Reading continues to be an area of concern with a little over 30% of 11th grade students below standard. In contrast, there was an increase of 6% in the number of students who were "at or near standard" or "above standard" in the area of Writing between the 2017-18 and 2018-19 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	196	234	232	187	228	109	187	228	109	95.4	97.4	47.0
All Grades	196	234	232	187	228	109	187	228	109	95.4	97.4	47.0

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2545	2548	2525	8.56	10.09	6.42	16.04	14.47	14.68	24.06	21.49	22.02	51.34	53.95	56.88
All Grades	N/A	N/A	N/A	8.56	10.09	6.42	16.04	14.47	14.68	24.06	21.49	22.02	51.34	53.95	56.88

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	17.11	14.91	8.26	22.46	22.37	39.45	60.43	62.72	52.29
All Grades	17.11	14.91	8.26	22.46	22.37	39.45	60.43	62.72	52.29

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	11.76	12.72	5.50	43.85	45.18	62.39	44.39	42.11	32.11
All Grades	11.76	12.72	5.50	43.85	45.18	62.39	44.39	42.11	32.11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	9.63	12.72	10.09	62.03	51.75	62.39	28.34	35.53	27.52
All Grades	9.63	12.72	10.09	62.03	51.75	62.39	28.34	35.53	27.52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Only 21% of OHS 11th grade students are scoring at or above standard overall on the CAASPP Mathematics test.
2. Over 50% of our students are scoring at below standard overall on the CAASPP Mathematics test with the Concepts and Procedures strand showing the greatest challenge for our students with over 60% of students scoring below standard.
3. Over 70% of students are "at/near standard" or "above standard" on the Communicating Reasoning strand of the test. This appears to be the area of strength for OHS students, as this is an increase of 10% as compared to the 2018-19 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1533.8	*	1554.9	1518.8	*	1542.1	1548.6	*	1567.3	12	7	18
10	*	*	1586.1	*	*	1592.1	*	*	1579.7	*	9	14
11	*	*	*	*	*	*	*	*	*	*	8	4
12	*		*	*		*	*		*	*		5
All Grades										28	24	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	11.11	*	*	50.00	*	*	27.78	*	*	11.11	12	*	18
10	*	*	28.57	*	*	50.00		*	14.29		*	7.14	*	*	14
11	*	*	*	*	*	*		*	*		*	*	*	*	*
12	*		*	*		*	*		*			*	*		*
All Grades	*	12.50	14.63	42.86	54.17	48.78	*	29.17	29.27	*	4.17	7.32	28	24	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	27.78	*	*	44.44	*	*	22.22	*	*	5.56	12	*	18
10	*	*	57.14	*	*	21.43		*	14.29		*	7.14	*	*	14
11	*	*	*	*	*	*		*	*		*	*	*	*	*
12	*		*	*		*			*			*	*		*
All Grades	42.86	16.67	36.59	42.86	54.17	41.46	*	25.00	17.07	*	4.17	4.88	28	24	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9		*	5.56	*	*	38.89	*	*	33.33	*	*	22.22	12	*	18
10	*	*	7.14	*	*	57.14		*	14.29		*	21.43	*	*	14
11		*	*	*	*	*	*	*	*		*	*	*	*	*
12			*	*		*	*		*			*	*		*
All Grades	*	4.17	4.88	64.29	25.00	36.59	*	66.67	31.71	*	4.17	26.83	28	24	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	0.00	*	*	88.89	*	*	11.11	12	*	18
10	*	*	21.43	*	*	57.14		*	21.43	*	*	14
11	*	*	*	*	*	*		*	*	*	*	*
12	*		*	*		*	*		*	*		*
All Grades	*	0.00	7.32	60.71	87.50	70.73	*	12.50	21.95	28	24	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	61.11	*	*	27.78	*	*	11.11	12	*	18
10	*	*	85.71	*	*	7.14		*	7.14	*	*	14
11	*	*	*		*	*		*	*	*	*	*
All Grades	60.71	70.83	75.61	*	20.83	17.07	*	8.33	7.32	28	24	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	11.11	*	*	66.67	*	*	22.22	12	*	18
10		*	35.71	*	*	42.86		*	21.43	*	*	14
11		*	*	*	*	*	*	*	*	*	*	*
All Grades	*	12.50	17.07	71.43	58.33	51.22	*	29.17	31.71	28	24	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	*	0.00	*	*	94.44	*	*	5.56	12	*	18
10	*	*	14.29	*	*	78.57		*	7.14	*	*	14
11	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	0.00	9.76	57.14	100.00	82.93	*	0.00	7.32	28	24	41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Over 63% of English Learners scored at a Level 3 or 4 in overall language proficiency in the 2020-21 school year as compared to 66% in the 2018-2019 school year.
2. The majority (over 50%) of EL students at OHS are in the somewhat/moderately developed range in Reading, Writing, and Listening.
3. Over 75% of EL students scored in the well developed range for speaking. This is a 5% increase from the 2018-19 school year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
963	78.5	4.6	1.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	44	4.6
Foster Youth	13	1.3
Homeless	58	6.0
Socioeconomically Disadvantaged	756	78.5
Students with Disabilities	151	15.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	65	6.7
American Indian or Alaska Native	67	7.0
Asian	211	21.9
Filipino	5	0.5
Hispanic	171	17.8
Two or More Races	33	3.4
Native Hawaiian or Pacific Islander	2	0.2
White	401	41.6

Conclusions based on this data:

- The percentage of Socioeconomically disadvantaged students has slowly increased over the last few years, with the current percentage at just under 80%.

2. The largest ethnic group at OHS is White at 45.3%, with Asian second at 21.9%, and Hispanic third at 17.8%.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Green	Suspension Rate  Orange
Mathematics  Yellow		
College/Career  Yellow		

Conclusions based on this data:

1. While OHS has been in the orange range for the last two years, there has been a decrease in the number of suspensions over the last three years.
2. OHS continues to maintain a high graduation rate.

School and Student Performance Data

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 1.3 points above standard Declined -12.1 points 218	 No Performance Color 40.1 points below standard 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 13.6 points below standard 17	 Orange 8.8 points below standard Declined Significantly -20 points 172	 No Performance Color 96.7 points below standard Declined Significantly -31.8 points 21

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	American Indian  No Performance Color 74.3 points below standard Declined Significantly -45.5 points 20	Asian  Green 54.2 points above standard Increased ++5.7 points 46	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  No Performance Color 25.9 points below standard Declined Significantly -32.1 points 33	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Yellow 0.6 points above standard Declined -3.4 points 104

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner Less than 11 Students - Data Not Displayed for Privacy 6	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 10	English Only 9 points below standard Declined -9.1 points 164

Conclusions based on this data:

- Overall, all 11th grade students at OHS declined by 12.1 points in English Language Arts (ELA).
- The Asian subgroup increased performance levels in ELA by 5.7 points and was the only subgroup to reach the highest performance level.
- Students with Disabilities performed the lowest at 96.7 points below standard.

School and Student Performance Data

Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 76.4 points below standard Increased ++3.2 points 218	 No Performance Color 140.1 points below standard 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 105 points below standard 18	 Orange 90.9 points below standard Declined -8.2 points 172	 No Performance Color 228.2 points below standard Declined Significantly -85.3 points 21

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	American Indian  No Performance Color 99.8 points below standard Declined Significantly -16.3 points 19	Asian  Green 11.9 points below standard Increased ++14.6 points 47	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  No Performance Color 130.8 points below standard Declined Significantly -35.7 points 33	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Yellow 82 points below standard Increased Significantly ++21.2 points 104

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 7	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 10	English Only 91.2 points below standard Increased ++9.6 points 163
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Conclusions based on this data:

1. Overall there was a 3.2 point increase for 11th grade students' performance in Math, but students are still 76.4 points below standard.
2. The Asian subgroup had the highest performance, while the White subgroup and English Only students increased in performance. The White subgroup had the highest increase in performance at 21.2%.
3. All of the other subgroups declined in performance from the 2017-18 school year.

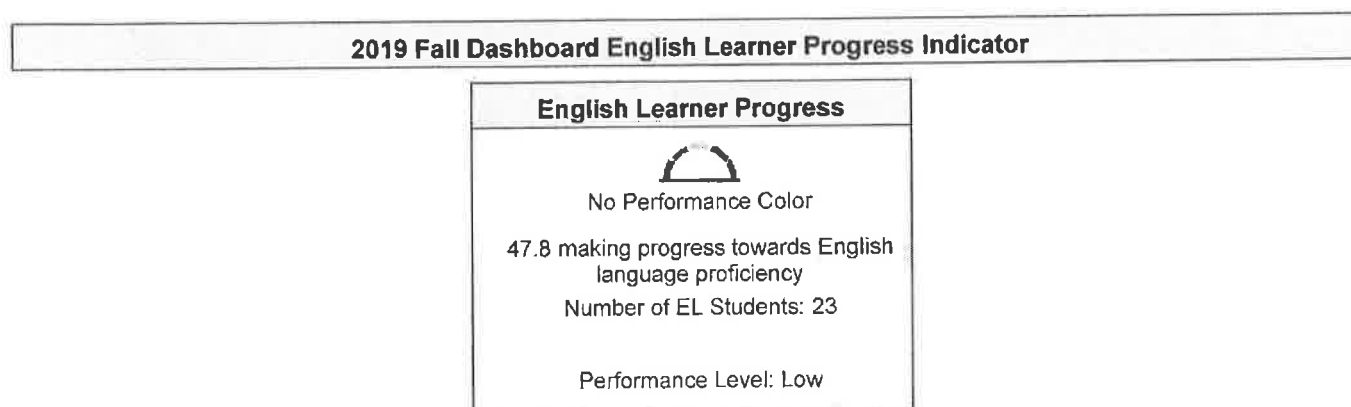
School and Student Performance Data

Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.0	26.0		47.8

Conclusions based on this data:

1. Out of the 23 EL students 17 (74%) maintained or progressed at least one level on ELPAC.
2. Out of the 23 EL students 6 (26%) decreased at least one level on ELPAC.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	199	100
African American	20	10.1
American Indian or Alaska Native	15	7.5
Asian	56	28.1
Filipino		
Hispanic	30	15.1
Native Hawaiian or Pacific Islander		
White	77	38.7
Two or More Races	1	0.5
English Learners	14	7
Socioeconomically Disadvantaged	176	88.4
Students with Disabilities	30	15.1
Foster Youth	2	1
Homeless	26	13.1

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	10	5.1
African American	0	0
American Indian or Alaska Native	0	0
Asian	7	12.5
Filipino		
Hispanic	3	10.3
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	10	5.7
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	14	7
African American	0	0
American Indian or Alaska Native	0	0
Asian	4	7.1
Filipino		
Hispanic	2	6.7
Native Hawaiian or Pacific Islander		
White	8	10.4
Two or More Races		
English Learners	1	7.1
Socioeconomically Disadvantaged	12	6.8
Students with Disabilities	1	3.3
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	37	18.6
African American	0	0
American Indian or Alaska Native	0	0
Asian	21	37.5
Filipino		
Hispanic	9	30
Native Hawaiian or Pacific Islander		
White	7	9.1
Two or More Races		
English Learners	2	14.3
Socioeconomically Disadvantaged	32	18.2
Students with Disabilities	0	0
Foster Youth		
Homeless	2	7.7

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	3	1.5
African American	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Filipino		
Hispanic	2	6.7
Native Hawaiian or Pacific Islander		
White	1	1.3
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	3	1.7
Students with Disabilities	0	0
Foster Youth		
Homeless	1	3.8

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	2	1
African American	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Filipino		
Hispanic	2	6.7
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	2	1.1
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	13	6.5
African American	1	5
American Indian or Alaska Native	0	0
Asian	4	7.1
Filipino		
Hispanic	7	23.3
Native Hawaiian or Pacific Islander		
White	1	1.3
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	12	6.8
Students with Disabilities	0	0
Foster Youth		
Homeless	1	3.8

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Overall, 18.6% of students in the class of 2021 completed A-G requirements
2. At OHS, 6.5% of students in the class of 2021 earned a seal of biliteracy, with the Hispanic student group having the highest rate of completion.
3. Only 7% of students in the class of 2021 completed at least one Career Technical Education (CTE) Pathway and 5% of students in the class of 2021 completed Advanced Placement Exams.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
21.5%	8%	42.9%
decreased -.5%	2	6
219		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
38.4%	23.9%	29.5%
28	194	43

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
32.7%	22.5%	6.8%	
18	20	15	
Hispanic	Two or More Races	Pacific Islander	White
27.6%	45.5%	33.3%	24.3%
48	5		112

Conclusions based on this data:

1. Overall 21.5% of our students were considered chronic absentees in the 2019-2020 school year. This was a slight decrease (.5%) from the 2018-2019 school year.
2. The student group Foster Youth had the highest rate of chronic absenteeism at 42.9% in the 2019-2020 school year, but their rate did decrease by 7.1% from the 2018-2019 school year.
3. Students of Two or More Races, Pacific Islander, and African American students had the highest rate of absenteeism among race/ethnic groups in the 2019-2020 school year.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	199	187	1	94
English Learners	14	13	0	92.9
Foster Youth	2		0	
Homeless	26	22	0	84.6
Socioeconomically Disadvantaged	176	164	1	93.2
Students with Disabilities	30	28	1	93.3
African American	20	19	0	95
American Indian or Alaska Native	15	15	0	100
Asian	56	53	0	94.6
Filipino				
Hispanic	30	28	1	93.3
Native Hawaiian or Pacific Islander				
White	77	71	0	92.2
Two or More Races	1		0	

Conclusions based on this data:

1. Overall, the graduation rate for OHS in the 2020-2021 school year was 94%.
2. Most all student groups had a graduation rate over 90% in the 2020-21 school year.
3. The only student group that did not meet or exceed a graduation rate of 90%, was the homeless student group at 84.6%.

School and Student Performance Data

Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	6	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 10.9 Declined -0.4 1057	 No Performance Color 3.6 Declined -4.3 28	 No Performance Color 0 Declined -33.3 16
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 17.1 Increased +2.1 82	 Orange 11.1 Declined -1.6 840	 Orange 12.7 Declined -1.9 157

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American  Orange 18.2 Declined -12.9 55	American Indian  Red 13.8 Increased +1.3 94	Asian  Orange 4.5 Increased +1.3 220	Filipino  No Performance Color Less than 11 Students - Data 6
Hispanic  Orange 9.8 Increased +2.9 183	Two or More Races  No Performance Color 6.3 Declined -3.8 16	Pacific Islander  No Performance Color Less than 11 Students - Data 3	White  Orange 13.1 Declined -0.4 480

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	11.3	10.9

Conclusions based on this data:

1. There has been a steady decline of suspension rates over the last three years.
2. Most subgroups show a decline in suspension rates.
3. Subgroups who showed a slight increase in suspension rates in 2019 were Homeless (+2.1%), American Indian (+1.3%), Asian (+1.3%), and Hispanic (+2.9%) students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Utilize collaboration and PLC practices to improve student performance levels in all subjects.

LEA/LCAP Goal

Provide equitable educational opportunities to all students.
Every student will have a goal for college and/or careers, and our district will prepare them for participation in those opportunities.

Goal 1

Oroville High School is committed to utilizing data to drive consistent and effective instructional practices across all content areas and offer quality, targeted systems of interventions to meet the needs of students who are not achieving performance standards, and who may be in danger of failing individual courses, and/or not graduating, as determined by CAASPP testing, Dashboard indicators, and Local indicators.

Identified Need

State and local data demonstrate that our students are struggling to achieve proficiency in grade level standards. Our school dashboard indicator for all students in ELA is yellow and 51% of students met or exceeded standards. Although our Asian subgroup increased by 5.7 points, overall our students declined by 12.1 points. Our Students with Disabilities are performing the lowest of all subgroups in ELA at 96.7 points below standard. Our school dashboard indicator for all students in Math is yellow and 21% of students met or exceeded standards. The Asian subgroup had the highest performance, while the Socioeconomically Disadvantaged subgroup, Hispanic students, and Students with Disabilities had declines in performance. Our Students with Disabilities are performing the lowest of all subgroups in Math at 228.2 points below standard. While 74% of our English Learner (EL) students maintained or progressed at least one level on ELPAC, overall, 47.8% are making progress which is just below the state average of 48.3%. Local data on Grade Point Averages (GPA) shows that 73% of students earned a 2.0 or higher at the end of 1st semester, with 27% of students earning below a 2.0. A closer look shows that our freshmen and sophomore students' had the largest percentage of students whose GPA was below a 2.0 at 69% (Frosh) and 65% (Soph) respectively. Beginning in the 2021-22 school year a co-teaching approach has been adopted for freshman and sophomore grade level courses, with special education teachers and para-educators working in core content classes to provide additional support.

Although over 50% of all students are meeting standards in ELA , it is important that we continue this trend. If our Students with Disabilities (SWD) group does not continue to increase in ELA and Math, then they will most likely be in the Red performance level next year. Additionally, our EL students had a slight decline in progress this year and typically outperform students in the state. It is important that we continue to find ways to support them in their classes. Student achievement in all subject areas especially at the freshmen and sophomore level can impact their ability to complete the necessary coursework required to graduate from high school.

This goal meets the following WASC Critical Areas for Follow-Up:
Critical Learning Need 1: Utilize collaboration and PLC practices to improve overall performance levels of all students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement ELA CAASPP	2020-21 Data: 51% met or exceeded standards, 49% of students did not meet standards	Increase the percentage of students who meet or exceed standards by 4% All students: 55%
State Priority 4: Pupil Achievement Math CAASPP	2020-21 Data: 21% met or exceeded standards, 79% of students did not meet standards	Increase the percentage of students who meet or exceed standards by 4% All students: 25%
State Priority 4: Pupil Achievement English Learner Progress	2019 Data: 47.8% of English Learners are making progress (no data available for 2020-21 school year)	Increase the percentage of English Learners making progress by 2%
State Priority 4: Student Achievement Local Benchmarks (GPA Distributions)	2021 Data: 73% of students' 1st Semester GPA at a 2.0 or above Grade 9: 69% Grade 10: 65% Grade 11: 81% Grade 12: 82%	Increase percentage of students earning a 2.0 or above for all grade levels by 1% or more.
State Priority 5: Student Engagement High School Graduation Rate	2020-21 Data: 93.9% graduation rate	Maintain or increase graduation rate by 1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Utilize supplemental materials and technology to increase student engagement and achievement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Title I

4000-4999: Books And Supplies

Supplemental materials and technology will be purchased as needed to support best practices in teaching and increase student engagement and achievement in all content areas.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Certificated and Classified staff professional development opportunities and/or collaboration that focus on the implementation of best practices in instruction such as: the integration of technology, Common Core/NGSS/ELD standards, data/assessment, English Language Development (ELD), Professional Learning Communities (PLC), Culturally and Linguistically Responsive Teaching and Learning (CLRTL), and Culturally Responsive-Positive Behavioral Interventions and Supports (CR-PBIS).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,523

Source(s)

Title I

5000-5999: Services And Other Operating Expenditures

Funds will be used to support professional development that focuses on the implementation of best practices in instruction and student engagement such as: the integration of technology, Common Core/NGSS/ELD standards, data/assessment, English Language Development (ELD), Professional Learning Communities, Culturally and Linguistically Responsive Teaching and Learning (CLRTL), and Culturally Responsive-Positive Behavioral Interventions and Supports (CR-PBIS).

10,000

Title I

1000-1999: Certificated Personnel Salaries

Certificated staff will be paid the extra-duty rate to attend professional development and/or collaborate outside of the school day and subs will be covered for professional development during the school day that focuses

	on the implementation of best practices in instruction such as: the integration of technology, Common Core/NGSS/ELD standards, data/assessment, English Language Development (ELD), Professional Learning Communities (PLC), Culturally and Linguistically Responsive Teaching and Learning (CLRTL), and Culturally Responsive-Positive Behavioral Interventions and Supports (CR-PBIS).
5,000	<p>Title I 2000-2999: Classified Personnel Salaries</p> <p>Classified staff will be paid the extra-duty rate to attend professional development and/or collaborate outside of the school day and and subs will be covered for professional development during the school day that focuses on the implementation of best practices in instruction such as: the integration of technology, Common Core/NGSS/ELD standards, data/assessment, English Language Development (ELD), Professional Learning Communities (PLC), Culturally and Linguistically Responsive Teaching and Learning (CLRTL), and Culturally Responsive-Positive Behavioral Interventions and Supports (CR-PBIS).</p>

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Build a systemic academic intervention program with deliberate and specific goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25000	<p>Title I 2000-2999: Classified Personnel Salaries</p> <p>Provide a para educator for 3 periods to assist students in Core Content Areas</p>
51000	<p>Title I 2000-2999: Classified Personnel Salaries</p> <p>Provide a full-time para educator to support English Language Learners in English</p>

95000

Language Development (ELD) classes (Tier III) and mainstream classes.

Title I

2000-2999: Classified Personnel Salaries

Provide a full-time Targeted Case Manager to support students on campus (Tier II/III) and attendance in their classes.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Chromebooks were purchased for the tiger den, wellness center, and counseling office to support students with academic achievement while participating in interventions and receiving social emotional support.

Professional development (PD) opportunities were limited due to the pandemic and sub shortages. So no funding was requested or used on staff PD.

Over 50% of the certificated staff (22 teachers) received the extra duty rate for participating in collaboration outside of the school day to extend their PLC practice and improve student performance levels. Departments whose members participated included English, ELD, Social Science, Science, and Math. The majority of participants responded that time was spent identifying learning targets (82%), developing class activities (80%) and fine tuning pacing (77.8%).

The para educators were integral to the support of students in the classroom. The bilingual para educator helped translate in ELAC meetings, assisted with phone calls home to parents, and provided 1:1 tutoring support for newcomer students. The Title I aide provided support in Math 1 classes with freshman level courses as the focus of support. A targeted case manager was hired for the Spring and assisted with providing SEL support, structured days, and wellness center interventions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Not all funds were spent in these areas, primarily due to the pandemic and the difficulties with attending professional development and securing subs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made. This goal is aligned with the school's WASC goals and the OUHSD LCAP. Funding will continue to be allocated for the materials, PD, and extra duty rate for extended collaboration. Funding will be ongoing for the classified positions: para educators and targeted case manager, as long as the budget will support them.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Reduce Chronic Absenteeism

LEA/LCAP Goal

Provide equitable educational opportunities to all students;
Provide a safe, nurturing and supportive environment for all students using Culturally Responsive Positive Behavior Intervention Supports as a framework

Goal 2

Oroville High School is committed to increasing student attendance and engagement in school as determined by Dashboard indicators and Local indicators.

Identified Need

State and local data demonstrate that our students are struggling to attend school regularly and be academically successful in their first year of high school. School-wide GPA data shows a decrease in GPA for freshmen students. Overall 20.6% of our students are considered chronic absentees. This was a slight decrease (.9%) from the 2019-2020 school year, but still well above the state average of 10.1%. Overall, there was a slight decline (.6%) in graduation rates from the 2018-19 school year, but OHS is still above the state average of 85.9%

Although OHS saw a slight decrease in chronic absenteeism over the last two years, it is important that we continue this trend. Chronic absenteeism has been an ongoing focus for the staff at OHS. Increasing student engagement and relationships with staff will be a key for success, along with continuing to refine attendance intervention practices and increasing outreach with students and families.

This goal meets the following WASC Critical Areas for Follow-Up:
Critical Learning Need 2: Reduce Chronic Absenteeism

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 5: Student Engagement Chronic Absenteeism rates	2020-21 Data: 20.6% chronic absenteeism rate for all students	Maintain or decrease chronic absenteeism by 1%
State Priority 5: Student Engagement High School Graduation Rate	2020-21 Data: 93.9% graduation rate	Maintain or increase graduation rate by 1%
State Priority 4: Student Achievement	2021 Data: 73% of students' 1st Semester GPA at a 2.0 or above	Increase percentage of students earning a 2.0 or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Benchmarks (GPA Distributions)	Grade 9: 69% Grade 10: 65% Grade 11: 81% Grade 12: 82%	above for all grade levels by 1% or more.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide certificated and classified staff professional development opportunities and collaboration time that focus on best practices to support student attendance and engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	Title I 1000-1999: Certificated Personnel Salaries Certificated staff will be paid the extra-duty rate to attend professional development and collaborate outside of the school day and and subs will be covered for professional development during the school day that focuses on the implementation of best practices to support student attendance and engagement.
2,500	Title I 2000-2999: Classified Personnel Salaries Classified staff will be paid the extra-duty rate to attend professional development and collaborate outside of the school day and and subs will be covered for professional development during the school day that focuses on the implementation of best practices to support student attendance and engagement.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Professional development (PD) opportunities were limited due to the pandemic and sub shortages. No funding was requested or used on staff PD.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Not all funds were spent in these areas, primarily due to the pandemic and the difficulties with attending professional development and securing subs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made. This goal is aligned with the school's WASC goals and the OUHSD LCAP. Funding will continue to be allocated for the PD and extra duty rate for attendance at PD outside of the school day.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Increase College and Career Readiness

LEA/LCAP Goal

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

Goal 3

OHS will continue to provide information to students and families about college and career options, expand the use of the four-year planning tools in AERIES, and provide experiences- such as field trips with local colleges, technical, and vocational programs to provoke interest in college and career opportunities after high school.

Identified Need

State and local data demonstrate that our students are struggling to attend school regularly and be academically successful in their first year of high school. School-wide GPA data shows a decrease in GPA for freshmen students. Overall, there was a slight increase (3.4%) in graduation rates from the 2019-20 school year and OHS is still above the state average of 85.9%. State and local data demonstrate that 18.6% of our students are completing A-G requirements and 7% of graduating seniors completed at least one Career Technical Education (CTE) Pathway.

Although our graduation rate at 93.9% is above the state average, it is important that we continue to find ways to increase our students' college/career readiness. We must continue to provide information to students and families about college and career options, expand the use of the four-year planning tools in AERIES, and provide experiences- such as field trips with local colleges, technical, and vocational programs to provoke interest in college and career opportunities after high school.

This goal meets the following WASC Critical Areas for Follow-Up:
Critical Learning Need 3: Increase College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Student Achievement Local Benchmarks (GPA Distributions)	2021 Data: 73% of students' 1st Semester GPA at a 2.0 or above Grade 9: 69% Grade 10: 65% Grade 11: 81% Grade 12: 82%	Increase percentage of students earning a 2.0 or above for all grade levels by 1% or more.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Student Achievement College and Career Readiness	18.6% of students in the class of 2021 completed A-G requirements	Maintain or increase completion of A-G requirements by 2%
State Priority 5: Student Engagement Local Indicator: (College and Career Tech sign-in sheets)	Baseline data from sign in sheets for the 2019-20 school year were incomplete due to school closure. As of February 2020, 50 students had signed up and met with C&C Teacher. 2021-22 school year: Over 80 sign ups or students seen by the C&C Tech. This data does not include students whom she met with more than once.	Increase the number of students who sign up to see the College and Career staff by 10%.
State Priority 5: Student Engagement High School Graduation Rate	2020-21 Data: 93.9% graduation rate	Maintain or increase graduation rate by 1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improve communication to students and families about college and career options

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

Title I

4000-4999: Books And Supplies

OHS will continue to provide information to students and families about college and career options by providing opportunities for parents and families to participate in school activities and increasing school-to-home communication via phone/email/home visits/letters/apps.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide opportunities for staff to attend professional development to support college and career readiness at OHS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

Title I

5000-5999: Services And Other Operating Expenditures

Funds will be used to support professional development for classified staff (College and Career Tech) on the implementation of best practices to support college and career readiness.

2,000

Title I

2000-2999: Classified Personnel Salaries
Classified staff (College and Career Tech) will be paid the extra-duty rate to attend professional development and/or collaboration outside of the school day that focuses on the implementation of best practices to support college and career readiness.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Funding supported the purchase of Canva and Hootsuite to create and post visually appealing announcements on the school website and social media posts to keep students and staff informed of school events. In 2021, we utilized Hootsuite to create 154 posts that resulted in 496 reactions, 117 shares, 116 comments, and 250 post link clicks, with 199 likes.

Professional development (PD) opportunities were limited due to the pandemic and sub shortages. No funding was requested or used on staff PD.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Not all funds were spent in these areas, primarily due to the pandemic and the difficulties with attending professional development and securing subs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made. This goal is aligned with the school's WASC goals and the OUHSD LCAP. Funding will continue to be allocated for the Canva and Hootsuite accounts, Professional Development (PD), and extra duty rate for attendance at PD outside of the school day.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Creating a Supportive School Climate and Culture

LEA/LCAP Goal

Provide a safe, nurturing and supportive environment for all students using Culturally Responsive Positive Behavior Intervention Supports as a framework.

Goal 4

Create and implement a school-wide system of support and enrichment opportunities to develop a positive school culture and reinforce academics.

Identified Need

State and local data demonstrate that our students are struggling to attend school regularly and be academically successful in their first year of high school. School-wide GPA data shows a decrease in GPA for freshmen students. Overall 20.6% of our students are considered chronic absentees. This was a slight decrease (.9%) from the 2019-2020 school year, but still well above the state average of 10.1%. While OHS has seen a decline in suspension rates over the last 3 years, the 2019-20 rate of 0.2% is directly related to school closures during the pandemic. Reducing the number of suspensions and expulsions continues to be an area of focus for improvement.

Although 73% of students earned a 2.0 GPA or above at the end of the first semester and our graduation rate at almost 94%, it is important that we continue to find ways to decrease chronic absenteeism and decrease the number of students who are suspended. Based on the 2019 data, 74% of our English Learner (EL) students maintained or progressed at least one level on ELPAC, overall, 47.8% were making progress which is just below the state average of 48.3%. While 26.5% of our English Learner (EL) students reclassified as Fluent English Proficient, we want to continue to find ways to motivate and support our EL students on this assessment to improve in this area. Additionally, improving parent connectivity, establishing Culturally Responsive Positive Behavioral Interventions and Supports, along with increasing student enrichment opportunities will likely improve student engagement, behavior, and attendance at school.

This goal meets the following WASC Critical Areas for Follow-Up:
Critical Learning Need 4: Creating a Supportive School Climate and Culture

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 6: School Climate Suspension Rates	2017 Suspension Rate: 14.4% 2018 Suspension Rate: 11.3% 2019 Suspension Rate: 10.9% 2020 Suspension Rate: 0.2%	Decrease suspension rate by 2% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Student Achievement Local Benchmarks (GPA Distributions)	2021 Data: 73% of students' 1st Semester GPA at a 2.0 or above Grade 9: 69% Grade 10: 65% Grade 11: 81% Grade 12: 82%	Increase percentage of students earning a 2.0 or above for all grade levels by 1% or more.
State Priority 5: Student Engagement Chronic Absenteeism rates	2020-21 Data: 20.6% chronic absenteeism rate for all students	Maintain or decrease chronic absenteeism by 1%
State Priority 3: Parent Involvement Local Evaluation Tool (Back to School Night Survey)	2018-19 Data: 2% of parents responded to a Back to School Night survey. No survey administered in 2021-22 school year.	Administer a Back to School Night survey and maintain or increase participation in Back to School Night survey by 1%
State Priority 3: Parent Involvement Local Evaluation Tool (Sign in Sheets)	Back to School Night 2020-21: Baseline data was not collected. No BTS night 2020-21 due to pandemic. Freshmen Orientation Coffee with the Principals: 32 parents attended ELAC: 2 parents (total) attended 8th Grade Parent Night: approximately 30 parents attended via Zoom Cash for College Night: baseline data was not collected	Maintain or increase parent participation by 1%
State Priority 4: Pupil Achievement English Learner Progress	English Learner Reclassification rates 2019-20 Data: 12% 2020-21 Data: 26.5%	Maintain or increase reclassification rates by 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improve Parent Involvement and Connectivity to OHS

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,251

Source(s)

Title I

4000-4999: Books And Supplies

OHS will improve parent and family connectivity by providing opportunities for parents and families to participate in school activities and increasing school-to-home communication via phone/email/home visits/letters/apps and the translation of parent correspondence. This includes school events such as Back to School Night, Coffee with the Principals, English Learner Advisory Committee meetings (ELAC), and other school sponsored events.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide enrichment activities to reinforce academics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Title I

4000-4999: Books And Supplies

Provide enrichment activities on campus to provide support to students and reinforce academics such as Link Crew, Culturally Responsive Positive Behavioral Interventions and Supports, Student of the Month recognition, Advanced Placement (AP) Classes, Reclassification ceremonies for English Learners, and Motivational Speakers/Assemblies.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Funding supported the purchase of OHS folders for students and parents, materials for the coffee with the principals, ELAC, and other stakeholder meetings.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Not all funds were spent in these areas, primarily due to the pandemic and the difficulties with holding events like Back to School Night.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made. This goal is aligned with the school's WASC goals and the OUHSD LCAP. Funding will continue to be allocated for school community events and to support enrichment activities on campus.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$168,485
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$228,774.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$228,774.00

Subtotal of additional federal funds included for this school: \$228,774.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$228,774.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	168,485	-60,289.00

Expenditures by Funding Source

Funding Source	Amount
Title I	228,774.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	12,500.00
2000-2999: Classified Personnel Salaries	180,500.00
4000-4999: Books And Supplies	18,251.00
5000-5999: Services And Other Operating Expenditures	17,523.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	12,500.00
2000-2999: Classified Personnel Salaries	Title I	180,500.00
4000-4999: Books And Supplies	Title I	18,251.00
5000-5999: Services And Other Operating Expenditures	Title I	17,523.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1
Goal 2
Goal 3
Goal 4

211,523.00
5,000.00
5,000.00
7,251.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Cristi Tellechea	Principal
Stephanie Adams	Classroom Teacher
Diana Castillo	Classroom Teacher
Cameron Scott	Classroom Teacher
Sandy Smith	Classroom Teacher
Rachel Cowan	Parent or Community Member
Devin Thomas	Parent or Community Member
Shantell Johnson	Parent or Community Member
Riley Newmark-Guerrero	Secondary Student
Chelsea Kelley	Secondary Student
Jarely Landaverde Reynoso	Secondary Student
Christina Olson	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

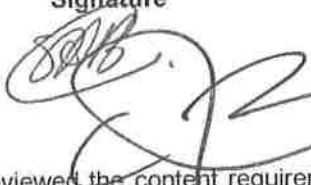
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Departmental Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/11/2022.

Attested:



Principal, Cristi Tellechea on

5/11/2022

SSC Chairperson, Rachel Cowan on

6/1/2022

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Prospect High School	046151504437566	June 3, 2022	June 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement
Targeted Support and Improvement
Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Prospect High School and the Oroville Union High School District is in the process of revamping policies and procedures to implement Culturally Responsive Positive Behavior Interventions and Supports, improve attendance, improve academic achievement, decreases suspensions and expulsions, increase Graduation rate, and see State and local test scores rise.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Multiple Surveys were conducted at the District and school level to support the development of the LCAP, WASC document, Student Interests, parent desires, and school improvement. The CA Healthy Kids Survey was given to all students in the District.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

In alignment with the DOJ Stipulated Agreement, frequent classroom walk throughs occur and are documented. See a copy of the PHS Core CR-PBIS Walkthrough Form.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The use of state assessments does not accurately reflect the school's identity. ALL of our students come to us credit and skill deficient based on years of poor performance, school attendance, and overall school success. Many arrive in their 11th or 12th grade year and our staff does a great job teaching skills and modifying curriculum for students to get a basic understanding of materials needed to show semi-mastery of Standards needed to earn credits needed toward a diploma. Local assessments based on our student population have been, and continue to be, developed and used.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Curriculum-embedded assessments and modifications are regularly used and staff uses these assessments to determine credits earned in every course.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teacher except one are highly qualified certificated teachers. One teacher is in the process of getting a CTE Construction credential and in a State/District approved program.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

The District offers curriculum training in all subjects areas when and where possible. All core subjects at Prospect use the SBE-adopted instructional materials adopted in the past adoption cycles.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development has mostly centered around Culturally Responsive Positive Behavior Supports and Interventions, Restorative Practices, and all technology needs based on a response to Covid-19. Curriculum based trainings and content standards have been addresses, but were not the main focus of Professional Development.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Trainings for new teachers via their Induction Programs are provided by the District. More, a teacher is paired with all new teachers as a mentor. Teachers are trained to be "coaches" in being Culturally Responsive.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Collaboration occurs weekly at Prospect and discussions by grade level - and subject matter.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Alignment of curriculum at both the District and site level in exploring the essential standards to be taught and focused on. Instruction and instructional techniques are discussed and observed through walkthroughs. All curriculum, instruction, and materials are aligned to content and performance standards and credits are earned based on meeting these standards to some degree.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All courses are aligned to standards-based instructional materials and each and every teacher uses these materials. The curriculum is appropriate to all student groups and EL, SPED, and every other group necessary has accommodations made to allow for student success.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers and courses use SBE-adopted and standards-aligned instructional materials, including intervention materials which provide access to standards-aligned core courses. Intervention materials are taught more in depth in a stand alone model via Advisory course.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Evidence-based educational practices to raise student achievement

Targeted school attendance practices/SARB, scaffolding of curriculum, Intervention classes, direct instruction, classroom walk throughs, regular and continual Professional Development opportunities, and frequent minute by minute Checks for Understanding name just a few of the many practices that staff, administration, and the District uses to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Prospect by definition is a place for families and the Comprehensive schools to refer under-achieving students that need extra support to be successful.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community representatives, classroom teachers, other school personnel, and students are involved with, or invited to be involved with the planning, implementation, and evaluation of ConApp programs. LCAP, Site Council, School Climate Committee, as well as a few other school and District groups allow for and invite input from all stakeholders regularly.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Underperforming students are identified by staff and the District and prided the support they need in many ways. Some are referred to Prospect where funds are specifically allocated for students to get support in a small group setting.

Fiscal support (EPC)

The budget allocates funds for Prospect at a higher rate than the Comprehensive schools. The budget resources are targeted to be spent on this year's students - and in some areas - funds are carried over to meet long term budgeted goals.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Prospect High School has engaged in discussions via several forums: Site Council, Student Leadership/Advisory, faculty meetings, weekly staff meetings, and weekly collaboration meetings. The conclusion from all of these meetings is that our school needs to focus on the learning outcomes from our teaching that will help students to grow academically, increase rigor, and prepare students for college/career. Our school has taken steps to unify our efforts under the Single School Plan for Student Achievement by assisting all students in reaching graduation through a variety of programs and support services. With data collected from MAP testing information when possible, students will be scheduled into remediation classes to work on skills to bring them up to grade level standards. All categorical funding is dedicated to the classroom to assist students to reach reading at grade level and earning credits to stay on track for graduation. Once we receive the updated testing data from the recent CASSPP testing, we will combine that with the MAP data to get a clear picture of how and where to assist students in reaching their full potential. Grade level and subject level Common Assessments have been created and are also being revised and developed and baseline data at the beginning of every year will help with driving how to best serve our students.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

No areas of resource inequity have been identified by the school or District at this time.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 10	5	3	2
Grade 11	34	40	40
Grade 12	70	43	75
Total Enrollment	109	86	117

Conclusions based on this data:

1. PHS has an average enrollment over 100 students during the year. PHS had 209 total fluid students over 2021-2022 school year, graduated 45 this year.
2. PHS's student population is comprised of 10th, but mostly 11th and 12th grade students. A few 9th graders were placed because the District's Community Day School was not opened this school year. Students are typically not referred to Prospect until they become credit deficient, which explains why the majority of students are Juniors and Seniors.
3. Covid has had an effect on student achievement, but Prospect still averages between 45-50 students annually.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	5	3	3	4.6%	3.5%	2.6%
Fluent English Proficient (FEP)	11	5	11	10.1%	5.8%	9.4%
Reclassified Fluent English Proficient (RFEP)	1	0	0	16.7%	0.0%	0.0%

Conclusions based on this data:

1. With the effort put forth by our English department, Prospect has been able to accept more English learners into our program and provide needed accommodations for student success..
2. Very few EL students are enrolled. We had less than 5 EL students throughout the year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	58	44	52	40	26	16	40	26	16	69	59.1	30.8
All Grades	58	44	52	40	26	16	40	26	16	69	59.1	30.8

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2456.	2494.	2447.	0.00	0.00	0.00	10.00	23.08	12.50	20.00	23.08	25.00	70.00	53.85	62.50
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	10.00	23.08	12.50	20.00	23.08	25.00	70.00	53.85	62.50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2.50	3.85	*	35.00	42.31	*	62.50	53.85	*
All Grades	2.50	3.85	*	35.00	42.31	*	62.50	53.85	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	7.69	*	22.50	46.15	*	77.50	46.15	*
All Grades	0.00	7.69	*	22.50	46.15	*	77.50	46.15	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2.50	3.85	*	52.50	53.85	*	45.00	42.31	*
All Grades	2.50	3.85	*	52.50	53.85	*	45.00	42.31	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	5.00	7.69	*	22.50	38.46	*	72.50	53.85	*
All Grades	5.00	7.69	*	22.50	38.46	*	72.50	53.85	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CAASPP scores in both ELA and Math. A portion of these results can be attributed to low student buy-in regarding standardized testing. Prospect staff continues to brainstorm on ways to reinforce the full testing effort. Low scores may also be attributable to serving a large population of students with a history of truancy that typically creates large gaps in learning. Prospect offers Title I English intervention and a remedial math class to help students increase academics skills and standardized test scores. A baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing has been instituted. Teachers have collaborated on reading and writing strategies, data analysis and how to apply it to improve instruction. The overall number of students participating in testing has increased over the past three year, but improvement overall is stagnant due to the enrolling truants from the two feeder comprehensive schools at or near the time the CAASPP each May.
2. Prospect's annual average attendance over the last three years consistently ranges from 82-83%. New goals shoot for 85% attendance. Month 11 attendance ranges from 10-15% lower than the previous 10 months. This is likely due to the large number of seniors who graduate early or attend half day schedules during the last 6 week block. This has a definite effect on the overall participation rate during April and May when the CAASPP is scheduled.
3. Teachers are integrating writing into their instruction and students are in fact writing more as well, we want to continue to improve quality of writing and continued collaboration between teachers on what high quality writing looks like. We need to improve how students research and inquirer skills by encouraging and improving writing across the curriculum.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	58	44	52	42	25	14	42	25	14	72.4	56.8	26.9
All Grades	58	44	52	42	25	14	42	25	14	72.4	56.8	26.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2431.	2422.	2423.	0.00	0.00	0.00	2.38	0.00	0.00	4.76	8.00	14.29	92.86	92.00	85.71
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	2.38	0.00	0.00	4.76	8.00	14.29	92.86	92.00	85.71

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00	*	4.76	0.00	*	95.24	100.0	*
All Grades	0.00	0.00	*	4.76	0.00	*	95.24	100.0	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00	*	16.67	16.00	*	83.33	84.00	*
All Grades	0.00	0.00	*	16.67	16.00	*	83.33	84.00	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	0.00	0.00	*	45.24	20.00	*	54.76	80.00	*
All Grades	0.00	0.00	*	45.24	20.00	*	54.76	80.00	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There has been a steady increase in the number of students being tested over the past three years. This is due to less dropouts and more truants engaging in school. Also, because of Covid. Graduates leave school when credits are earned - and do not return to test.
2. The one teacher Math department has collaborated on numerous occasions district-wide with Oroville High School, Las Plumas High School, Butte College, as well as district liaison Nanette Johnson to more closely align with common core standards and student ability levels. Math department has also collaborated with Butte College to increase student assessment scores. Even with the early intervention in math with our students, we are seeing an overall decrease in test scores. Increasing the percentage of students passing math with a C or better has increased by 5% for the 9th and 10th-grade years but has decreased by 6% for the 11th and 12th graders. We believe the increase in truants during their 11th-grade year prior to testing has a direct effect on these scores.
3. Data for 20-21 is not shown as few students took the assessment because of the pandemic.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
10	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*	*	*	*	*	*	*	*	*	4	4
All Grades										*	6	4

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
12		*	*		*	*	*	*	*		*	*	*	*	*
All Grades		*	*		*	*	*	*	*		*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
12		*	*	*	*	*		*	*		*	*	*	*	*
All Grades		*	*	*	*	*	*	*	*		*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
12		*	*		*	*	*	*	*		*	*	*	*	*
All Grades		*	*		*	*	*	*	*		*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
12	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*		*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
12		*	*	*	*	*		*	*	*	*	*
All Grades		*	*	*	*	*		*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
12		*	*	*	*	*		*	*	*	*	*
All Grades		*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
12		*	*	*	*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*		*	*	*	*	*

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. N/A - No data for use.
2. Numbers are so small at the school - data is unavailable. Typically, Prospect has less than 5 students per year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
117	93.2	2.6	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	3	2.6
Foster Youth		
Homeless	8	6.8
Socioeconomically Disadvantaged	109	93.2
Students with Disabilities	23	19.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	6.0
American Indian or Alaska Native	15	12.8
Asian	1	0.9
Filipino		
Hispanic	27	23.1
Two or More Races	2	1.7
Native Hawaiian or Pacific Islander		
White	65	55.6

Conclusions based on this data:

- The data indicates Prospects High Schools population is 93.2% Socioeconomically disadvantaged. We provide professional development focused on supporting teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas regardless

of ethnicity. African-American students, Hispanic-American, and White students meet this definition of socioeconomically disadvantaged students. Cultural Responsive Professional Development has been provided for all District employees, and smaller cadres of teachers have become trainers. Culturally Responsive Positive Behavior Interventions and Supports have been put in place, and are being developed District, School, and District wide.

2. Prospect provides lots of wraparound supports for students including, mental health counseling, social worker, advisory and daily check-ins and check outs (CICO), and 100% free meals for all students.
3. Prospect is a very homogenous population of students, even with our diverse population of students we feel the balance of income and ethnicity amongst our students creating a safe and welcoming environment for learning.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  Yellow	Suspension Rate  Yellow
Mathematics  No Performance Color		
College/Career  Red		

Conclusions based on this data:

1. The Graduation Rate has grown over the last three years due to the entire teaching staff focusing on student academic engagement.
2. Principal and Staff have made an effort to reduce suspensions for minimal infractions. The staff has agreed that safety is the dominant focus of suspension. Including Alternatives to Education, Restorative Practices, and Trauma Informed Practices are a focus. In 20/21, Prospect did not suspend a single student.
3. Prospect has done a fine job preparing students for college. We believe the socioeconomic situation puts an increased burden on students. More Prospect graduates with low- and middle-incomes can now attend California's public colleges and universities each year without having to pay tuition, thanks to financial aid programs in each of the state's higher education systems that cover those bills. Our counselor has spent numerous hours preparing FAFSA's this past spring, encouraging our graduates to take advantage of their first year of college being free.

School and Student Performance Data

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 119.9 points below standard Maintained -2 points 16	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 114.8 points below standard Increased ++6.7 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	136.9 points below standard Declined Significantly -28.9 points 14

Conclusions based on this data:

1. This indicates that our school, like all continuation schools, continue to struggle with state standardized tests. Alternative means of evaluation are a must for our population.
2. Prospect High School students are sent to us sometimes two or three years credit deficient. Prospect is a welcoming campus making an effort daily to engage students in learning. Testing is difficult for some of these students who exhibit high levels of anxiety.
3. We have increased engagement through schoolwide reading and writing across the curriculum. We are improving in these areas and have created Common Assessments Department wide to address student need.

School and Student Performance Data

Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 246.9 points below standard Declined Significantly -56 points 13		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 244.7 points below standard Declined Significantly -49.5 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	
Hispanic	Two or More Races	Pacific Islander	White
 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>			 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
		<p>250.2 points below standard</p> <p>Declined Significantly -69.9 points</p> <p>11</p>

Conclusions based on this data:

1. In the area of math, our students perform very low. Across all categories and subgroups, students performed below standard (92.8% overall scored "standard not met"). The Socioeconomic disadvantaged scored the lowest. Rigor must increase. Alternative means of assessment for Alternative Education students are a must.
2. Due to the size of our school, we are only able to offer Math Intervention and Math I. The students are generally two years credit deficient in Math upon arriving at Prospect and most of the time students are coming to us needing to retake Math I.

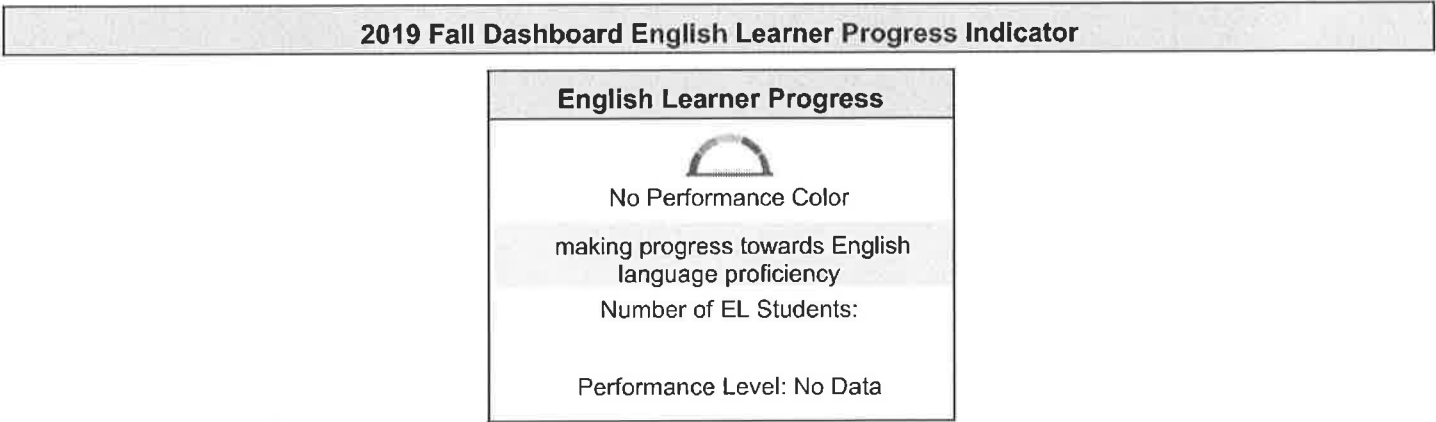
School and Student Performance Data

Academic Performance English Learner Progress

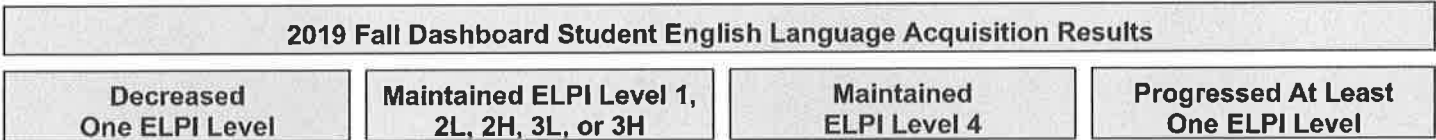
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Conclusions based on this data:

1. N/A - Not enough data to report - too few students
2. Typically less than 5 EL students annually attend Prospect

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	101	100
African American	7	6.9
American Indian or Alaska Native	7	6.9
Asian	4	4
Filipino		
Hispanic	22	21.8
Native Hawaiian or Pacific Islander		
White	58	57.4
Two or More Races	3	3
English Learners	5	5
Socioeconomically Disadvantaged	91	90.1
Students with Disabilities	23	22.8
Foster Youth	2	2
Homeless	9	8.9

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Due to the nature of being an Alternative Education school in the District, the school does not offer programs to meet the College and Career criteria as needed to improve these tests scores or meet the needs of the State. Alternative means of measuring success for Alternative Schools is a must.
2. In 21/22, we hired a full time CTE Construction teacher - PROGRESS!
3. College/Career/Workforce Readiness will be a focus as we move forward and field trips / guest speakers will allow better experiences for students. Increased opportunities are evident.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data for this section, but this is a colossal problem for Prospect High School. We have been averaging 82%-84% attendance, but students have a difficult time getting to school, and then remaining at school for the entire day.
2. Attendance Incentives are given weekly.
3. At Prospect, as across the nation, attendance was down for 21/22.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	101	52	0	51.5
English Learners	5		0	
Foster Youth	2		0	
Homeless	9		0	
Socioeconomically Disadvantaged	91	46	0	50.5
Students with Disabilities	23	10	0	43.5
African American	7		0	
American Indian or Alaska Native	7		0	
Asian	4		0	
Filipino				
Hispanic	22	13	0	59.1
Native Hawaiian or Pacific Islander				
White	58	30	0	51.7
Two or More Races	3		0	

Conclusions based on this data:

1. Prospect's graduation rate has increased over the years, with some sub groups moving in different directions. Fluid populations dictate numbers and sometimes works against our school. The Comprehensive sites often send seniors with the possibility of earning a diploma mathematically impossible - and this affect our numbers.
2. We offer credit recovery options for students beyond the regular school day. During the day and after school online classes are taught by a credentialed teacher.
3. Prospect High School is holding Summer School on campus again to increase graduation rates and allow for even more opportunities to earn credits.

School and Student Performance Data

Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Yellow 27.2 Declined Significantly -9.9 180	 No Performance Color Less than 11 Students - Data Not 6	 No Performance Color Less than 11 Students - Data Not 6	 Red 38.2 Increased +0.7 34	 Yellow 29.3 Declined Significantly -7.8 164
		 No Performance Color 25 Increased +2.8 36		

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10	 No Performance Color 21.1 Declined -28.9 19	 No Performance Color Less than 11 Students - Data 6	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 22.7 Declined -7.3 44	 No Performance Color Less than 11 Students - Data 7		 Orange 33 Declined -6.6 94

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	37.1	27.2

Conclusions based on this data:

- Overall suspension rates have declined. We are definitely trending in the right direction.
- African American, Hispanic, and Students with Disabilities suspensions have declined.
- There were ZERO Suspensions for the 20/21 school year. Alternatives to Suspension were put in place. Suspensions were up in 21/22 with student behavior across the District elevated.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Improve student performance levels in all subjects.

LEA/LCAP Goal

Provide equitable educational opportunities for all students

Goal 1

Develop skill leveled curriculum and courses to address student's academic needs.

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement - ELA CAASPP	2018 data: 0% of students met or exceeded the standard	Increase, through credit incentives by 2+%
State Priority 4: Pupil Achievement - Math CAASPP	2018 data: 0% of students met or exceeded the standard	Increase, through credit incentives by 2+%
State Priority 5: Student Engagement High School Graduation Rate	2018 data: 82.3% graduated	Increase graduation rate by 1+%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will utilize material and technology to increase student achievement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30000	General Fund 4000-4999: Books And Supplies Items needed for student success. Classroom materials, Chromebooks, and teaching materials to support credit recovery and achievement. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.
2500	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Provide funds for Teachers and staff to seek out professional development that focuses on improving engagement and instruction. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

OUHSD looked for options for students to reach their educational goals entering the 22-23 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. 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. OUHSD hired Targeted Case managers and additional assistant principals at the comprehensive high schools to address attendance. The Chronic Absenteeism rate went down from 26.4% in 18-19, to 21% in 19-20.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Action 1.2 - A substitute teacher shortage, combined with the necessity of having teachers in the classrooms, reduced the number of professional development opportunities that could be offered. Action 1.14 - One time funding was allocated for additional facility repairs and improvements (fencing, automatic door openers for the bus barn, kilns, alarm upgrades, HVAC). Action 1.16 - additional expenditures were made to update the Science Curriculum and purchase Edgenuity to

enhance credit recovery and the independent study program curriculum. Action 1.19 - Summer school was expanded with Expanded Learning Opportunity grant funding to include transportation, campus supervision, and inviting meals. Action 1.22 - Fewer teachers were needed in the independent study program as students returned to the campuses for in-person learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

OUHSD added curriculum adoption and additional staff to provide direct support to students after reflecting on prior practice. OUHSD has updated curriculum in English, and Science over the past three years. OUHSD is also finding ways to support classroom instruction with coteachers in Math, English and Science. OUHSD is also looking for ways to have more students deemed "Prepared" on the College and Career Readiness Dashboard Indicator. With the additional Assistant Principals at LPHS and OHS, OUHSD has decided to discontinue the TOSA positions that focus on Chronic Absenteeism beginning with the 22-23 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Safe Environment for Learning

LEA/LCAP Goal

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

Goal 2

Create a safe campus and a welcoming environment for learning

Identified Need

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 3 Parent Involvement: Culture and Climate	Increase weekly communication through mail, phone calls, and on-campus presentations	Utilize SAP and teacher collaboration to increase parent involvement weekly
Priority 5: Pupil Engagement: Culture and Climate	Increase time associated with transcript review from every six weeks, to weekly in SAP	During any six-week block, staff will increase the transcript review process and communicate this with students and parent/guardians
Priority 6: Pupil Engagement: School Climate -increase outreach services	Utilize Social Worker, Counselor, and TOSA (two sections) to improve attendance	Principal will provide weekly attendance incentives, and share the results with staff during collaboration time as appropriate.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional development dedicated to Pupil Engagement/CR-PBIS. Utilize weekly collaboration time to prioritize ways to transition from the comprehensive site to the continuation high school site. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Unrestricted

0000: Unrestricted

It is our desire to enhance the enrollment process from a negative perception to a welcoming safe school. Students generally have a negative attitude upon arriving at Prospect High. Many of the students feel they are failures for being sent here, and many are shocked that they were involuntarily transferred to our school. We have created incentive programs and activities to re-identify as a school of choice. Emphasis will be placed on school climate, pupil engagement, and parent involvement. Students want a positive school climate, but the task for us will involve more student-directed ideas generated through our ASB class. When you walk onto a school campus, we want students and parents to feel safe and welcome and change their feeling that they are a failure for being enrolled here. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

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. OUHSD has had difficulty in recruiting bus drivers and has had to adjust routes with vans instead of buses. BCSO was not able to provide a School Resource Deputy due to the lack of qualified staff. OPD has had to use the OHS/PHS SRO to augment patrol staffing shortages, so the officer is not on campus daily.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Action 2.2 -a additional social worker was hired with ESSER III funds. Action 2.3 - actual expenditures were less than anticipated as the Butte County Sheriff' was unable to staff the School Resource Officer position at Las Plumas High School. Action 2.4 - Two additional targeted case managers were hired with Title I funds.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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. LPHS and OHS added an additional Targeted Case Manager with categorical funding to support students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

College and Career Achievement

LEA/LCAP Goal

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

Goal 3

Promote changes in attendance that will help encourage a culture of attendance to get students back on track with their education

Identified Need

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."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 4 Rate of students meeting UC/CSU requirements (A-G)	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	20-21 Data All 14.5% American Indian 28.6% African American 0% Asian 3% Hispanic 18.2% White 19% ELs 0% SED 14.7% SWD 0%	All Students >25% American Indian >25% African American >25% Asian >25% Hispanic >25% White >25% ELs >25% SED >25% SWD >25%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 4 % of pupils prepared for college by the EAP - ELA (11th grade CAASPP 3 or higher)	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)	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	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.	20-21 Data 28.72%	% of pupils prepared for college on Science (11th grade CAASPP 3 or higher) will be >40%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

45073

Source(s)

Title I

1000-1999: Certificated Personnel Salaries
Prospect and Community Day Schools will offer two additional staff positions to assist with chronic absenteeism. A school Social Worker position, Academic Counselor, Principal, and a Teacher on Special Assignment (TOSA will monitor attendance and provide staff with the

necessary information to reduce truancy, and increase attendance. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources. Numbers may change based on employee benefits/salaries allocated.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$88,397.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$82,573.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$45,073.00
Title I Part A: Allocation	\$2,500.00

Subtotal of additional federal funds included for this school: \$47,573.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
General Fund	\$30,000.00
Unrestricted	\$5,000.00

Subtotal of state or local funds included for this school: \$35,000.00

Total of federal, state, and/or local funds for this school: \$82,573.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

General Fund	30,000.00
Title I	45,073.00
Title I Part A: Allocation	2,500.00
Unrestricted	5,000.00

Expenditures by Budget Reference

Budget Reference

Amount

0000: Unrestricted	5,000.00
1000-1999: Certificated Personnel Salaries	45,073.00
4000-4999: Books And Supplies	30,000.00
5000-5999: Services And Other Operating Expenditures	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

4000-4999: Books And Supplies	General Fund	30,000.00
1000-1999: Certificated Personnel Salaries	Title I	45,073.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2,500.00
0000: Unrestricted	Unrestricted	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	32,500.00
Goal 2	5,000.00
Goal 3	45,073.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Tim Drury	Principal
Dawn White	Classroom Teacher
TBD - Past Graduate was in place	Secondary Student
Michela Monnot	Other School Staff
TBD - Past Graduate Parent was in place	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 3, 2022.

Attested:



Principal, Tim Drury on 6/3/2022

SSC Chairperson, Micheal Monnot on 6/3/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

- a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
- b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fq/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fq/fo/af/>

Developed by the California Department of Education, January 2019

OROVILLE UNION HIGH SCHOOL DISTRICT

Job Description

JOB TITLE: ADMINISTRATIVE TECHNICIAN

SALARY LEVEL:	Confidential/240 Days	DIVISION:	Confidential
DEPARTMENT:	Business Services	LOCATION:	District Office
REPORTS TO	Assistant Superintendent (CBO)		
APPROVED BY:	Board of Trustees	DATE:	

BASIC FUNCTIONS: Under the direction of the Assistant Superintendent (CBO), coordinates the online employee absence reporting system; maintains the district fixed asset inventory system; schedules employment interviews and prepares interview packets; processes developer fees; performs receptionist duties for District Office; and types and prepares correspondence and complex reports which relate to general operations of the district.

REPRESENTATIVE DUTIES:

- Coordinates and maintains the online employee absence reporting system.
 - Maintain daily communication with school sites.
 - Verify and process daily employee leaves and attendance and make necessary adjustments.
 - Verify accuracy of substitute hours for payroll.
 - Calculate monthly vacation accruals and year-end rollover balances.
 - Calculate leave adjustments and annual vacation and comp time payouts.
 - Verify teacher comp time earned on a weekly basis.
 - Assist employees with use of the online system.
- Maintains the fixed asset inventory system.
 - Enters new purchases and disposes of obsolete equipment.
 - Performs semi-annual scanning of all fixed assets district-wide.
 - Reconciles current year fixed asset activity with the General Ledger.
- Schedules employment interviews and prepares interview packets.
- Processes developer fee payments.
- Requests and maintains Certificates of Liability.
- Maintains current insurance verifications of vehicles.
- Processes Student Accident/Incident Reports
- Acts as primary receptionist for District Office by greeting the public, answering the phone, and processing mail.
- Assists the Assistant Superintendent (CBO) by typing and preparing correspondence, reports and documents that that relate to the general operations of the district.
- Maintains related files and records.
- Performs related work as required.

**OROVILLE UNION HIGH SCHOOL DISTRICT
ADMINISTRATIVE TECHNICIAN
PAGE 2**

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Interpersonal skills using tact, patience and courtesy.
- Telephone techniques and etiquette.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Modern office software, equipment, practices and procedures.
- Typing, filing, and record keeping.

Ability to:

- Communicate effectively both orally and in writing, in an open, friendly, business-like manner, with general public and District personnel.
- Establish and maintain cooperative and effective working relationships with others.
- Take accurate and complete messages.
- Understand and follow oral and written directions.
- Meet schedules and timelines.
- Write routine correspondence.
- Proofread documents.
- Work on variety of tasks simultaneously with frequent interruption and without close supervision.
- Maintain highest degree of confidentiality regarding sensitive information.
- Utilize computer and software for a wide variety of applications.
- Maintain accurate and complete records and reports.
- Read, interpret, apply and explain rules, regulations, policies and procedures.

EDUCATION AND EXPERIENCE: High school diploma and two (2) years related experience. Experience in an administrative office or school setting is highly desirable.

LICENSES:

- Valid California driver's license.
- Typing certificate: 45 WPM net.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, use hands to manipulate, handle, or feel objects, tools, or controls; hearing and speaking to exchange information in person or on the telephone; seeing to assure accuracy of letters/documents/data.

The employee is frequently required to walk and reach with hands and arms to retrieve and store files. The employee is occasionally required to stand; climb or balance; and stoop, kneel, and crouch.

OROVILLE UNION HIGH SCHOOL DISTRICT
ADMINISTRATIVE TECHNICIAN
PAGE 3

The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, and the ability to adjust focus.

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

While performing the duties of this job, the employee occasionally works near moving mechanical parts and in outside weather conditions and is occasionally exposed to fumes or airborne particles and risk of electrical shock.

The noise level in the work environment is usually moderate.



To: Oroville Union High School District Board of Trustees
From: Dr. Corey Willenberg, Superintendent
Date: June 6, 2022
Subject: Career Planning and Development Course Outline

OUHSD would like to add Career Planning and Development as an approved course. This course would satisfy A-G requirements as an elective. This course will also be eligible for dual enrollment with Butte College.

The Superintendent is requesting Board approval for the attached course outline.

Oroville Union High School District
Course Description

Course Title:	Career Planning and Development
Aeries Course #:	913A
CBEDS #:	9220
Course Length:	One Year
Type of Credit(s):	Elective
A-G Approved:	Pending
Approval Date:	Pending
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	Yes (Butte College CLP 101)
District Certification:	No
Prerequisite:	None
Includes Hands-on Lab Activities:	No
Grade Level(s):	9-12
Primary Textbook(s):	Career Choices and Changes: A Workbook to Discover Who You Are, What You Want, and How to Get It, Mindy Bingham and Sandy Stryker, Academic Innovations, 5 th Edition, 2013, ISBN: 978-1878787644
Supplemental Materials:	A Supplemental Anthology for Career Choices, Janet Goode and Mindy Bingham, Academic Innovations, Third Edition, 2008 ISBN: 9781878787149 Career Choices Workbook and Portfolio, Mindy Bingham and Sandy Stryker, Academic Innovations, 2011, ISBN: 1878787373
Digital Resources:	My 10 Year Plan.com: Online 10 year Plan & Portfolio, Melinda Bingham and Associates, LLC, Academic Innovations, http://www.my10yearplan.com Big Future-Get Ready for College, The College Board, The College Board, http://bigfuture.collegeboard.org

University of California, The Regents of the University of California, The
Regents of the University of California,
<http://www.universityofcalifornia.edu/>

Course Overview

This year-long course is designed to help students learn and practice valuable skills to help them to be career and college ready. Students will demonstrate their understanding of career paths through a variety of assessments, project, job simulations, speeches, research assignments, online portfolio, and a research paper. Students will identify academic interest, skills, values and personality types, research employers, industries, gain experience with public speaking and interview skills, familiarize themselves with college, and job search tools, strengthen writing skills, learn goal setting, solidify research techniques, and write a research paper utilizing correct MLA format.

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

Board Approval Date: _____

Chapter 1-My Future

Chapter 1

Goal: To start students thinking about an ideal future.

Learning Objectives:

- To help students realize that success does not come just from daydreaming, but from combining a vision with appropriate and necessary actions.
- To have student begin imagining the kind of future they would find most satisfying
- To illustrate that work is not just a way to earn a living, but an important part of most people's identity.
- To allow students to recognize the scope and diversity of every individuals accomplishments on a daily basis.
- To help students identify their own decision-making patterns and evaluate their effectiveness.
- To introduce students to public speaking

Sample Assignment:

Introductory Speech: The students will produce a 3-minute speech introducing themselves to the class. They will learn the basics of public speaking and focus on voice, body and listening skills. Students will begin the process by drafting speaker's notes and brainstorming personal topics to potentially describe such as full name, place of birth, hometown, significant childhood memory, favorite spare time activity, heroes, idols or mentor, and plans for the future. Students will then organize that information onto note cards they can effectively use during the speech. Student will learn the importance of a cohesive introductions, conclusion and effective transitions. This speech will also serve as a team building exercise and initial experience with public speaking. They will gain confidence and build a safe environment through this first speech. The skills learned through delivering this speech will form the foundation for future speeches.

Chapter 2-Who am I?

Chapter 2

Goal: To help students begin to answer the question "Who am I?"

Learning Objectives:

- To help students discover the many layers of qualities and characteristics that make up their unique identity, and to help them appreciate how knowing this identity is a necessary and ongoing part of any rewarding life.
- To help students learn to identify and articulate those things that are extremely important to them on an emotional level.
- To help students clarify which work values are most meaningful in their own lives.
- To help students identify and understand their work behavioral style as an important trait to consider when evaluating their interests.
- To help students identify their strengths and, in so doing, raise their self-esteem.

- To help students identify the skills they have developed over the years.
- To help students identify and understand standard skills categories.
- To help students identify and evaluate their roles, occupations, and vocations.
- To make students more aware of the messages-verbal and otherwise-they get from society and from significant people in their lives, and to help them understand how these messages can affect the way they feel about their future or their potential.

Sample Assignment:

Media Messages: Students will analyze various print advertisements and video clips from popular television show and movies according to a rubric created by their peer group (prior assignment), noting the characterizations, stereotypes, and underlying messages in the media. Students will perform a silent gallery walk noting their commands for several examples. They will then discuss in groups the stereotypes and messages projected and how the messages in these media affect them. Students will remake the ad or short video in a different way in a more positive way and then present their work to the class. Students will analyze the work of other groups.

Chapter 3-What Do I Want?

Chapter 3

Goal: To help students answer the question "What do I Want? By considering their ideal lifestyle.

Learning Objective:

- To teach students Maslow's hierarchy of needs and help them understand its impact on their identity and self-esteem.
- To help students identify an overall goal or mission for their lives.
- To teach students to project into the future and to realize the diversity of lifestyle options open to them.
- To help students identify the components of a balanced lifestyle.
- To help students understand and identify their needs and to appreciate the desirability of having a balanced internal and external, personal and professional, private and public life.
- To personalize the balanced lifestyle evaluation process and help students realize the effect outside forces can have on a person's life.

Sample Assignment:

Mission Statement: After reading and analyzing the poem "Growing Older" by R.G. Wells, students will create their own mission statement based on their self-analysis in the course so far. Students will then present their statement to the class and explain why is applicable.

Chapter 4-Cost of Living

Chapter 4

Goal: To instill an understanding of the costs of any given lifestyle-financial costs, as well as psychological costs and the costs in terms of commitment to a given career.

Learning Objectives:

- To give students a realistic view of how many financial considerations will be important when deciding a career path.
- To learn to budget the more common way-by having a total figure available and allocating that figure among the line items.
- To have students learn to budget the way most people do-by taking a given income and deciding how it should be allocated. An added observation will be the impact of career choice on lifestyle.
- To recognize the causes of poverty and to reduce the chances of becoming a poverty statistic.
- To explore the myth that money can make you happy.
- To help students learn that there are sacrifices as well as rewards associated with every job and every lifestyle. To help the students evaluate both aspects of any career they are considering and to decide whether or not it would be a wise choice.
- To help students recognize the rewards and sacrifices of specific careers as they relate to values.
- To demonstrate that values not satisfied on the job can be met with appropriate after-hours activities.
- To demonstrate the financial payoff-over a lifetime-of an investment in education.
- To help students gain specific information about the costs and rewards of various jobs from people they know.
- To help students realize that in order to meet long-term goals they will have to make short-term sacrifices, and to provide a decision-making model that will help them keep their goals in mind.

Sample Assignment:

Budget: Students will create a family profile of their future family and then create a realistic monthly and yearly budget (in a spreadsheet) for their desired lifestyle that includes items like mortgages, food, entertainment, vehicles, vacations, utilities, childcare, and other life expenses. Students will use actual prices of commodities as found in local stores, on family bills, and online. Students will then present their budgets to the class.

Chapter 5-What am I Looking For?

Chapter 5

Goal: To have students take a look at the general characteristics they hope to find in a job before they begin considering a specific career.

Learning Objectives:

- To help students narrow their career choices by first considering the general job characteristics that are the most important to them, and then by being creative in thinking of jobs that meet their requirements.
- To give students an opportunity to consider job preferences in terms of structured or unstructured employment, and to analyze their level of anxiety tolerance in relation to working.
- To help students evaluate whether their attitudes, characteristics, and skills are more consistent with those of an employer or of an employee.
- To help students sort out their own feeling about status as it relates to job selection.

Sample Assignment:

Reflective Essay: Student will read a quote by Mark Twain about the "world's greatest general" and discuss the meaning. Students will then read "Lego" by David Owen (New York Magazine January 14, 1991). Students will write a reflective essay (at least 2 pages) about their desired career, giving information about the career and relating the work and work environment to their own attitudes characteristics and skills discovered in the last chapter. The essay must meet all the Panther Writing Model's requirements of a writing assignment for English classes (proper organization, thesis, spelling, punctuation, etc.)

Chapter 6-Research Careers

Chapter 6

Goal: To guide students in completing a three-step process in order to arrive at a career decision they will use for the remainder of the book.

Learning Objective:

- To help students understand the 12 career interest areas and the types of jobs in each area.
- To help students make some tentative career choices based on their own personality traits.
- To help students learn library and research skills as they begin to gather information about potential careers.
- To help students begin thinking about-and actually experiencing-what it would be like to spend a typical day at the job of their choice.
- To give students practice in writing a business letter and conducting an interview, and to allow them to see firsthand what it might be like to spend a day at a particular job.
- To help students decide whether the careers they are considering are good matches for their personalities and working styles.

Sample Assignment:

Informative Speech: Students will give a 5-minute speech that demonstrates knowledge of material. The focus will be on how to share information appropriately with a given audience. The information presented should be relevant to a pre-approved research career within the assigned industry area that is largely unfamiliar to other students (not a common career like police officer, teacher or doctor), and the presenter should relate this information directly to the audience. This should be made relevant to student lives. At this point students will work on going from a sentence outline to more condensed note cards. Outlining will become a more important aspect of preparation. Students will work collaboratively to research, outline, write and present. When speaking, students will present the information in a logical progression. They will deliver with authority, energy, and enthusiasm. They will use credible and current sources and will focus on assuring the audience had learned something new or gain fresh insight from the speech.

Chapter 7, 8, 9-Goal Setting and Problem Solving

Chapter 7

Goal: To help students understand two important points about decision making-that not making a decision is making a choice, and that most decisions can be changed.

Learning Objectives:

- To help students discern the difference between long-and short-term goals and learn to make their hopes for the future into account when making daily decisions.
- To help students understand that before they can evaluate their choices, they need to discover the facts and determine the effect of these realities on the outcome for any of the options being considered.
- To help students evaluate the pros and cons and the likelihood of success of different choices.
- To show students how their own resources, wants, and needs should enter into the process of making their major life decisions.
- To help students evaluate their decision-making strategies, their strengths, and their weaknesses.

Chapter 8

Goal: To help students make the plans, learn the skills, and acquire the tools they will need to realize their dreams.

Learning Objectives:

- To help students identify and apply the problem-solving techniques as presented in the text.
- To introduce students to a process for writing quantitative goals and objectives.

Chapter 9

Goal: Students learn that problems are a fact of life that must be faced head-on if they are to be overcome. Since they are responsible for their own lives, it is up to them to overcome any limitations they perceive.

Learning Objectives:

- Students examine some of the reasons people use for not doing what they want to do, or can do, evaluate those excuses and determine what might be done to avoid using them.
- To help students evaluate excuses and reframe them so that they are accepting responsibility for their problems and opening new avenues for solving them.
- To expose students to some of the statistics regarding teen pregnancy, dropping out of school and substance abuse.
- To allow students to examine some common problems and then project into the future to consider the possible long-term consequences of present actions.
- To help students personalize the effect of dropping out of school on their eventual job satisfaction.
- To enable students to comprehend the financial costs of bad habits.
- To help students understand how flexibility and high salary relate to mixing career and family, and to have young women consider how non-tradition careers may be the best option.
- To help students learn an evaluation technique to be used before acting rashly in abandoning a dream or plan.
- To help students overcome fears by seeing themselves be successful at whatever makes them anxious.
- To expose students to a hierarchical approach to conquering anxieties.
- To give students and opportunity, in a third-person situation, to make long-range plans for the success of someone who could reasonably be expected to fail.
- To help students see that taking calculated risks is an important skill.

Chapter 10

Goal: To instill the attitudes that lead to success, as defined by each individual.

Learning Objectives:

- To help students understand the power of affirmation in changing self-limiting attitudes.
- To recognize and evaluate the characteristics and attitudes of excellence.
- To help students realize that action is necessary to achieve any goal.
- To clarify the concept of work ethic and help students see how it relates to their lives.
- To demonstrate the attitudes that will be most in demand for workers in the future.

Sample Assignment:

Role Play: In this unit, students will be learning about the statistics of poverty, drug use, and teen pregnancy in our county as well as strategies for problem solving, setting goals, calculating risks, and conquering anxiety. Students will also volunteer at our local homeless shelter. The students will then complete a project where they role-play real life scenarios in which their characters have been derailed from their goals. Students will problem solve realistic steps

(within the context of our county) to get back on track. Students will demonstrate their ability to analyze situations, think quickly, and show their knowledge about various community programs.

Chapter 11-Job Hunting Skills

Chapter 11

Goal: To introduce students to some of the most basic job hunting skills-writing resumes, locating jobs, research interviews, filling out applications, job interviews.

Learning Objectives:

- To give students experience in writing a personal resume.
- To give students experience in conducting informational interviews.
- To give students experience filling out job applications.
- To provide information on, and experience in, being interviewed for a job.
- To help students gain information on how to deal with two facets of a job search dealing with rejection and accepting a job.
- To help students gain an understanding of mentoring and encourage them to watch for opportunities to have to be a mentor.

Sample Assignment:

Interview Speech: Closely related to an impromptu speech, an interview is similar in technique and similar in real world application. Students will prepare for a 10-15 minute interview with community business people. They will be able to answer questions and solve problems. They will inform and motivate the audience. We will cover the entire process of an interview including physical appearance, before the interview, at the interview site, during the interview, and after the interview. Special attention will be given on how to act and present one's self in a relaxed and confident way. They will be taught how to answer questions off the cuff by being honest, direct and straightforward. In completing this assignment, students will be able to prepare appropriate interview questions, conduct an interview to acquire information, understand the role of research in preparation of the interview, identify types of questions to ask employers when being interviewed, and understand the communication effects of interviewing by phone or in person. They will understand that the maturity, skill, and judgement they exercise will be the keys to their success or failure in interviewing.



To: Oroville Union High School District Board of Trustees
From: Dr. Corey Willenberg, Superintendent
Date: April 26, 2022
Subject: Ecology Course Outline

OUHSD would like to add Ecology as an approved course. This course would satisfy A-G requirements as an elective.

Alisha Weliver (OHS) and Bonnie Leih (LPHS) have reviewed the proposed course outline and approve of the Superintendent presenting it for Board approval.

Superintendent is requesting Board approval for the attached course outline.

Oroville Union High School District
Course Description

Course Title:	Ecology
Aeries Course #:	912A
CBEDS #:	9339
Course Length:	One Year
Type of Credit(s):	Elective (10 credits)
A-G Approved:	Pending
Approval Date:	Pending
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	Biology of the Living Earth and Chemistry of Earth Systems
Includes Hands-on Lab Activities:	Yes
Grade Level(s):	11-12
Primary Textbook(s):	<i>Elements of Ecology, 9th Edition</i> , Pearson Education Inc., 2015 ISBN: 13: 978-0-321-93418-5
Supplemental Materials:	None
Digital Resources:	https://www.biointeractive.org/ https://ca.pbslearningmedia.org/ https://www.nps.gov https://www.fws.gov/program/invasive-species https://www.doi.gov/ourpriorities https://www.fs.usda.gov/ https://www.invasivespeciesinfo.gov/ https://www.nifa.usda.gov/ https://oceanservice.noaa.gov/ https://www.nasa.gov/ https://www.epa.gov/

Course Overview

This course is designed to expose students to the complexity of interactions in the natural world through laboratory study, biological fieldwork and sampling. Students will be prepared for post-secondary study in science by providing them with a more in-depth exploration of specific topics from biology as well as earth and physical science as applied to ecology. Curriculum consists of the following units: Introduction to Ecology, Soil Biology, Agriculture and Ecology, Plant Biology, Field Biology, Community Ecology, and Animal Ecology

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

Board Approval Date: _____

OUHSD Ecology Course: Next Generation Science Standards & Resources

Science and Engineering Practices	Disciplinary Core Ideas	Additional Resources
<p><u>Asking Questions and Defining Problems</u></p> <p><u>Developing and Using Models</u></p> <p><u>Analyzing and Interpreting Data</u></p> <p><u>Using Mathematics and Computational Thinking</u></p> <p><u>Constructing Explanations and Designing Solutions</u></p> <p><u>Engaging in Argument from Evidence</u></p> <p><u>Obtaining, Evaluating, and Communicating Information</u></p> <p>Crosscutting Concepts</p> <p><u>Patterns</u></p> <p><u>Cause and Effect</u></p> <p><u>Scale, Proportion, and Quantity</u></p> <p><u>Systems and System Models</u></p> <p><u>Energy and Matter</u></p> <p><u>Structure and Function</u></p> <p><u>Stability and Change</u></p>	<p><u>LS1.A: Structure and Function</u></p> <p><u>LS1.B: Growth and Development of Organisms</u></p> <p><u>LS1.C: Organization for Matter and Energy Flow in Organisms</u></p> <p><u>LS2.A: Interdependent Relationships in Ecosystems</u></p> <p><u>LS2.B: Cycles of Matter and Energy Transfer in Ecosystems</u></p> <p><u>LS2.C: Ecosystem Dynamics, Functioning, and Resilience</u></p> <p><u>LS2.D: Social Interactions and Group Behavior</u></p> <p><u>LS3.A: Inheritance of Traits</u></p> <p><u>LS3.B: Variation of Traits</u></p> <p><u>LS3.B: Variation of Traits</u></p> <p><u>LS4.D: Biodiversity and Humans</u></p> <p><u>LS4.A: Evidence of Common Ancestry and Diversity</u></p> <p><u>LS4.B: Natural Selection</u></p> <p><u>LS4.C: Adaptation</u></p> <p><u>ESS2.D: Weather and Climate</u></p> <p><u>ESS2.E: Biogeology</u></p> <p><u>ESS3.A: Natural Resources</u></p> <p><u>ESS3.C: Human Impacts on Earth Systems</u></p> <p><u>ESS3.D: Global Climate Change</u></p> <p><u>PS3.D: Energy in Chemical Processes</u></p> <p><u>PS4.B: Electromagnetic Radiation</u></p> <p><u>ETS1.A: Defining and Delimiting Engineering Problems</u></p> <p><u>ETS1.B: Developing Possible Solutions</u></p> <p><u>ETS1.C: Optimizing the Design Solution</u></p>	<p><u>HHMI Biointeractive</u></p> <p><u>Argument Driven Inquiry in Biology</u></p> <p><u>PBS Learning Center</u></p> <p><u>CA Science Framework</u></p> <p><u>National Parks Service (NPS)</u></p> <p><u>United States Fish & Wildlife Service</u></p> <p><u>United States Department of Interior: Priorities</u></p> <p><u>United States Forest Service</u></p> <p><u>National Invasive Species Information Center</u></p> <p><u>United States Department of Agriculture(USDA)</u></p> <p><u>National Oceanic and Atmospheric Administration (NOAA)</u></p> <p><u>National Oceanic and Atmospheric Administration (NOAA)</u></p> <p><u>National Aeronautics and Space Administration (NASA)</u></p> <p><u>Environmental Protection Agency (EPA)</u></p> <p><u>Environmental Literacy Council</u></p>



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: June 7, 2022
Subject: Request Approval for Updated Ag Course Outlines

OUHSD has had a vacancy in Industrial Technology at Las Plumas High for the past two years. After recruiting for the position for two years, and not finding any viable candidates, the Superintendent converted the welding and fabrication courses to Ag Welding, Ag Welding and Construction and Ag Fabrication in hopes of finding a credentialed teacher to teach those courses.

The Superintendent is requesting Board approval for the attached course outlines. Mrs. Earley reviewed the course guidelines to make sure they are aligned to California State Agriculture Standards.

Oroville Union High School District
Course Description

Course Title: Ag Welding

Aeries Course #: 817A

CBEDS #: 7120

Course Length: One Year

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

A-G Approved: Pending

Approval Date: Pending

Integrated
(Academic & CTE): No

2+2 Credit: Pending

Dual Enrollment: No

District
Certification: No

Prerequisite: None

Includes Hands-on
Lab Activities: Yes

Grade Level(s): 9-12

Primary
Textbook(s): Welding: Principles and Applications, 9th Edition, Larry Jeffus, Cengage, 2021
ISBN: 9780357377659

Supplemental
Materials: None

Digital Resources: theaet.com

Course Overview

This course introduces students to the use, care and maintenance of metalworking machines and explores the use of various metals and the physical characteristics and properties of each. Students will learn safety procedures, electrode identification, theory and practice. Basic skills will be developed in oxyacetylene welding (OAW), oxyacetylene cutting OFC-A), shielded metal arc welding (SMAW), and gas metal arc welding (GMAW) in the flat position. Students will have FFA requirements.

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

Board Approval Date: _____

California Career Technical Education Model Curriculum Standards:

Agriculture and Natural Resources Knowledge and Performance Anchor Standards:

- 2.0 Communications Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
 - 2.1 Recognize the elements of communication using a sender–receiver model.
 - 2.2 Identify barriers to accurate and appropriate communication.
 - 2.3 Interpret verbal and nonverbal communications and respond appropriately.
 - 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
 - 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
 - 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
- 3.0 Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)
 - 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.
- 4.0 Technology Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)
 - 4.1 Use electronic reference materials to gather information and produce products and services.
 - 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
 - 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.
- 5.0 Problem Solving and Critical Thinking Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)
 - 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
 - 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
 - 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
 - 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 7.0 Responsibility and Flexibility Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.

9.0 Leadership and Teamwork Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Farmers of America (FFA) career technical student organization. (Direct alignment with SLS 11-12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.
- 9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.9 Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- 9.11 Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.12 Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.

10.0 Technical Knowledge and Skills Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

- 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.

- 10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.
- 10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.
- 10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.8 Maintain and troubleshoot equipment used in the agricultural industry.

Agriculture and Natural Resources Ag Mechanics Pathway Standards:

B1.0 Implement personal and group safety practices.

- B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
- B1.2 Integrate accepted shop management procedures and a safe working environment.
- B1.3 Safely secure loads on a variety of vehicles.

B5.0 Understand agricultural cold metal processes.

- B5.1 Identify common metals, sizes, and shapes.
- B5.2 Demonstrate basic tool-fitting skills.
- B5.3 Properly lay out materials for a given project.
- B5.4 Demonstrate basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending).
- B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

B7.0 Understand oxy-fuel cutting and welding.

- B7.1 Explain the role of heat and oxidation in the cutting process.
- B7.2 Properly set up, adjust, shut down, and maintain an oxy-fuel system.
- B7.3 Flame-cut metal with an oxy-fuel cutting torch.
- B7.4 Fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
- B7.5 Repair metal objects using a variety of techniques, such as brazing or hard surfacing.

B8.0 Understand electric arc welding processes.

- B8.1 Select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
- B8.2 Read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.
- B8.3 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.

Oroville Union High School District
Course Description

Course Title: Ag Welding and Construction

Aeries Course #: 818A

CBEDS #: 7121

Course Length: One Year

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

A-G Approved: Pending

Approval Date: Pending

Integrated
(Academic & CTE): No

2+2 Credit: Pending

Dual Enrollment: No

District
Certification: No

Prerequisite: Ag Welding or Teacher Approval

Includes Hands-on
Lab Activities: Yes

Grade Level(s): 9-12

Primary
Textbook(s): Welding: Principles and Applications, 9th Edition, Larry Jeffus, Cengage, 2021
ISBN: 9780357377659

Supplemental
Materials: None

Digital Resources: theaet.com

Course Overview

This course is designed to enhance the ability of the student to perform welds using Oxyacetylene Welding (OAW), Shielded Metal Arc Welding (SMAW), Gas Metal Arc Welding (GMAW), Flux Core Arc Welding (FCAW) and Gas Tungsten Arc Welding (GTAW) in the Flat, Horizontal, Vertical, and Overhead positions. Students will also learn Oxyfuel Cutting (OFC), Plasma Arc Cutting (PAC), and Air Carbon Arc Cutting (CAC-A) as well as basic construction techniques utilizing these welds. Students will be a part of the agriculture department and the FFA.

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

Board Approval Date: _____

California Career Technical Education Model Curriculum Standards:

Agriculture and Natural Resources Knowledge and Performance Anchor Standards:

- 2.0 Communications Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)
 - 2.1 Recognize the elements of communication using a sender–receiver model.
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 - 2.3 Interpret verbal and nonverbal communications and respond appropriately.
 - 2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
 - 2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
 - 2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.
- 3.0 Career Planning and Management Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)
 - 3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.
- 4.0 Technology Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)
 - 4.1 Use electronic reference materials to gather information and produce products and services.
 - 4.5 Research past, present, and projected technological advances as they impact a particular pathway.
 - 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.
- 5.0 Problem Solving and Critical Thinking Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)
 - 5.1 Identify and ask significant questions that clarify various points of view to solve problems.
 - 5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
 - 5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.
 - 5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.
- 7.0 Responsibility and Flexibility Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

- 7.1 Recognize how financial management impacts the economy, workforce, and community.
- 7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to changing and varied roles and responsibilities.
- 7.4 Practice time management and efficiency to fulfill responsibilities.
- 7.5 Apply high-quality techniques to product or presentation design and development.
- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.

9.0 Leadership and Teamwork Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Farmers of America (FFA) career technical student organization. (Direct alignment with SLS 11-12.1b)

- 9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- 9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.
- 9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.
- 9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.
- 9.5 Understand that the modern world is an international community and requires an expanded global view.
- 9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.
- 9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.
- 9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.9 Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.
- 9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.
- 9.11 Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.12 Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
- 9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.

10.0 Technical Knowledge and Skills Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

- 10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.
- 10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.

- 10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.
- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.
- 10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.
- 10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.8 Maintain and troubleshoot equipment used in the agricultural industry.

Agriculture and Natural Resources Ag Mechanics Pathway Standards:

B1.0 Implement personal and group safety practices.

- B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
- B1.2 Integrate accepted shop management procedures and a safe working environment.
- B1.3 Safely secure loads on a variety of vehicles.

B5.0 Understand agricultural cold metal processes.

- B5.1 Identify common metals, sizes, and shapes.
- B5.2 Demonstrate basic tool-fitting skills.
- B5.3 Properly lay out materials for a given project.
- B5.4 Demonstrate basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending).
- B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

B7.0 Understand oxy-fuel cutting and welding.

- B7.1 Explain the role of heat and oxidation in the cutting process.
- B7.2 Properly set up, adjust, shut down, and maintain an oxy-fuel system.
- B7.3 Flame-cut metal with an oxy-fuel cutting torch.
- B7.4 Fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
- B7.5 Repair metal objects using a variety of techniques, such as brazing or hard surfacing.

B8.0 Understand electric arc welding processes.

- B8.1 Select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
- B8.2 Read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.
- B8.3 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.
- B8.4 Weld a variety of joints in various positions.

B9.0 Assimilate metallurgy principles and fabrication techniques.

- B9.1 Define metallurgy principles, including distortion, hardening, tempering, and annealing.
- B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
- B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
- B9.4 Design project plans by using mechanical drawing techniques.
- B9.5 Finish a metal project by implementing proper sequencing.

- B9.6 Manipulate and finish metal by using a variety of tools, machines, and techniques (e.g., lathe, mill, CNC plasma, shears, press break, grinders, and sanders).
- B9.7 Construct a welding project using any electric welding process, appropriate products, joints, and positions, which will include interpreting a plan, determining proper assembly sequence, developing a bill of materials and cutting list, selecting and acquiring materials, and developing a clear and concise fabrication contract.

Oroville Union High School District
Course Description

Course Title: Ag Fabrication

Aeries Course #: 819A

CBEDS #: 7122

Course Length: One Year

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

A-G Approved: Pending

Approval Date: Pending

Integrated
(Academic & CTE): No

2+2 Credit: No

Dual Enrollment: No

District
Certification: No

Prerequisite: Ag Welding and Ag Welding and Construction

Includes Hands-on
Lab Activities: Yes

Grade Level(s): 11-12

Primary
Textbook(s): Welding: Principles and Applications, 9th Edition, Larry Jeffus, Cengage, 2021
ISBN: 9780357377659

Supplemental
Materials: None

Digital Resources: theaet.com

Course Overview

This course is designed to provide students with employable skills in the area of Agriculture Welding. Students will build upon skills learned in prior agriculture welding classes to fabricate agriculture projects. This course covers design principles, selection, maintenance, adjustment, and safe operation of all welding machines currently in the shop. Students will have FFA requirements. **Note: Students may be placed in a work based learning setting at a course related industry partner.**

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

Board Approval Date: _____

California Career Technical Education Model Curriculum Standards:

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 - 4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.
- 5.0 Problem Solving and Critical Thinking Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)
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- 7.6 Demonstrate knowledge and practice of responsible financial management.
- 7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- 7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.

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- 9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
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- 10.4 Collaborate with industry experts for specific technical knowledge and skills.
- 10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.
- 10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.
- 10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.
- 10.8 Maintain and troubleshoot equipment used in the agricultural industry.

Agriculture and Natural Resources Ag Mechanics Pathway Standards:

B1.0 Implement personal and group safety practices.

- B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
- B1.2 Integrate accepted shop management procedures and a safe working environment.
- B1.3 Safely secure loads on a variety of vehicles.

B7.0 Understand oxy-fuel cutting and welding.

- B7.1 Explain the role of heat and oxidation in the cutting process.
- B7.2 Properly set up, adjust, shut down, and maintain an oxy-fuel system.
- B7.3 Flame-cut metal with an oxy-fuel cutting torch.
- B7.4 Fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
- B7.5 Repair metal objects using a variety of techniques, such as brazing or hard surfacing.

B8.0 Understand electric arc welding processes.

- B8.1 Select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
- B8.2 Read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.
- B8.3 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.

B9.0 Assimilate metallurgy principles and fabrication techniques.

- B9.1 Define metallurgy principles, including distortion, hardening, tempering, and annealing.
- B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.
- B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.
- B9.4 Design project plans by using mechanical drawing techniques.
- B9.5 Finish a metal project by implementing proper sequencing.
- B9.6 Manipulate and finish metal by using a variety of tools, machines, and techniques (e.g., lathe, mill, CNC plasma, shears, press break, grinders, and sanders).
- B9.7 Construct a welding project using any electric welding process, appropriate products, joints, and positions, which will include interpreting a plan, determining proper assembly sequence, developing a bill of materials and cutting list, selecting and acquiring materials, and developing a clear and concise fabrication contract.



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent 
Date: June 13, 2022
Subject: Request Approval for Updated Economics/Government Curriculum

The Superintendent and Director of Education worked with teachers at both Las Plumas High and Oroville High to update curriculum for Economics and Government. Both courses are California and Oroville Union High School graduation requirements

All of the teachers participating in the curriculum update chose TCI textbooks for both Economics and Government. During the process, the course outlines were updated to reflect what is being taught in both of those courses.

The Superintendent is requesting Board approval to purchase the Economics and Government textbooks, as well as the updated course outlines.

The estimated cost of the curriculum upgrade is \$100,000 dollars and will be funded out of the General Fund.

Oroville Union High School District
Course Description

Course Title:	Government - Principles of American Democracy
Aeries Course #:	435A
CBEDS #:	9174
Course Length:	One Semester
Type of Credit(s):	Social Science (5 credits)
A-G Approved:	Yes
Approval Date:	10/5/15
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):	12
Primary Textbook:	Government Alive: Power, Politics, and You, Teacher's Curriculum Institute, 2020, ISBN 978-1-934534-14-4
Supplemental Materials:	American Government Reading and Cases, Peter Woll, Pearson/Longman, 2008, ISBN: 0-321-47314-0
Reading Materials	1984, George Orwell
Reference Materials:	Merriam-Webster's High School Dictionary Appropriate software
Supplemental Films:	Dave Selma Recount Constitution USA: PBS

Digital

Resources:

Crash Course Government and Politics (various episodes)
Newsela
Realclearpolitics.com (polling)
Race to 270
Fivethirtyeight.com (polling)
OpenSecrets (campaign finance and lobbying)

Course Overview

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationships among federal, state, and local governments, with particular attention paid to important historical documents such as The Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

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

Board Approval Date: _____

History-Social Science Content Standards

Grades 9 – 12: Introduction

Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve.

In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

Grade Twelve

History-Social Science Content Standards.

Principles of American Democracy and Economics

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the *Federalist Papers*. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

Principles of American Democracy

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.
2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.
3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."
4. Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the *Federalist Papers*.
5. Describe the systems of separated and shared powers, the role of organized interests (*Federalist Paper Number 10*), checks and balances (*Federalist Paper Number 51*), the importance of an independent judiciary (*Federalist Paper Number 78*), enumerated powers, rule of law, federalism, and civilian control of the military.
6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).
2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).
3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.

5. Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.
6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
3. Discuss the historical role of religion and religious diversity.
4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.
2. Explain the process through which the Constitution can be amended.
3. Identify their current representatives in the legislative branch of the national government.
4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.
5. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.
6. Explain the processes of selection and confirmation of Supreme Court justices.

12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the Fourteenth Amendment.
2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).
3. Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison*, *McCulloch v. Maryland*, and *United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.
4. Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Peña*, and *United States v. Virginia* (VMI).

12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.

1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.
2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.

3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.
4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).
5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums, recall elections).
6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the Electoral College.

12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

1. Explain how conflicts between levels of government and branches of government are resolved.
2. Identify the major responsibilities and sources of revenue for state and local governments.
3. Discuss reserved powers and concurrent powers of state governments.
4. Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.
5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.
6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.
7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.
8. Understand the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

1. Discuss the meaning and importance of a free and responsible press.
2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

1. Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.
2. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher).
3. Discuss the advantages and disadvantages of federal, con federal, and unitary systems of government.
4. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, Cambodia).
5. Identify the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.
6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.
7. Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including

the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel).

8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.

12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Oroville Union High School District
Course Description

Course Title:	Principles of Economics
Aeries Course #:	440A
CBEDS #:	9175
Course Length:	One Year
Type of Credit(s):	Social Science
A-G Approved:	Yes
Approval Date:	12/15/14
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):	12
Primary Textbook(s):	Econ Alive: The Power to Choose, Teacher's Curriculum Institute, 2020 ISBN 978-1-934534-47-2
Supplemental Materials:	None
Reading Materials	Animal Farm, George Orwell
Reference Materials:	Merriam-Webster's High School Dictionary Appropriate software
Supplemental Films:	Tucker: The Man and his Dream Money Explained: Netflix Thinking Money: The Psychology Behind our Best and Worst Financial Decisions: PBS Broken: Netflix

Digital

Resources:

ACDC Economics

Investopedia: Stock Market Simulation

Everfi: Financial Literacy

Next Generation Personal Finance

Course Overview

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, and equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro and macroeconomics, international economics, comparative economics system measurement, and methods.

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

Board Approval Date: _____

History-Social Science Content Standards

Grades 9 – 12: Introduction

Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve.

In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

Grade Twelve

History-Social Science Content Standards.

Principles of American Democracy and Economics

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the *Federalist Papers*. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

Principles of Economics

12.1 Students understand common economic terms and concepts and economic reasoning.

1. Examine the causal relationship between scarcity and the need for choices.
2. Explain opportunity cost and marginal benefit and marginal cost.
3. Identify the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior.
4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

12.2 Students analyze the elements of America's market economy in a global setting.

1. Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
2. Discuss the effects of changes in supply and/ or demand on the relative scarcity, price, and quantity of particular products.
3. Explain the roles of property rights, competition, and profit in a market economy.
4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
5. Understand the process by which competition among buyers and sellers determines a market price.
6. Describe the effect of price controls on buyers and sellers.
7. Analyze how domestic and international competition in a market economy affects goods and services produced and the quality, quantity, and price of those products.
8. Explain the role of profit as the incentive to entrepreneurs in a market economy.
9. Describe the functions of the financial markets.
10. Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

12.3 Students analyze the influence of the federal government on the American economy.

1. Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights.
2. Identify the factors that may cause the costs of government actions to outweigh the benefits.
3. Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.
4. Understand the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve).

12.4 Students analyze the elements of the U.S. labor market in a global setting.

1. Understand the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the mini-mum wage, and unemployment insurance.
2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.
3. Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.
4. Explain the effects of international mobility of capital and labor on the U.S. economy.

12.5 Students analyze the aggregate economic behavior of the U.S. economy.

1. Distinguish between nominal and real data.
2. Define, calculate, and explain the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate, and a rate of economic growth.
3. Distinguish between short-term and long-term interest rates and explain their relative significance.

12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.

1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of twentieth-century trade among countries in the Western Hemisphere.
2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.
3. Understand the changing role of international political borders and territorial sovereignty in a global economy.
4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

2022-2023 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 28, 2022.**

Oroville Union High School District/Governing Board at its 6-22-22 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2022-2023 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Las Plumas High School
NAME OF REPRESENTATIVE Allie Bruce POSITION AD
ADDRESS 2380 Las Plumas Ave CITY Oroville ZIP 95966
PHONE 538-2310 FAX 534-5974 E-MAIL abruce@ouhsd.net

NAME OF SCHOOL Las Plumas High School
NAME OF REPRESENTATIVE Lamar Collins POSITION Principal
ADDRESS 2380 Las Plumas Ave CITY Oroville ZIP 95966
PHONE 538-2310 FAX 534-5974 E-MAIL lamarcollins@ouhsd.net

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name _____ Signature _____

Address _____ City _____ Zip _____

Phone _____ FAX _____

PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.

2022-2023 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 28, 2022.**

Oroville Union High School District/Governing Board at its 6-22-22 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2022-2023 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Oroville High School
NAME OF REPRESENTATIVE Tom Frazier POSITION AD
ADDRESS 1535 Bridge St CITY Oroville ZIP 95966
PHONE 538-2320 FAX 534-6203 E-MAIL tfrazier@ouhsd.net

NAME OF SCHOOL Oroville High School
NAME OF REPRESENTATIVE Kristen Wiedenman POSITION Principal
ADDRESS 1535 Bridge Street CITY Oroville ZIP 95966
PHONE 538-2320 FAX 534-6203 E-MAIL kwiedenman@ouhsd.net

NAME OF SCHOOL Oroville High School
NAME OF REPRESENTATIVE Durrell Siplin POSITION Asst. Principal
ADDRESS 1535 Bridge St CITY Oroville ZIP 95966
PHONE _____ FAX _____ E-MAIL _____

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Corey Willemberg Signature _____

Address 2211 Washington Ave City Oroville Zip 95966

Phone (530) 538-2300 x1107 FAX (530) 538-2357

**PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.**

FAMP DISPOSALS June 2022

Site	FAMP#	Description	Reason	Already Disposed in FAMP
Harrison	6497	Computer, Gateway Tablet	retired/obsolete	YES
OHS	4805	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OHS	6534	PROJECTOR	OBSOLETE/E-WASTE	YES
OHS	6999	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OHS	7011	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OHS	7561	HARDDRIVE	OBSOLETE/E-WASTE	YES
OHS	7569	PROJECTOR	OBSOLETE/E-WASTE	YES
OHS	7844	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OHS	7873	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OAE	7895	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OHS	7947	ACTIVOTE	OBSOLETE/E-WASTE	YES
OHS	10126	COMPUTER MICROSOFT	OBSOLETE/E-WASTE	YES
OHS	10028	DOCUMENT CAMERA	OBSOLETE/E-WASTE	YES
OHS	10131	COMPUTER MICROSOFT	OBSOLETE/E-WASTE	YES
OHS	10035	DOCUMENT CAMERA	OBSOLETE/E-WASTE	YES
OHS	10490	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OHS	10554	PROJECTOR	OBSOLETE/E-WASTE	YES
OHS	10580	COMPUTER MICROSOFT	OBSOLETE/E-WASTE	YES
OHS	10628	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OHS	10631	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OHS	10633	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OHS	10634	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OAE	10695	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OHS	10772	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OAE	10817	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OHS	10865	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OHS	10903	COMPUTER MICROSOFT	OBSOLETE/E-WASTE	YES
OHS	10944	COMPUTER MICROSOFT	OBSOLETE/E-WASTE	YES
OHS	10948	COMPUTER MICROSOFT	OBSOLETE/E-WASTE	YES
OHS	10952	COMPUTER MICROSOFT	OBSOLETE/E-WASTE	YES
OHS	11971	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OHS	10972	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OHS	11974	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OHS	11975	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OHS	11976	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OHS	11981	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OHS	11982	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OHS	11983	COMPUTER DELL	OBSOLETE/E-WASTE	YES
OHS	11984	COMPUTER DELL	OBSOLETE/E-WASTE	YES

Date Board Approved _____

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

Activity: LPHS Football Bootcamp
Date(s): 7-25 → 7-29-22 Hours: 24 hrs a day
Location(s): LPHS Campus
Individuals Responsible for Supervision: Tim Harles; Todd Hays; Guy Bragan,
Cell Phone # for the Above Individuals: (530-990-3261; 530-990-3265; 916-246-5138)
Additional Chaperones: Chase Hays, Blake Frice, Mike Siskin, Dennis Erser,
Joe Holman
List of Students Attending Activity (attach list if additional space is needed): TBD

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 without the presence of a lifeguard at all times* |
| ☐ 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/motorized cycles or similar item | ☐ Outdoor rock climbing, spelunking or rappelling (no contract for Ropes or similar course) |
| ☐ Indoor skydiving | | |
| ☐ Use of a private residence | | |

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

Requestor's signature: _____

Date: 5/12/22

Principal's signature: _____

Date: 5.12.22

Asst. Superintendent's/CBO signature: _____

Date: 5/12/22

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

Criminal Background Check for Contractors (AR 3515.6)

Regulation updated to reflect NEW LAW (AB 130, 2021) which requires any entity, including a sole proprietor, that has a contract with a district to ensure that employees who interact with students outside of the immediate supervision and control of the student's parent/guardian or school staff have a valid criminal records summary and to immediately provide any subsequent arrest and conviction information received pursuant to the subsequent arrest service. Regulation also updated to delete the list of service providers as the services in Items #1-5 are no longer listed in law and the services in Item #6 regarding the construction, reconstruction, rehabilitation, or repair of a school facility are considered in another portion of the regulation, delete material regarding an exception for employees with limited contact with students as it is no longer provided for in law, generalize information regarding steps that may be taken to protect the safety of students who may come in contact with employees of contracting entities, and rearrange placement of material for clarity and context.

Absences and Excuses (AR 5113)

Regulation updated to reflect NEW LAW (SB 14, 2021) which includes an absence for the benefit of a student's mental or behavioral health within an absence due to a student's illness, and NEW LAW (AB 516, 2021) which includes an absence for a student's participation in a cultural ceremony or event as an excused absence. Regulation also updated for clarification and alignment with law.

Attendance Supervision (AR 5113.11)

Regulation updated to reflect the requirements to investigate complaints of violations of compulsory education laws, gather and transmit to the county superintendent of schools the number and type of referrals made to the SARB and of requests for petitions made to the juvenile court, and refer a matter to court if a parent/guardian continually and willfully fails to respond to SARB directives or services.

Grades/Evaluation of Student Achievement (AR 5121)

The regulation was updated by the District to require incompletes to be made up within 15 school days from the end of the grading period. A "Graduating as a Junior" section was added to require any student who is eligible to graduate as a junior must notify their principal by the end of the first semester in order to participate in the graduation ceremony.

Exhibit 5145.6 - Parental Notifications

Exhibit updated to reflect NEW LAW (AB 128, 2021) which extends the suspension of certain mandated activities through the 2021-22 fiscal year. Exhibit also updated to add parental notifications related to (1) completion and submission of the Federal Application for Federal Student Aid and California Dream Act Application; (2) public hearing on alternative schedule in secondary grades; and (3) early entry to transitional kindergarten if early entry is offered. Additionally, exhibit updated to expand description regarding notifications related to (1) uniform complaint procedures; (2) student records; (3) college admission requirements; (4) transfer opportunities for foster youth, homeless youth, former juvenile court school students and children of military families through the California Community Colleges; (5) parent/guardian rights when child participates in licensed child care and development program; (6) change in service to child care or preschool services; and (7) homeless student or unaccompanied youth notices. Exhibit also updated to include additional classroom/facility notices regarding uniform complaint procedures and parental rights related to licensed child care and development centers.

School Day (BP/AR 6112)

Policy updated to reflect clarification in the California Department of Education's Frequently Asked Questions about Independent Study that minimum school day requirements for regular school attendance apply to traditional independent study programs. Regulation updated to specify when the school day may begin for students in middle and high schools, and to move material to enhance clarity.

Response to Instruction and Intervention (BP 6120)

Policy updated to emphasize the importance of learning and behavioral outcomes and progress monitoring as it relates to response to instruction and intervention (RtI2), reference multi-tiered system of supports (MTSS) and the integration of RtI2 into such frameworks, expand the list of individuals that may be included in designing the district's RtI2 system, add the examination of student social-emotional well-being as one of the bases for design, provide more detail regarding strategies and interventions including ten core components of the RtI2 model identified by the California Department of Education, and that RtI2 may be utilized as one component when considering the referral of a student for evaluation for special education or other services.

Board Bylaw 9322 - Agenda/Meeting Materials

Bylaw updated to reflect **NEW LAW (SB 274, 2021)** which requires districts with a website to email a copy of, or a website link to, the agenda or a copy of all the documents constituting the agenda packet, if a person requests such items be delivered by email, unless it is technologically infeasible to do so. Bylaw also updated to include a focus on student well-being in the philosophical statement, add a provision for each agenda to include a statement regarding the option for students and parents/guardians to request that directory information or personal information of the student or parent/guardian be excluded from the meeting minutes as required by law, and to make other clarifying changes.

Business and Non-instructional Operations

Criminal Background Checks for Contractors

Except in an emergency or exceptional situation, such as when student health or safety is endangered or when repairs are needed to make school facilities safe and habitable, any entity contracting with the district for services that may require the entity's employees to interact with students, outside of the immediate supervision and control of parents/guardians or school staff, shall certify to the district that each of its employees who may interact with students has a valid criminal records summary as described in Education Code 44237 and that neither the entity nor any of those employees has been convicted of a violent or serious felony as defined in Education Code 45122.1. Such contracting entity shall also be required to immediately provide the district with any subsequent arrest and conviction information received pursuant to the subsequent arrest service. (Education Code 44237, 45125.1)

On a case-by-case basis, the Superintendent or designee may require any entity with which the district has a contract to comply with these same requirements. (Education Code 45125.1)

For an individual who is operating as the sole proprietor of an entity, the Superintendent or designee shall treat the individual as an employee of the entity and shall prepare and submit the individual's fingerprints to the Department of Justice (DOJ). (Education Code 45125.1)

Any contracting entity's employee who has been convicted of a violent or serious felony, as defined in Education Code 45122.1, shall not be permitted to interact with students unless a certificate of rehabilitation and pardon pursuant to Penal Code 4852.01-4852.22 has been submitted to the Superintendent or designee. (Education Code 45125.1)

The Superintendent or designee may determine that criminal background checks will not be required if the contract is for the construction, reconstruction, rehabilitation, or repair of a school facility and the contracting entity is providing services in an emergency or exceptional situation, or the district uses one or more of the following methods to ensure student safety: (Education Code 45125.2)

1. The installation of a physical barrier at the worksite to limit contact with students
2. Continual supervision and monitoring of all employees of the entity by an employee of the entity whom DOJ has ascertained has not been convicted of a violent or serious felony
3. Surveillance of employees of the entity by school personnel

The Superintendent or designee may take appropriate steps to protect the safety of any students who may come in contact with employees of contracting entities, including, but not limited to, ensuring that the employees of such entities perform work during non-school hours, do not work alone when students are present, have limited access to school grounds, are provided with a visible means of identification, and/or that there are regular patrols or supervision of the site from district security or personnel.

Criminal Background Checks for Contractors (Cont.)

State	Description
Ed. Code 41302.5	School districts, definition
Ed. Code 44237	Applicants for employment; fingerprints for purpose of criminal record summary
Ed. Code 45122.1	Classified employees, conviction of a violent or serious felony
Ed. Code 45125.1	Criminal background checks for contractors; criminal records summary
Ed. Code 45125.2	Criminal background checks for construction
Pen. Code 1192.7	Plea bargaining limitation
Pen. Code 4852.01-4852.22	Procedure for restoration of rights and application for pardon
Pen. Code 667.5	Prior prison terms, enhancement of prison terms

Adopted: 4/18/07
Amended: 12/20/17

Students

Absences and Excuses

Subject to any applicable limitation, condition, or other requirement specified in law, a student's absence shall be excused for any of the following reasons:

1. Personal illness, including absence for the benefit of the student's mental or behavioral health (Education Code 48205)
2. Quarantine under the direction of a county or city health officer (Education Code 48205)
3. Medical, dental, optometrical, or chiropractic service or appointment (Education Code 48205)
4. Attendance at funeral services for a member of the student's immediate family (Education Code 48205)

Such absence shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)

5. Jury duty in the manner provided for by law (Education Code 48205)
6. Illness or medical appointment of a child to whom the student is the custodial parent (Education Code 48205)
7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)
 - a. Appearance in court
 - b. Attendance at a funeral service
 - c. Observance of a religious holiday or ceremony
 - d. Attendance at religious retreats for no more than four hours per semester
 - e. Attendance at an employment conference
 - f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)
9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)

Absences and Excuses (Cont.)

Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee. (Education Code 48205)

10. Attendance at the student's naturalization ceremony to become a United States citizen (Education Code 48205)
11. Participation in a cultural ceremony or event which relates to the habits, practices, beliefs, and traditions of a certain group of people (Education Code 48205)
12. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school (Education Code 46014)

Absence for student participation in religious exercises or instruction shall not be considered an absence for the purpose of computing average daily attendance if the student attends at least the minimum school day as specified in AR 6112 - School Day, and is not excused from school for this purpose on more than four days per school month. (Education Code 46014)

13. Work in the entertainment or allied industry (Education Code 48225.5)

Work for a student who holds a work permit authorizing work in the entertainment or allied industries for a period of not more than five consecutive days. For this purpose, student absence shall be excused for a maximum of up to five absences per school year. (Education Code 48225.5)

14. Participation with a nonprofit performing arts organization in a performance for a public school audience (Education Code 48225.5)

A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)

15. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances (Education Code 48205, 48260)

For the purpose of the absences described above, immediate family means the student's parent/guardian, brother or sister, grandparent, or any other relative living in the student's household. (Education Code 48205)

Method of Verification

Student absence to care for a child for whom the student is the custodial parent shall not require a physician's note. (Education Code 48205)

For other absences, the student shall, upon returning to school following the absence, present a satisfactory explanation, either in person or by written note, verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having charge or control of the student, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

When an absence is planned, the principal or designee shall be notified prior to the date of the absence when possible.

Absences and Excuses (Cont.)

The following methods may be used to verify student absences:

1. Written note, fax, email, or voice mail from parent/guardian or parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student
 - b. Name of parent/guardian or parent representative
 - c. Name of verifying employee
 - d. Date(s) of absence
 - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in Item #2 above.
4. Physician's verification.
 - a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.
 - b. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall:

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination (Education Code 46014, 48980)
2. Notify students in grades 7-12 and the parents/guardians of all students enrolled in the district that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian (Education Code 46010.1)
3. Notify parents/guardians that a student shall not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. Such notice shall include the full text of Education Code 48205. (Education Code 48980)

OROVILLE UNION HIGH SCHOOL DISTRICT

AR 5113 (d)

Absences and Excuses (Cont.)

State	Description
5 CCR 306	Explanation of absence
5 CCR 420-421	Record of verification of absence due to illness and other causes
Ed. Code 1740	Employment of personnel to supervise attendance (county superintendent)
Ed. Code 37201	School month
Ed. Code 37223	Weekend classes
Ed. Code 41601	Reports of average daily attendance
Ed. Code 42238-42250.1	Apportionments
Ed. Code 46000	Records (attendance)
Ed. Code 46010-46015	Absences
Ed. Code 46110-46120	Attendance in kindergarten and elementary schools
Ed. Code 46140-46148	Attendance in junior high and high schools
Ed. Code 48200-48208	Children ages 6-18 (compulsory full-time attendance)
Ed. Code 48210-48216	Exclusions from attendance
Ed. Code 48225.5	Work permit; excused absence; entertainment or allied industries; participation in not-for-profit performing arts organization
Ed. Code 48240-48246	Supervisors of attendance
Ed. Code 48260-48273	Truants
Ed. Code 48292	Filing complaint against parent
Ed. Code 48320-48324	School attendance review boards
Ed. Code 48340-48341	Improvement of student attendance
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49067	Unexcused absences as cause of failing grade
Ed. Code 49701	Provisions of the interstate compact on educational opportunities for military children
Elec. Code 12302	Student participation on precinct boards
Fam. Code 6920-6930	Consent by minor for medical treatment
W&I Code 11253.5	Compulsory school attendance
W&I Code 601-601.5	Habitually truant minors

Adopted: 3/7/84

Amended: 8/20/86, 12/18/02, 2/15/12, 7/19/17, 6/19/19

Students

Attendance Supervision

The Superintendent or designee shall appoint an attendance supervisor and any assistant attendance supervisor(s) as may be necessary to supervise the attendance of district students. (Education Code 48240, 48242)

Any person appointed as an attendance supervisor shall be appropriately certificated to perform the work. (Education Code 48241, 48245)

Such supervisors shall perform duties related to compulsory full-time education, truancy, compulsory continuation education, work permits, and any additional duties prescribed by the Superintendent or designee. (Education Code 48240)

The attendance supervisor shall promote a culture of attendance and establish a system to accurately track student attendance in order to achieve all of the following:

1. Raise the awareness of school personnel, parents/guardians, caregivers, community partners, and local businesses of the effects of chronic absenteeism and truancy and other challenges associated with poor attendance
2. Identify and respond to grade level or student subgroup patterns of chronic absenteeism or truancy
3. Identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion
4. Ensure that students with attendance problems are identified as early as possible to provide applicable support services and interventions
5. Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates and truancy rates

The attendance supervisor may provide support services and interventions, including, but not limited to, the following: (Education Code 48240)

1. A conference between school personnel, the student's parent/guardian, and the student
2. Promotion of co-curricular and extracurricular activities that increase student connectedness to school, such as tutoring, mentoring, the arts, service learning, or athletics
3. Recognition of students who achieve excellent attendance or demonstrate significant improvement in attendance
4. Referral of the student to a school nurse, school counselor, school psychologist, school social worker, and other student support personnel for case management and counseling

Attendance Supervision

5. Collaboration with child welfare services, law enforcement, courts, public health care agencies, government agencies, or medical, mental health, and oral health care providers to receive necessary services
6. Collaboration with school study teams, guidance teams, school attendance review teams, or other intervention-related teams to assess the attendance or behavior problem in partnership with the student and the student's parents/guardians or caregivers
7. In schools with significantly higher rates of chronic absenteeism, identification of barriers to attendance that may require school-wide strategies rather than case management
8. Referral of the student for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program for a student with disabilities or creating a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973
9. Referral of the student to a school attendance review board (SARB) established pursuant to Education Code 48321 or to the probation department pursuant to Education Code 48263
10. Referral of the student to a truancy mediation program operated by the county's district attorney or probation officer pursuant to Education Code 48260.6

Upon receiving any complaint that a parent/guardian or other person having control or charge of a student has violated Education Code 48200-48341, the state compulsory education laws, the attendance supervisor shall investigate the matter and, if a violation is found, shall recommend referral to a SARB. If the district is subsequently notified by the SARB that the parent/guardian continually and willfully has failed to respond to directives of the SARB or the services provided, the attendance supervisor shall refer the matter for possible prosecution in court in accordance with Education Code 48291-48292, as applicable. (Education Code 48290-48292)

The attendance supervisor shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

The attendance supervisor shall annually report student attendance data to the Superintendent or designee and the Governing Board. Such data shall include, by school, grade level, and each numerically significant student subgroup as defined in Education Code 52052, rates of school attendance, chronic absence in which students are absent on 10 percent or more of the school days in the school year, and dropout.

State	Description
5 CCR 306	Explanation of absence
5 CCR 420-421	Record of verification of absence due to illness and other causes
Ed. Code 1740	Employment of personnel to supervise attendance (county superintendent)
Ed. Code 37223	Weekend classes
Ed. Code 46000	Records (attendance)
Ed. Code 46010-46015	Absences
Ed. Code 46140-46148	Attendance in junior high and high schools
Ed. Code 48200-48208	Children ages 6-18 (compulsory full-time attendance)
Ed. Code 48240-48246	Supervisors of attendance

Attendance Supervision

Ed. Code 48260-48273	Truants
Ed. Code 48290-48297	Failure to comply; complaints against parents
Ed. Code 48320-48325	School attendance review boards
Ed. Code 48340-48341	Improvement of student attendance
Ed. Code 48400-48403	Compulsory continuation education
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 60901	Chronic absence
Pen. Code 270.1	Chronic truancy; parent/guardian misdemeanor
W&I Code 11253.5	Compulsory school attendance
W&I Code 601-601.5	Habitually truant minors

Adopted:

Students

Grades/Evaluation of Student Achievement

The Superintendent or designee shall inform teachers of the district's policy regarding grading, including expectations that grades shall be based on factors that directly measure students' knowledge and skills in the content area and shall not include nonacademic factors.

Report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (Education Code 49067)

For each student in grades 9-12, the Superintendent or designee shall maintain a transcript recording the courses taken, the term that each course was taken, credits earned, final grades, and date of graduation.

Grades for Academic Performance

For grades 9-12, grades for academic performance shall be reported for each grading period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or No Achievement	0 grade points
I		Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished by the end of the grading period because of illness or other excused absence. If not made up within 15 school days from the end of the grading period, the Incomplete shall become an F.

Because of the more rigorous nature of Advanced Placement, International Baccalaureate, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:

A	(90-100%)	Outstanding Achievement	5.0 grade points
B	(80-89%)	Above Average Achievement	4.0 grade points
C	(70-79%)	Average Achievement	3.0 grade points

Calculation of Partial Credits

No less than 5.0 credits earned per class will count toward the semester graduation requirement.

Students who enter late or have transferred into the district during a semester in progress will be able to earn credits based on the number of days of enrollment. For class changed up to four (4) weeks into a semester program can be initiated/changed without loss of credit. Each student and/or change will be individually evaluated.

Grades/Evaluation of Student Achievement (Cont.)

# of Class Periods (55 min period) or Days Attended	# of Credits Earned (Based on 5 credit per semester/per Subject)
7-13 periods/days	.5 credits earned
14-20 periods/days	1.0 credits earned
21-27 periods/days	1.5 credits earned
28-34 periods/days	2.0 credits earned
35-41 periods/days	2.5 credits earned
42-48 periods/days	3.0 credits earned
49-55 periods/days	3.5 credits earned
56-62 periods/days	4.0 credits earned
63-69 periods/days	4.5 credits earned
70+ periods/days	5.0 credits earned

Foster youth who transfer schools mid-semester have a right to receive full or partial credits, based on seat-time and for work satisfactorily completed before transferring schools. Upon receiving notification that a foster youth is transferring schools, a sending school must issue check out grades and full or partial credits on an official transcript. The receiving school must accept all check out grades and credits, apply them to the same or equivalent courses, and immediately enroll foster youth in the same or equivalent classes as they were enrolled in at the sending school.

Grades for Physical Education

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

(cf. 6142.7 - Physical Education and Activity)

Student performance in high school physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests. (5 CCR 10060)

Grades for College Courses

When the district has approved a student to receive district credit for coursework completed at a community college or four-year college, he/she shall receive the same letter grade as is granted by the college.

Pass/Fail Grading

The Superintendent or designee may identify courses or programs for which students may, with parent/guardian permission, elect to earn a Pass or Fail grade instead of a letter grade.

Students who receive a Pass grade shall acquire the appropriate semester units of credit for the course. The grade shall not be counted in determining class rank, honors list, or membership in the California Scholarship Federation. Students who receive a Fail grade shall not receive credit for taking the course.

Grades/Evaluation of Student Achievement (Cont.)

1st Semester Math Grade Change

When a student has failed the first semester of a math class, but passes the second semester with a C- or better, the math teacher may submit a Grade Change Request form to change the student's first semester grade to a D-. The form must be signed by the teacher, Principal and Superintendent. Such grade changes will not be mandated, but will be left to teacher discretion.

Graduating as a Junior

Any student eligible to graduate during their junior year must inform their principal by the end of the first semester in order to participate in the graduation ceremony.

Peer Grading

At their discretion, teachers may use peer grading of student tests, papers, and assignments as appropriate to reinforce lessons.

Repeating Classes

With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. Both grades received shall be entered on the student's transcript, but the student shall receive credit only once for taking the course. The highest grade received shall be used in determining the student's overall grade point average (GPA).

Withdrawal from Classes

A student who drops a course during the first six weeks of the grading period may do so without any entry on his/her permanent record card. A student who drops a course after the first six weeks of the grading period shall receive an F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

Effect of Absences on Grades

Teachers who choose to withhold class credit because of excessive unexcused absences shall so inform students and parents/guardians of such a possibility at the beginning of the school year or semester. When a student reaches the number of unexcused absences defined as excessive in Board policy, the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences.

The student and parent/guardian shall have a reasonable opportunity to explain the absences. (Education Code 49067)

If a student receives a failing grade because of excessive unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences. (Education Code 49067)

Grades for a student in foster care shall not be lowered if the student is absent for any reason specified in Education Code 49069.5.

The Superintendent or designee shall determine the methodology to be used in calculating students' grade point averages (GPA), including the courses to be included within the GPA and whether extra grade weighting shall be applied to Advanced Placement, honors, and/or concurrent postsecondary courses. The grade points for all applicable coursework shall be totaled and divided by the number of courses completed.

Grades/Evaluation of Student Achievement (Cont.)

Grade Point Average

For class ranking purposes and for the determination of valedictorian and salutatorian, a total of 8 semesters of AP courses and UC transferable college courses will be used in the calculation. To be considered for valedictorian and salutatorian, students need to have been enrolled in their school of graduation for at least six semesters. Students also need to be enrolled in the equivalent of a six period day.

The valedictorian and salutatorian shall be selected based on established criteria and procedures that use multiple measures of academic performance. An additional valedictorian and salutatorian may only be recognized if there is a tie in GPA's.

Each academic year, the Superintendent or designee shall provide to the Student Aid Commission the GPA of all district students in grade 12, except for students who have opted out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9)

Pass/Fail grades shall not be included in the determination of a student's GPA. When plus and minus designations are added to letter grades, they shall not be considered in determining GPA.

State	Description
5 CCR 10060	Criteria for high school physical education programs
5 CCR 30008	Definition of high school grade point average for student aid eligibility
Ed. Code 48070	Promotion and retention
Ed. Code 48205	Absence for personal reasons
Ed. Code 48800-48802	Attendance at community college
Ed. Code 48904-48904.3	Withholding grades, diplomas, or transcripts
Ed. Code 49066	Grades; change of grade; physical education grade
Ed. Code 49067	Mandated regulations regarding student's achievement
Ed. Code 49069.5	Records of foster youth
Ed. Code 51242	Exemption from physical education based on participation in interscholastic athletics
Ed. Code 69432.9	Cal Grant program; notification of grade point average
Ed. Code 76000-76002	Enrollment in community college
Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.1-99.67	Family Educational Rights and Privacy

Approved: 3/7/84
 Amended: 5/15/85, 2/5/97, 2/4/04, 12/20/06, 12/15/10, 11/2/11, 5/21/14, 8/6/14, 10/7/15, 12/16/15, 6/14/17, 11/15/17, 11/18/20, 6/23/21

Students

Parental Notifications

I. Annually

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 222.5
Board Policy/Administrative Regulation #: See BP 5146
Subject: Rights and options for pregnant and parenting students

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 234.7
Board Policy/Administrative Regulation #: See BP 0410
Subject: Right to a free public year 234.7 education regardless of immigration status or religious beliefs

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 310
Board Policy/Administrative Regulation #: See BP 6142.2, See AR 6174
Subject: Information on the district's language acquisition program

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 17611.5, 17612, 48980.3
Board Policy/Administrative Regulation #: See AR 3514.2
Subject: Use of pesticide product, active ingredients, Internet address to access information, and, if district uses certain pesticides, integrated pest management plan

When to Notify: Annually by February 1
Education or Other Legal Code: Education Code 35256, 35258
Board Policy/Administrative Regulation #: See BP 0510
Subject: School Accountability Report Card provided

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 35291, 48980
Board Policy/Administrative Regulation #: See AR 5144, See AR 5144.1
Subject: District and site discipline rules

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 44050
Board Policy/Administrative Regulation #: See BP 4119.21, See BP 4219.21, See BP 4319.21
Subject: Code of conduct addressing employee interactions with students

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 46010.1
Board Policy/Administrative Regulation #: See AR 5113
Subject: Absence for confidential medical services

When to Notify: Beginning of each school year, if district has adopted policy on involuntary transfer of students convicted of certain crimes when victim is enrolled at same school
Education or Other Legal Code: Education Code 48929, 48980
Board Policy/Administrative Regulation #: See BP 5116.2
Subject: District policy authorizing transfer

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980
Board Policy/Administrative Regulation #: See BP 6111
Subject: Schedule of minimum days and student-free staff development days

OROVILLE UNION HIGH SCHOOL DISTRICT

E 5145.6 (b)

Parental Notifications (Cont.)

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 231.5; 5 CCR 4917

Board Policy/Administrative Regulation #: See AR 5145.7

Subject: Copy of sexual harassment policy as related to students; contact information for Title IX Coordinator

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 32255-32255.6

Board Policy/Administrative Regulation #: See AR 5145.8

Subject: Right to refrain from harmful or destructive use of animals

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 35160.5, 46600-46611, 48204, 48301, 48350-48361

Board Policy/Administrative Regulation #: See BP 5111.1, See AR 5116.1, See AR 5117

Subject: All statutory attendance options, available local attendance options, options for meeting residency, form for changing attendance, appeals process

When to Notify: Beginning of each school year, if Board allows such absence

Education or Other Legal Code: Education Code 48980, 46014

Board Policy/Administrative Regulation #: See AR 5113

Subject: Absence for religious exercise or purposes

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 48205

Board Policy/Administrative Regulation #: See AR 5113, See BP 6154

Subject: Excused absences; grade/credit cannot be reduced due to excused absence if work or test has been completed; full text of Education Code 48205

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 48206.3, 48207, 48208

Board Policy/Administrative Regulation #: See AR 6183

Subject: Availability of home/hospital instruction for students with temporary disabilities

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 49403

Board Policy/Administrative Regulation #: See BP 5141.31

Subject: School immunization program

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 49423, 49480

Board Policy/Administrative Regulation #: See AR 5141.21

Subject: Administration of prescribed medication

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 49451; 20 USC 1232h

Board Policy/Administrative Regulation #: See AR 5141.3

Subject: Right to refuse consent to physical examination

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 49471, 49472

Board Policy/Administrative Regulation #: See BP 5143

Subject: Availability of insurance

OROVILLE UNION HIGH SCHOOL DISTRICT

E 5145.6 (c)

Parental Notifications (Cont.)

When to Notify: Annually

Education or Other Legal Code: 49013; 5 CCR 4622

Board Policy/Administrative Regulation #: See AR 1312.3

Subject: Uniform complaint procedures, available appeals, civil law remedies, coordinator, complaints about student fees and local control accountability plan

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 49063

Board Policy/Administrative Regulation #: See AR 5125, See AR 5125.3

Subject: Challenge, review and expunging of records

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 49063, 49069; 20 USC 1232g; 34 CFR 99.7

Board Policy/Administrative Regulation #: See AR 5125

Subject: Student records: inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria for defining school officials to determine legitimate educational interest, categories defined as directory information, disclosures, right to file complaint with U.S. Department of Education, course prospectus availability

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37

Board Policy/Administrative Regulation #: See AR 5125.1

Subject: Release of directory information

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 49428

Board Policy/Administrative Regulation #: See None

Subject: How to access mental health services at school and/or in community

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 49520, 48980; 42 USC 1758; 7 CFR 245.5

Board Policy/Administrative Regulation #: See AR 3553

Subject: Eligibility and application process for free and reduced price meals

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 51513, 20 USC 1232h

Board Policy/Administrative Regulation #: See AR 5022, See BP 6162.8

Subject: Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities; inspection rights and procedures

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 56301

Board Policy/Administrative Regulation #: See BP 6164.4

Subject: Parental rights re: special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 58501, 48980

Board Policy/Administrative Regulation #: See AR 6181

Subject: Alternative schools

When/Whom to Notify: Annually

Education or Other Legal Code: 5 CCR 852; Education Code 60615

Board Policy/Administrative Regulation #: See AR 6162.51

Subject: Student's participation in state assessments; option to request exemption from testing

OROVILLE UNION HIGH SCHOOL DISTRICT

E 5145.6 (d)

Parental Notifications (Cont.)

When to Notify: Beginning of each school year, if district receives Title I funds

Education or Other Legal Code: 20 USC 6312; 34 CFR 200.48

Board Policy/Administrative Regulation #: See BP 4112.2, See AR 4222

Subject: Right to request information re: professional qualifications of child's teacher and paraprofessional

When to Notify: Beginning of each school year

Education or Other Legal Code: 34 CFR 104.8, 106.9

Board Policy/Administrative Regulation #: See BP 0410, See BP 6178

Subject: Nondiscrimination

When to Notify: Beginning of each school year to parent, teacher, and employee organizations or, in their absence, individuals

Education or Other Legal Code: 40 CFR 763.84, 40 CFR 763.93

Board Policy/Administrative Regulation #: See AR 3514

Subject: Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress

When to Notify: Beginning of each school year

Education or Other Legal Code: USDA SP-23-2017

Board Policy/Administrative Regulation #: See AR 3551

Subject: District policy on meal payments

II. At Specific Times During the Student's Academic Career

When to Notify: Beginning in grade 7, at least once prior to course selection and career counseling

Education or Other Legal Code: Education Code 221.5; 48980

Board Policy/Administrative Regulation #: See BP 6164.2

Subject: Course selection and career counseling

When to Notify: Upon a student's enrollment

Education or Other Legal Code: Education Code 310

Board Policy/Administrative Regulation #: See BP 6142.2, See AR 6174

Subject: Information on the district's language acquisition programs

When to Notify: When child first enrolls in a public school, if the school offers a fingerprinting program

Education or Other Legal Code: Education Code 32390, 48980

Board Policy/Administrative Regulation #: See AR 5142.1

Subject: Fingerprinting program

When/Whom to Notify: When participating in driver training courses under the jurisdiction of the district

Education or Other Legal Code: Education Code 35211

Board Policy/Administrative Regulation #: None

Subject: Civil liability, insurance coverage

When to Notify: Beginning of each school year for high school students, if high school is open campus

Education or Other Legal Code: Education Code 44808.5, 48980

Board Policy/Administrative Regulation #: See BP 5112.5

Subject: Open campus

When to Notify: Beginning of each school year in grades 9-12, if district allows career technical education (CTE) course to satisfy graduation requirement

Education or Other Legal Code: Education Code 48980, 51225.3

Board Policy/Administrative Regulation #: See AR 6146.1

Subject: How each school graduation requirement does or does not satisfy college entrance a-g course criteria; districts CTE courses that satisfy a-g course criteria

OROVILLE UNION HIGH SCHOOL DISTRICT

E 5145.6 (e)

Parental Notifications (Cont.)

When to Notify: Upon a student's enrollment
Education or Other Legal Code: Education Code 49063
Board Policy/Administrative Regulation #: See AR 5125, See AR 5125.3
Subject: Specified rights related to student records

When to Notify: Before Grade 12
Education or Other Legal Code: Education Code 51225.8
Board Policy/Administrative Regulation #: See AR 6143
Subject: Completion and submission of FAFSA and CADAA

When to Notify: Beginning of each school year for students in grades 9-12
Education or Other Legal Code: Education Code 51229, 48980
Board Policy/Administrative Regulation #: See AR 6143
Subject: College admission requirements, UC and CSU web sites that list certified courses, description of CTE, CDE Internet address, how students may meet with counselors

When to Notify: Beginning of each school year for students in grades 7-12, or at time of enrollment if after beginning of year
Education or Other Legal Code: Education Code 51938, 48980
Board Policy/Administrative Regulation #: See AR 6142.1
Subject: Sexual health and HIV prevention education; right to view A/V materials, whether taught by district staff or outside consultants, right to request specific Education Code sections, right to excuse

When to Notify: Within 20 working days of receiving results of standardized achievement tests or, if results not available in school year, within 20 working days of start of next school year
Education or Other Legal Code: Education Code 60641; 5 CCR 863
Board Policy/Administrative Regulation #: See AR 6162.51
Subject: Results of tests; test purpose, individual score and intended use

When/Whom to Notify: By October 15 for students in grade 12
Education or Other Legal Code: Education Code 69432.9
Board Policy/Administrative Regulation #: See AR 5121, See AR 5125
Subject: Forwarding of student's grade point average to Cal Grant program; timeline to opt out

When to Notify: To students in grades 11-12, early enough to enable registration for fall test
Education or Other Legal Code: 5 CCR 11523
Board Policy/Administrative Regulation #: See AR 6146.2
Subject: Notice of proficiency examination provided under Education Code 48412

When to Notify: To secondary students, if district receives Title I funds
Education or Other Legal Code: 20 USC 7908
Board Policy/Administrative Regulation #: See AR 5125.1
Subject: Request that district not release name, address, phone number of child to military recruiters without prior written consent

III. When Special Circumstances Occur

When to Notify: In the event of a breach of security of district records, security of district records,
Education or Other Legal Code: Civil Code 1798.29
Board Policy/Administrative Regulation #: See BP 3580
Subject: Types of records affected, date of breach, description of incident, contact information for credit reporting agencies

OROVILLE UNION HIGH SCHOOL DISTRICT

E 5145.6 (f)

Parental Notifications (Cont.)

When to Notify: Upon receipt of a complaint alleging discrimination
Education or Other Legal Code: Education Code 262.3
Board Policy/Administrative Regulation #: See AR 1312.3
Subject: Civil law remedies available to complainants

When to Notify: When determining whether an English learner should be reclassified as fluent English proficient
Education or Other Legal Code: Education Code 313; 5 CCR 11303
Board Policy/Administrative Regulation #: See AR 6174
Subject: Description of reclassification process, opportunity for parent/guardian to participate

When to Notify: When Student is identified as English learner and district receives Titles I or Title III funds for English learner programs, not later than 30 days after beginning of school year or within two weeks of placement if identified during school year
Education or Other Legal Code: Education Code 313.2, 440; 20 USC 6312
Board Policy/Administrative Regulation #: See AR 6174
Subject: Reason for classification, level of English proficiency, identification as long-term English learner, description of program(s), option to decline program or choose alternate, option to remove student from program at any time, exit requirements of program

When to Notify: When homeless or foster youth applies for enrollment in before/after school program
Education or Other Legal Code: Education Code 8483
Board Policy/Administrative Regulation #: See AR 5178.2
Subject: Right to priority enrollment how to request priority enrollment

When to Notify: Prior to implementing alternative schedule
Education or Other Legal Code: Education Code 46162
Board Policy/Administrative Regulation #: See BP 6112
Subject: Public hearing on alternative schedule in secondary grades

When to Notify: When homeless or foster youth applies for enrollment in before/after school program
Education or Other Legal Code: Education Code 8483
Board Policy/Administrative Regulation #: See AR 5148.2
Subject: Right to request priority enrollment; how to request priority enrollment

When to Notify: Before high school student attends specialized secondary program on a university campus
Education or Other Legal Code: Education Code 17288
Board Policy/Administrative Regulation #: None
Subject: University campus buildings may not meet Education Code requirements for structural safety

When to Notify: At least 72 hours before use of pesticide product not included in annual list
Education or Other Legal Code: Education Code 17612
Board Policy/Administrative Regulation #: See AR 3514.2
Subject: Intended use of pesticide product

When to Notify: To members of athletic teams
Education or Other Legal Code: Education Code 32221.5
Board Policy/Administrative Regulation #: See AR 5143
Subject: Offer of insurance; no-cost and low-cost program options

When to Notify: Annually to parents/guardians of student athletes before participation in competition
Education or Other Legal Code: Education Code 33479.3
Board Policy/Administrative Regulation #: See AR 6145.2
Subject: Information on sudden cardiac arrest

OROVILLE UNION HIGH SCHOOL DISTRICT

E 5145.6 (g)

Parental Notifications (Cont.)

When to Notify: If school has lost its WASC accreditation status
Education or Other Legal Code: Education Code 35178.4
Board Policy/Administrative Regulation #: See BP 6190
Subject: Loss of status, potential consequences

When/Whom to Notify: When district has contracted for electronic products or services that disseminate advertising
Education or Other Legal Code: Education Code 35182.5
Board Policy/Administrative Regulation #: BP 3312
Subject: Advertising will be used in the classroom or learning center

When to Notify: At least six months before implementing a schoolwide uniform policy
Education or Other Legal Code: Education Code 35183
Board Policy/Administrative Regulation #: See AR 5132
Subject: Dress code policy requiring schoolwide uniform

When to Notify: Before implementing a year-round schedule
Education or Other Legal Code: Education Code 37616
Board Policy/Administrative Regulation #: See BP 6117
Subject: Public hearing on year-round schedule

When to Notify: When inter-district transfer is requested and not approved or denied within 30 days
Education or Other Legal Code: Education Code 46601
Board Policy/Administrative Regulation #: See AR 5117
Subject: Appeal process

When to Notify: When student excluded due to quarantine, contagious or infectious disease, danger to safety or health
Education or Other Legal Code: Education Code 48213
Board Policy/Administrative Regulation #: See AR 5112.2, See BP 5141.33
Subject: Student has been excluded from school

When to Notify: Before already admitted student is excluded for lack of immunization
Education or Other Legal Code: Education Code 48216; 17 CCR 6040
Board Policy/Administrative Regulation #: See AR 5141.31
Subject: Need to submit evidence of immunization or exemption within 10 school days; referral to medical care

When to Notify: When a student is classified as truant
Education or Other Legal Code: Education Code 48260.5, 48262
Board Policy/Administrative Regulation #: See AR 5113.1
Subject: Truancy, parental obligation, availability of alternative programs, student consequences, need for conference

When to Notify: When a truant is referred to a SARB or probation department
Education or Other Legal Code: Education Code 48263
Board Policy/Administrative Regulation #: See AR 5113.1
Subject: Name and address of SAART or probation department and reason for referral

When/Whom to Notify: When student requests to voluntarily transfer to continuation school
Education or Other Legal Code: Education Code 48432.3
Board Policy/Administrative Regulation #: See AR 6184
Subject: Copy of district policy and regulation on continuation education

OROVILLE UNION HIGH SCHOOL DISTRICT

E 5145.6 (h)

Parental Notifications (Cont.)

When to Notify: Prior to involuntary transfer to continuation school
Education or Other Legal Code: Education Code 48432.5
Board Policy/Administrative Regulation #: See AR 6184
Subject: Right to request meeting prior to involuntary transfer to continuation school

When/Whom to Notify: To person holding educational rights, prior to recommending placement of foster youth outside school of origin
Education or Other Legal Code: Education Code 48853.5
Board Policy/Administrative Regulation #: See AR 6173.1
Subject: Basis for the placement recommendation

When to Notify: When student is removed from class and teacher requires parental attendance at school
Education or Other Legal Code: Education Code 48900.1
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Parental attendance required; timeline for attendance

When to Notify: Prior to withholding grades, diplomas, or transcripts
Education or Other Legal Code: Education Code 48904
Board Policy/Administrative Regulation #: See AR 5125.2
Subject: Damaged school property

When to Notify: When withholding grades, diplomas or transcripts from transferring student
Education or Other Legal Code: Education Code 48904.3
Board Policy/Administrative Regulation #: See AR 5125.2
Subject: Next school will continue withholding grades, diplomas or transcripts

When to Notify: When student is released to peace officer
Education or Other Legal Code: Education Code 48906
Board Policy/Administrative Regulation #: See BP 5145.11
Subject: Release of student to peace officer for the purpose of removing minor from school, unless taken into custody as victim of suspected child abuse

When to Notify: At time of suspension
Education or Other Legal Code: Education Code 48911
Board Policy/Administrative Regulation #: See BP 5144.1, See AR 5144.1
Subject: Notice of suspension

When to Notify: When original period of suspension is extended
Education or Other Legal Code: Education Code 48911
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Extension of suspension

When to Notify: At the time a student is assigned to a supervised suspension classroom
Education or Other Legal Code: Education Code 48911.1
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: The student's assignment to a supervised suspension classroom

When to Notify: Before holding a closed session re: suspension
Education or Other Legal Code: Education Code 48912
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Intent to hold a closed session re: suspension

OROVILLE UNION HIGH SCHOOL DISTRICT

E 5145.6 (i)

Parental Notifications (Cont.)

When to Notify: When student expelled from another district for certain acts seeks admission
Education or Other Legal Code: Education Code 48915.1, 48918
Board Policy/Administrative Regulation #: See BP 5119
Subject: Hearing re: possible danger presented by expelled student

When to Notify: When readmission is denied
Education or Other Legal Code: Education Code 48916
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Reasons for denial; determination of assigned program

When to Notify: When expulsion occurs
Education or Other Legal Code: Education Code 48916
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Readmission procedures

When to Notify: At least 10 calendar days before expulsion hearing
Education or Other Legal Code: Education Code 48918
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Notice of expulsion hearing

When to Notify: When expulsion or suspension of expulsion occurs
Education or Other Legal Code: Education Code 48918
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Decision to expel; right to appeal to county board; obligation to inform new district of status

When to Notify: Before involuntary transfer of student convicted of certain crime when victim is enrolled at same school
Education or Other Legal Code: Education Code 48929, 48980
Board Policy/Administrative Regulation #: See BP 5116.2
Subject: Right to request a meeting with principal or designee

When to Notify: One month before the scheduled minimum day
Education or Other Legal Code: Education Code 48980
Board Policy/Administrative Regulation #: See BP 6111
Subject: When minimum days are scheduled after the beginning of the school year

When to Notify: When parents/guardians request guidelines for filing complaint of child abuse at a school site
Education or Other Legal Code: Education Code 48987
Board Policy/Administrative Regulation #: See AR 5141.4
Subject: Guidelines for filing complaint of child abuse at a school site with local child protective agencies

When to Notify: When student in danger of failing a course
Education or Other Legal Code: Education Code 49067
Board Policy/Administrative Regulation #: See AR 5121
Subject: Student in danger of failing a course

When to Notify: When student transfers from another district or private school
Education or Other Legal Code: Education Code 49068
Board Policy/Administrative Regulation #: See AR 5125
Subject: Right to receive copy of student's record and to challenge its content

OROVILLE UNION HIGH SCHOOL DISTRICT

E 5145.6 (j)

Parental Notifications (Cont.)

When/Whom to Notify: When parent/guardian's challenge of student record is denied and parent/guardian appeals

Education or Other Legal Code: Education Code 49070

Board Policy/Administrative Regulation #: See AR 5125.3

Subject: If board sustains allegations, the correction of destruction of record; if denied, right to submit written objection

When/Whom to Notify: When district is considering program to gather safety-related information from students' social media activity

Education or Other Legal Code: Education Code 49073.6

Board Policy/Administrative Regulation #: See BP 5125

Subject: Opportunity for input on proposed program

When/Whom to Notify: When district adopts program to gather information from students' social media activity, and annually thereafter

Education or Other Legal Code: Education Code 49073.6

Board Policy/Administrative Regulation #: AR 5125

Subject: Information is being gathered, access to records, process for removal or corrections, destruction of records

When to Notify: Within 24 hours of release of information to a judge or probation officer

Education or Other Legal Code: Education Code 49076

Board Policy/Administrative Regulation #: See AR 5125

Subject: Release of student record to a judge or probation officer for conducting truancy mediation program or for presenting evidence at a truancy petition

When to Notify: Before release of information pursuant to court order or subpoena

Education or Other Legal Code: Education Code 49077

Board Policy/Administrative Regulation #: See AR 5125

Subject: Release of information pursuant to court order or subpoena

When to Notify: When screening results in suspicion that student has scoliosis

Education or Other Legal Code: Education Code 49452.5

Board Policy/Administrative Regulation #: See AR 5141.3

Subject: Scoliosis screening

When to Notify: When test results in discovery of visual or hearing defects

Education or Other Legal Code: Education Code 49456; 17 CCR 2951

Board Policy/Administrative Regulation #: See AR 5141.3

Subject: Vision or hearing test results

When to Notify: Within 10 days of negative balance in meal account

Education or Other Legal Code: Education Code 49557.5

Board Policy/Administrative Regulation #: See AR 3551

Subject: Negative balance in meal account; encouragement to apply for free or reduced price meals

When to Notify: Annually to parents/guardians of student athletes before their first practice or competition

Education or Other Legal Code: Education Code 49475

Board Policy/Administrative Regulation #: See AR 6145.2

Subject: Information on concussions and head injuries

When to Notify: Annually to parents/guardians of student athletes

Education or Other Legal Code: Education Code 49476

Board Policy/Administrative Regulation #: See AR 6145.2

Subject: Opioid Fact Sheet

OROVILLE UNION HIGH SCHOOL DISTRICT

E 5145.6 (k)

Parental Notifications (Cont.)

When/Whom to Notify: Within 30 days of foster youth, homeless youth, former juvenile court school student, child of military family, or migrant student being transferred after second year of high school, or immigrant student enrolled in newcomer program in grades 11-12

Education or Other Legal Code: Educational Code 51225.1

Board Policy/Administrative Regulation #: See BP 6146.1, See AR 6173, See AR 6173.1, AR 6173.3, See AR 6175

Subject: Exemption from local graduation requirements, effect on college admission, option for fifth year of high school

When to Notify: Before any test/survey questioning personal beliefs

Education or Other Legal Code: Education Code 51513

Board Policy/Administrative Regulation #: See AR 5022

Subject: Permission for test, survey questioning personal beliefs

When to Notify: At least 14 days before HIV prevention or sexual health instruction, if arrangement made for guest speaker after beginning of school year

Education or Other Legal Code: Education Code 51938

Board Policy/Administrative Regulation #: See AR 6142.1

Subject: Instruction in HIV prevention or sexual health by guest speaker or outside consultant

When to Notify: Prior to administering survey regarding health risks and behaviors to students in 7-12

Education or Other Legal Code: Education Code 51938

Board Policy/Administrative Regulation #: See AR 5022

Subject: Notice that the survey will be administered

When to Notify: Within 30 calendar days of receipt of results of assessment or reassessment of English proficiency

Education or Other Legal Code: Education Code 52164.1, 52164.3; 5 CCR 11511.5

Board Policy/Administrative Regulation #: See AR 6174

Subject: Results of state test of English proficiency

When to Notify: When migrant education program is established

Education or Other Legal Code: Education Code 54444.2

Board Policy/Administrative Regulation #: See BP 6175, See AR 6175

Subject: Parent advisory council membership composition

When/Whom to Notify: When district receives Tobacco-Use Prevention Education Funds

Education or Other Legal Code: Health and Safety Code 104420

Board Policy/Administrative Regulation #: See AR 3513.3

Subject: The district's tobacco-free schools policy and enforcement procedures

When to Notify: When testing by community water system finds presence of lead exceeding specified level

Education or Other Legal Code: Health and Safety Code 116277

Board Policy/Administrative Regulation #: See AR 3514

Subject: Elevated lead level at school

When to Notify: When sharing student immunization information with an immunization system

Education or Other Legal Code: Health and Safety Code 120440

Board Policy/Administrative Regulation #: See AR 5125

Subject: Types of information to be shared, name and address of agency, acceptable use of the information, right to examine, right to refuse to share

When/Whom to Notify: At least 14 days prior to sex offender coming on campus as volunteer

Education or Other Legal Code: Penal Code 626.81

Board Policy/Administrative Regulation #: See AR 1240, See BP 1250

Subject: Dates and times permission granted; obtaining information from law enforcement

OROVILLE UNION HIGH SCHOOL DISTRICT

E 5145.6 (I)

Parental Notifications (Cont.)

When to Notify: When hearing is requested by person asked to leave school premises

Education or Other Legal Code: Penal Code 627.5

Board Policy/Administrative Regulation #: See AR 3515.2

Subject: Notice of hearing

When/Whom to Notify: When responding to complaint re: discrimination, special education, or noncompliance with law

Education or Other Legal Code: 5 CCR 4631

Board Policy/Administrative Regulation #: See AR 1312.3

Subject: Findings, disposition of complaint, any corrective actions, appeal rights and procedures

When to Notify: When district substantively changes policy on student privacy rights

Education or Other Legal Code: 20 USC 1232h

Board Policy/Administrative Regulation #: See AR 5022

Subject: Notice of any substantive change in policy or regulation

When to Notify: For districts receiving Title I funds, when a child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet state certification requirements for the grade level/subject taught

Education or Other Legal Code: 20 USC 6312

Board Policy/Administrative Regulation #: See AR 4112.24

Subject: Timely notice to parent/guardian of child's assignment

When to Notify: For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents/guardians of English learners

Education or Other Legal Code: 20 USC 6312

Board Policy/Administrative Regulation #: See AR 6174

Subject: Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose another program

When to Notify: For schools receiving Title I funds, upon development of parent involvement policy

Education or Other Legal Code: 20 USC 6318

Board Policy/Administrative Regulation #: See AR 6020

Subject: Notice of policy

When to Notify: When household is selected for verification of eligibility for free or reduced-price meals

Education or Other Legal Code: 42 USC 1758; 7 CFR 245.6a

Board Policy/Administrative Regulation #: See AR 3553

Subject: Need to submit verification information; any subsequent change in benefits; appeals

When/Whom to Notify: When student is homeless or unaccompanied minor

Education or Other Legal Code: 42 USC 11432; Education Code 48852.5

Board Policy/Administrative Regulation #: See AR 6173

Subject: Educational and related opportunities; transportation services; placement decision and right to appeal; duties of district liaison; public notice

When to Notify: When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30

Education or Other Legal Code: 34 CFR 99.34

Board Policy/Administrative Regulation #: See AR 5125

Subject: Right to review records

Parental Notifications (Cont.)

When to Notify: When student complains of sexual harassment

Education or Other Legal Code: 34 CFR 106.44, 106.45

Board Policy/Administrative Regulation #: See AR 5145.7

Subject: Right to file formal complaint, availability of supportive measures, notice of process, reason for dismissal of complaint if applicable

When to Notify: When district receives federal funding assistance for nutrition program

Education or Other Legal Code: USDA FNS Instruction 113-1

Board Policy/Administrative Regulation #: See BP 3555

Subject: Rights and responsibilities, nondiscrimination policy, complaint procedures

IV. Special Education Notices

When to Notify: Prior to conducting initial evaluation

Education or Other Legal Code: Education Code 56301, 56321, 56321.5, 56321.6, 56329; 20 USC 1415 (d); 34 CFR 300.502, 300.503

Board Policy/Administrative Regulation #: See BP 6159.1, See AR 6159.1, See AR 6164.4

Subject: Proposed evaluation plan, related parental rights, prior written notice, procedural safeguards

When/Whom to Notify: Before functional behavioral assessment begins

Education or Other Legal Code: Education Code 56321

Board Policy/Administrative Regulation #: See AR 6159

Subject: Notification and consent

When to Notify: 24 hours before IEP when district intending to record

Education or Other Legal Code: Education Code 56341.1

Board Policy/Administrative Regulation #: See AR 6159

Subject: Intention to audio-record IEP meeting

When to Notify: Early enough to ensure opportunity for parent to attend IEP meeting

Education or Other Legal Code: Education Code 56341.5; 34 CFR 300.322

Board Policy/Administrative Regulation #: See AR 6159

Subject: Time, purpose, location, who will attend, participation of others with special knowledge, transition statements if appropriate

When to Notify: When parent/guardian orally requests review of IEP

Education or Other Legal Code: Education Code 56343.5

Board Policy/Administrative Regulation #: See AR 6159

Subject: Need for written request

When to Notify: Within one school day of emergency intervention or serious property damage

Education or Other Legal Code: Education Code 56521.1

Board Policy/Administrative Regulation #: See AR 6159.4

Subject: Emergency intervention

When to Notify: Whenever there is a proposal or refusal to initiate or change the identification, evaluation, placement, or FAPE, including when parent/guardian revokes consent for services

Education or Other Legal Code: 20 USC 1415(c); 34 CFR 300.300, 300.503

Board Policy/Administrative Regulation #: See AR 6159, See AR 6159.1

Subject: Prior written notice

When/Whom to Notify: Upon filing of state complaint

Education or Other Legal Code: 20 USC 1415(d), 34 CFR 300.504

Board Policy/Administrative Regulation #: See AR 6159.1

Subject: Procedural safeguards notice

OROVILLE UNION HIGH SCHOOL DISTRICT

E 5145.6 (n)

Parental Notifications (Cont.)

When/Whom to Notify: When disciplinary measures are taken or change in placement
Education or Other Legal Code: 20 USC 1415(k); 34 CFR 300.530
Board Policy/Administrative Regulation #: See AR 5144.2
Subject: Decision and procedural safeguards notice

When to Notify: Upon requesting a due process hearing
Education or Other Legal Code: 20 USC 1415(k); 34 CFR 300.508
Board Policy/Administrative Regulation #: See AR 6159.1
Subject: Student's name, address, school, description of problem, proposed resolution

When to Notify: Eligibility for services under Section 504
Education or Other Legal Code: 34 CFR 104.32, 104.36
Board Policy/Administrative Regulation #: See AR 6164.6
Subject: District responsibilities, district actions, procedural safeguards

V. Classroom Notices

When to Notify: In all district schools and offices, including staff lounges and student government meeting rooms
Education or Other Legal Code: Education Code 234.1
Board Policy/Administrative Regulation #: See AR/E 1312.3
Subject: Uniform complaint procedures board policy and administrative regulation

When to Notify: In each classroom in each school
Education or Other Legal Code: Education Code 8235.5, 35186
Board Policy/Administrative Regulation #: See AR/E 1312.4
Subject: Complaints subject to Williams uniform complaint procedures

Adopted: 11/20/02
Amended: 8/6/03, 5/18/05, 6/20/07, 5/21/08, 2/2/11, 11/16/11, 5/15/13, 11/16/16, 3/21/18,
12/18/19, 1/20/21

Instruction

School Day

The Governing Board shall fix the length of the school day in accordance with law. (Education Code 46100)

At each school, the length of the school day shall be the same for all students, except as otherwise permitted by law. For any student with a disability, the length of the school day shall be as specified in the student's individualized education program or Section 504 plan.

The daily schedule for elementary schools shall include at least one period of recess of at least 20 minutes, during which students shall be provided supervised opportunities to engage in unstructured physical activity.

In establishing the daily instructional schedule for each secondary school, the Superintendent or designee shall give consideration to course requirements and curricular demands, availability of school facilities, and applicable legal requirements.

The Board encourages flexibility in scheduling so as to provide longer time blocks or class periods when appropriate and desirable to support student learning, provide more intensive study of core academic subjects or extended exploration of complex topics, and reduce transition time between classes.

Prior to implementing a block or alternative schedule that will allow secondary students to attend school for fewer school days than the total number of school days for which the school is in session, the Board shall consult in good faith, in an effort to reach agreement with the certificated and classified employees of the school, parents/guardians of the students who would be affected by the change, and the community at large. Such consultation shall include at least one public hearing for which the Board shall give adequate notice to the employees and to the parents/guardians of affected students. (Education Code 46162)

State	Description
Ed. Code 37202	Equal time in all schools
Ed. Code 37670	Year-round schools
Ed. Code 46010	Total days of attendance
Ed. Code 46100	Length of school day
Ed. Code 46120	Expanded Learning Opportunities Program
Ed. Code 46140-46148	Attendance in junior high and high schools
Ed. Code 46148	School day for middle and high school
Ed. Code 46162	Alternative schedule for junior high and high school; public hearing with notice
Ed. Code 46170	Continuation schools, minimum day
Ed. Code 46190-46192	Adult education classes, day of attendance
Ed. Code 46200-46206	Minimum instructional time
Ed. Code 48200	Minimum school day
Ed. Code 48663	Community day school, minimum school day
Ed. Code 48800-48802	Concurrent enrollment in community college
Ed. Code 51222	Physical education, instructional minutes
Ed. Code 52325	Regional occupational center, minimum day

Adopted: 3/84

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

Instruction

School Day

The school day for a high school shall begin no earlier than 8:30 a.m. (Education Code 46148)

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

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

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

A student in grade 12 who is enrolled in work experience education and is in the last semester or quarter before graduation may, upon written request by the student's parent/guardian or the student, if 18 years of age or over, be permitted to attend school for less than 180 minutes per school day if all requirements for graduation would be completed, except physical education courses, in less than 180 minutes each day. (Education Code 46147)

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

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

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

OROVILLE UNION HIGH SCHOOL DISTRICT

AR 6112 (b)

School Day (Cont.)

State	Description
Ed. Code 37202	Equal time in all schools
Ed. Code 37670	Year-round schools
Ed. Code 46010	Total days of attendance
Ed. Code 46100	Length of school day
Ed. Code 46120	Expanded Learning Opportunities Program
Ed. Code 46140-46148	Attendance in junior high and high schools
Ed. Code 46148	School day for middle and high school
Ed. Code 46162	Alternative schedule for junior high and high school; public hearing with notice
Ed. Code 46170	Continuation schools, minimum day
Ed. Code 46180	Opportunity schools, minimum day
Ed. Code 46190-46192	Adult education classes, day of attendance
Ed. Code 46200-46206	Minimum instructional time
Ed. Code 48200	Minimum school day
Ed. Code 48663	Community day school, minimum school day
Ed. Code 48800-48802	Concurrent enrollment in community college
Ed. Code 51222	Physical education, instructional minutes
Ed. Code 51760-51769.5	Work experience education
Ed. Code 52325	Regional occupational center, minimum day

Adopted: 9/19/07
Amended: 8/7/13, 10/20/21

Instruction

Response to Instruction and Intervention

The Governing Board desires to improve learning and behavioral outcomes for all students by providing a high-quality, data-driven educational program that meets the learning and behavioral needs of each student and reduces disparities in achievement among subgroups of students.

Students who are not making academic progress pursuant to district measures of performance and/or are struggling behaviorally shall receive intensive instruction and intervention supports designed to meet individual learning needs, with progress monitored.

The Superintendent or designee shall convene a team that may include, as appropriate, staff with knowledge of curriculum and instruction, student services, special education, and instructional and behavioral support, certificated personnel, other district staff, and parents/guardians to assist in designing the district's Response to Instruction and Intervention (RtI²) system, based on an examination of indicators of district and school-wide student achievement and social-emotional well-being.

The district's RtI² system shall include instructional strategies and interventions with demonstrated effectiveness and be aligned with the district curriculum and assessments. The Superintendent or designee may conduct ongoing screening to determine student needs, analyze data, identify interventions for students not making adequate academic progress, monitor the effectiveness of the interventions, and adjust interventions according to efficacy.

The district's RtI² system shall include research-based, standards-based, culturally relevant instruction for students in the general education program; universal screening and continuous classroom monitoring to determine students' needs and to identify those students who are not making progress; criteria for determining the types and levels of interventions to be provided; and subsequent monitoring of student progress to determine the effectiveness of the intervention and to make changes as needed.

Additionally, the districts RtI² system shall provide for:

1. High-quality classroom instruction
2. High expectations
3. Assessments and data collection
4. Problem-solving systems approach
5. Research-based interventions
6. Positive behavioral support
7. Fidelity of program implementation
8. Staff development and collaboration, which may include training in the use of assessments, data analysis, research-based instructional practices and strategies and emphasize a collaborative approach of professional learning communities among teachers within and across grade spans

Response to Instruction and Intervention (Cont.)

9. Parent/guardian and family involvement, including collaboration and engagement

The Superintendent or designee shall ensure that parents/guardians are involved at all stages of the instructional, intervention, and progress monitoring process.

Parents/guardians shall be kept informed of the services that have and will be provided, the strategies being used to increase the student's rate of learning, the supports provided to improve behavioral difficulties, and the performance data that has and will be collected.

10. Consideration of further evaluation utilizing Rtl² data

The Rtl² system may be utilized as one component when considering the referral of a student for evaluation for special education or other services.

State

Ed. Code 56329
Ed. Code 56333-56338
Ed. Code 56500-56509

Description

Assessment, written notice to parent
Eligibility for specific learning disabilities
Procedural safeguards

Federal

20 USC 1400-1482
20 USC 1416
34 CFR 300.301-300.11

Description

Individuals with Disabilities Education Act
Monitoring, technical assistance, and enforcement
Evaluations, reevaluations, and additional procedures for identifying children with specific learning disabilities

Board Bylaws

Agenda/Meeting Materials

Agenda Content

Governing Board meeting agendas shall reflect the district's vision and goals and the Board's focus on student learning and well-being.

Each agenda shall state the meeting time and location and shall briefly describe each item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. However, the agenda need not provide an opportunity for public comment when the agenda item has previously been considered at an open meeting by a committee comprised exclusively of Board members, provided that members of the public were afforded an opportunity to comment on the item, before or during the committee's consideration of the item, and the item has not been substantially changed since the committee considered it. (Government Code 54954.3)

The agenda for a regular Board meeting shall also provide members of the public an opportunity to provide comment on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

Each agenda for a regular meeting shall list the address designated by the Superintendent or designee for public inspection of documents related to an open session item that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall include information regarding how, when, and to whom a request for disability-related accommodations or modifications, including auxiliary aids and services, may be made by an individual who requires accommodations or modifications in order to participate in the Board meeting. (Government Code 54954.2)

Each agenda shall include a statement regarding the option for students and parents/guardians to request that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes. The agenda shall also state that the request must be made in writing to the secretary or clerk of the Board.

Agenda Preparation

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting.

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

Agenda/Meeting Materials (Cont.)

The Board president and Superintendent shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information, and if so, respond accordingly.

If the Board president and Superintendent deny a request from a Board member to place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board president and Superintendent shall also decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item unless such item has been previously considered at an open meeting of a committee comprised exclusively of Board members. (Government Code 54954.3)

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

Agenda Dissemination to Board Members

At least 72 hours before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, and others; and other available supporting documents pertinent to the meeting.

When special meetings are called, Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (Government Code 54956)

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

Agenda/Meeting Materials (Cont.)

Agenda Dissemination to Members of the Public

Any agenda and related materials distributed to the Board shall be made available to the public upon request without delay. Only those documents which are disclosable public records under the Public Records Act (PRA) and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public. (Government Code 54957.5)

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

In addition, the Superintendent or designee shall post the agenda on the homepage of the district web site. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2. When the district utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the district's agendas, and the current agenda shall be the first available. (Government Code 54954.2)

If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board. (Government Code 54957.5)

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

The Superintendent or designee shall email a copy of, or a web site link to, the agenda or a copy of all the documents constituting the agenda packet to any person who requests such items to be delivered by email. If the Superintendent or designee determines that it is technologically infeasible to do so, a copy of the agenda or a web site link to the agenda and a copy of all other documents constituting the agenda packet shall be sent to the person who has made the request in accordance with mailing requirements specified in law. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Any document prepared by the district or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the PRA. (Government Code 54957.5)

Agenda/Meeting Materials (Cont.)

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

Adopted: 2/1/78
Revised: 5/17/89, 3/20/02, 10/18/06, 5/21/08, 2/6/13, 2/13/19

OROVILLE UNION HIGH SCHOOL DISTRICT
2022-23

Estimated Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Estimated Expenditures for the fiscal year ending June 30, 2023
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	4,351,212.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		4,351,212.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	4,351,212.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		4,351,212.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

SHENKMAN & HUGHES

ATTORNEYS

MALIBU, CALIFORNIA

28905 Wight Road
Malibu, California 90265
(310) 457-0970

kishenkman@shenkmanhughes.com

VIA EMAIL

May 20, 2022

Sean Mick

Attorney for Oroville Union High School District

smick@dwkesq.com

Re: Reimbursement Request Pursuant to Section 10010(f) of the Elections Code

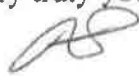
On September 9, 2021 we provided written notice to the Oroville Union High School District ("OUHSD") that its then-current at-large election system for electing candidates to its governing board was in violation of the California Voting Rights Act of 2001 ("CVRA"). OUHSD adopted a resolution consistent with Elections Code section 10010 to initiate the process of switching to a district election system as provided by the CVRA. On May 18, 2022, OUHSD adopted a district-based election system and a corresponding map and election sequence.

Pursuant to Section 10010(f) of the Elections Code, we are writing to request reimbursement of the cost of the work product that led to our initial notice to OUHSD. Section 10010(f)(3) caps the amount of any reimbursement request to \$30,000 (plus an adjustment based on the consumer price index). We have attached a copy of an invoice from Compass Demographics Inc. for demography services related to our initial notice. Also attached is a "time and task chart" summarizing the tasks performed by attorneys at Shenkman & Hughes PC, along with our regular hourly rate. Although the total costs are higher than the statutory limit, we are only seeking reimbursement of \$30,000, and we are not at this time seeking the adjustment based on the consumer price index. Please arrange for payment to be made directly to:

Shenkman & Hughes, PC
28905 Wight Road
Malibu, California 90265

Please feel free to contact me if you have any questions, or if you would like to discuss this matter.

Very truly yours,

A handwritten signature in black ink, appearing to be 'KS' or similar initials, written in a cursive style.

Kevin I. Shenkman

Attorney Time & Task Chart

Task		Shenkman & Hughes Attorney Time
Preliminary discussions with potential plaintiffs and community activists in Oroville Union High School District; evaluate need to pursue Oroville Union High School District in light of various disparities, and local and regional efforts.		3.9
Initial Investigation and Research - collecting and analyzing endogenous and exogenous election information; collecting and analyzing demographics of population, citizen-voting-age-population, registered voter proportion and voter turnout; work with Compass Demographics to identify appropriate elections for consideration and to prepare preliminary RPV study and report.		7.1
Investigation of history of discrimination specific to water rates and uses, the use of electoral devices or other voting practices or procedures that may enhance the dilutive effects of at-large elections, denial of access to those processes determining which groups of candidates will receive financial or other support in a given election, the extent to which members of a protected class bear the effects of past discrimination in areas such as education, employment, and health, which hinder their ability to participate effectively in the political process, and the use of overt or subtle racial appeals in political campaigns.		7.5
Racially-polarized voting / impairment analysis; coordinate with experts regarding same		9.3
Review findings of RPV study and 14028(e) secondary factor investigation; drafting pre-suit demand letter.		1.2
	Total Hours	29.0
		29.0@\$725/hour
	Total Fees = \$21,025	
Expense	Amount	
Certified mail	\$6.95	
Demographics consultant	\$10,675	
	Total Costs	\$10,681.95

Total Fees and Costs: \$31,706.95

THANK YOU FOR YOUR BUSINESS!

COOPERATION AGREEMENT FOR STUDENT TRANSPORTATION SERVICES

This Cooperation Agreement for Student Transportation Services ("Agreement") is made as of July 1, 2022 ("Effective Date"), by and between Oroville Union High School District ("OUHSD"), a California public high school district, and Oroville City Elementary School District ("OCESD"), a California public elementary school district, (each a "Party" and, together, "Parties").

RECITALS

WHEREAS, pursuant to Government Code section 6502, when authorized by their governing boards, "two or more public agencies by agreement may jointly exercise any power common to the contracting parties;"

WHEREAS, pursuant to Government Code section 6506, "one or more of the parties may agree to provide all or a portion of the services to the other parties in the manner provided in the agreement;"

WHEREAS, pursuant to Education Code section 39800 et seq., OUHSD and OCESD each have the power to "provide for the transportation of pupils to and from school whenever in the judgment of the board the transportation is advisable and good reasons exist therefor" and to provide for transportation for field trips and pupil activities as well as for the upkeep, care, and operation of vehicles; and

WHEREAS, the Parties wish to jointly exercise their common powers with respect to student transportation and related services through this Agreement;

WHEREAS, OUHSD wishes to provide and OCESD wishes to receive student transportation and related transportation and vehicle maintenance services under this Agreement; and

WHEREAS, OCESD has determined that contracting with OUHSD for transportation services under this Agreement either predates the enactment of, or is permissible under, Education Code section 45103.1, subdivision (b), because "the services contracted are not available within the OCESD, cannot be performed satisfactorily by school district employees, or are of such a highly specialized or technical nature that the necessary expert knowledge, experience, and ability are not available through the school district."

NOW, THEREFORE, for and in consideration of the mutual promises and covenants herein, and for other good and valuable consideration, the Parties agree as follows:

TERMS

1. **Purpose.** The purpose of this Agreement is provide for the Parties' joint exercise of common powers, pursuant to Government Code section 6500 et seq., with respect to student transportation, including general education, special education and field trip transportation and related services. This Agreement shall be administered by and all services shall be provided by the Parties to this Agreement. No separate entity is created by this Agreement.
2. **Scope of Services.** OUHSD shall (a) provide student transportation services to OCESD, including, but not limited to, home-to-school transportation, special education transportation, and field trip transportation; (b) provide buses, vehicles, equipment, and maintenance and repairs thereof; (3) provide employees to perform such services, and (4) provide administrative, supervisory and operational services required thereby.

Home-to-school transportation shall occur at such times and places to support school start and end times.

3. Term. The term of this Agreement shall commence on the Effective Date and shall continue for an initial term through June 30, 2023. The Agreement will subsequently renew automatically for additional one-year terms, unless terminated prior to that time or unless either Party gives written notice on or before January 1, 2023, or January 1 of any subsequent year, that it does not wish to renew the Agreement.
 - 3.1. Annual Meeting. During the term of the Agreement, the Parties shall meet and confer on or before September 1 of each year to review the Agreement and to determine if any amendment or modification to the terms of the Agreement should be made. The Agreement may be amended or modified at that time or any other time only by a written instrument executed by both Parties.
 - 3.2. OCESD Designee. During the term of this Agreement, OCESD shall designate a point of contact with decision-making authority for transportation matters, including, without limitation, accidents, routing, and issues with schools or students. The OCESD designee shall be available after hours and on weekends or during breaks when schools or OCESD offices may otherwise be closed but transportation services are being provided to OCESD students. OCESD's designee shall be _____. Contact information for OCESD's designee shall be provided to OUHSD upon commencement of this Agreement.
4. General Education Transportation Services. OCESD agrees to pay OUHSD for services rendered pursuant to this Agreement according to the formula set forth at **Exhibit A** as further described below. Payment for general home-to school transportation shall be made in four (4) equal installments, one to be billed October 1, January 1, April 1, and June 1. OCESD shall pay all undisputed amounts within thirty (30) days after OUHSD submits its invoice to OCESD for services performed.
 - 4.1. Transfer Miles. Transfer miles are those miles incurred to provide transportation from the school within the boundaries that a student resides to another school. Transfer routes will only be provided if staffing is available. The billing for transfer miles will be adjusted to actual miles at year end. A separate invoice or a reimbursement will be generated when actual miles differ from the estimated miles used in the rate calculation.
 - 4.2. Transportation Costs. Transportation costs shall be adjusted each year, and OUHSD shall prepare and provide to OCESD a calculation for the coming year by no later than September 1 each year. In coordination with OUHSD, OCESD agrees to apply or allow OUHSD to apply for any State funding that becomes available for distribution to OUHSD.
 - 4.3. True-Up Process. At an annual meeting to be held prior to September 1 each year, the Parties shall engage in an open book review of the costs of all transportation under this Agreement for the prior fiscal year ("True-Up Process"), including, without limitation, consideration of costs of driver salaries and benefits, mechanic services, fuel, and other attributable supplies and services, in order to determine the actual cost incurred by OUHSD for regular home-to-school transportation in the prior fiscal year ("True-Up Amount"). If the True-Up Amount is less than the amount OCESD paid for the prior year, then OUHSD shall pay OCESD the difference within thirty (30) days. If the True-Up Amount is greater than the amount OCESD paid for the prior year, then

OCESD shall pay OUHSD the difference within (30) days. The True-Up Process shall not apply to special education transportation or field trip rates.

5. Special Education Home to School Services. OCESD agrees to pay OUHSD for services received pursuant to this Agreement according to the formula set forth in Exhibit A. Payment for Special Education transportation will be made monthly. ___ Student transportation services shall be provided to meet OCESD's special education transportation needs for home to school transportation during the regular school year (180 days) and the extended year (20 days) per each student's Individualized Education Program. Home to school transportation for special education students may include day care arrangements if daycare is located within district boundaries, and there is space available on the route. The school calendar year covers the months of August through June, inclusive. The buses and vehicles contracted for are estimated to be required for each of 200 school days. The individual calendars for each of the schools being served may vary depending upon the district where each is located.
6. Field Trips. Field trip requests shall be submitted in writing to OUHSD at least fifteen (15) business days in advance. All field trip requests shall be made using an OUHSD-provided form. OUHSD will make a good faith effort to accommodate field trip requests and will promptly notify OCESD if it is unable to accommodate the field trip request.
 - 6.1. For accepted field trip requests, OCESD shall provide a qualified trip supervisor who shall have the responsibility to ensure the behavior of the group meets safety requirements. OCESD shall have complete responsibility for all field trip arrangements and for all supervision of adult and minor trip participants. The driver has responsibility for the school bus/vehicle and route. The driver and trip supervisor may consult regarding the best route to take, but the driver has the final decision.
 - 6.2. If OUHSD is unable to accommodate the field trip request or if OCESD prefers to use another service for the field trip for any reason, OCESD may, at its option, arrange for transportation services for the field trip outside of this Agreement.
 - 6.3. Field trips will be charged at OUHSD's actual cost of the requested trip and based on driver time, meals and the cost of consumables. A \$25 booking fee will be imposed on all requests. A minimum fee of \$175 will be assessed per vehicle per trip. Late cancellations of field trips (less than one business day notice) will be charged a \$65 fee. Time and mileage charges commence at the bus yard. Multi-day trips will be quoted separately.
7. Routes and Scheduling. Prior to the start of any service under this Agreement and on or before August 1 of each new school year, OUHSD shall establish routes and schedules for OCESD students to be transported by OUHSD. Routes shall be reviewed with OCESD for input. If, at any time, it is determined by mutual written consent that service may be improved by revisions to routing, scheduling, or bus stops, OUHSD and OCESD shall plan and institute such changes jointly, with sufficient notice to review such changes and evaluate safety considerations.
 - 7.1. Routes Impacted by COVID-19. The Parties each acknowledge that the routes and schedules for at least the initial year of the Agreement, and potentially subsequent years, may be impacted by COVID-19 and, therefore, may differ from the routes and schedules each Party maintained in prior years.

- 7.2. Minimum Days. OUHSD will accommodate OCESD transportation needs on minimum days when possible; provided, however, that no transportation services shall be provided to OCESD if both parties have minimum days scheduled on the same day.
8. Driver Requirements and Benefits. OUHSD shall attempt to employ and assign for services under this Agreement a sufficient number of regular and substitute drivers based on projected basic and supplementary transportation, as follows, but adjustments to routes will be made in the event that OUHSD is unable to secure sufficient drivers at any time during this Agreement.
- 8.1. OUHSD shall provide drivers who are trained and licensed in accordance with California laws, rules, and regulations governing the operation of school transportation vehicles, federal laws governing license holders, and experienced with all applicable student supervision requirements. OUHSD shall ensure that each driver is properly certified to operate the specific type of vehicle required for transportation services. All drivers shall have had CPR Training and First Aid Training. Class A or B license holders shall pass a first aid examination administered by an approved provider. Drivers shall be able to identify and properly cope with epileptic-type seizures. OUHSD shall follow mandated drug testing requirements for all drivers.
- 8.2. OUHSD shall be solely responsible for hiring and discharging its employees.
- 8.3. Transferred Employees. OUHSD and OCESD acknowledge and agree that OUHSD has extended employment offers to classified special education transportation drivers previously employed by OCESD, and those who accept employment offers ("Transferred Employees") will become part of the bargaining unit in OUHSD represented by California School Employees Association (CSEA) effective July 1, 2022 and will be covered by the collective bargaining agreement therewith on commencement of employment with OUHSD. Transferred Employees shall be entitled to the rights described in that Memorandum of Understanding between OUHSD and CSEA dated April 4, 2022. The Parties agree that cost of retiree health benefits for Transferred Employees who retire prior to meeting OUHSD qualification requirements (55 years of age and employed for at least ten (10) years with OUHSD) shall be shared between the Parties on a pro rata basis based upon the total number of years served in each school district. Upon meeting OUHSD requirements for retiree health benefits, OUHSD shall assume 100% of the cost of same for each Transferred Employee.
9. Vehicle/Equipment Requirements. All buses and vehicles utilized under this Agreement shall be approved school buses or passenger vehicles, as defined by applicable all federal, California, and local laws, ordinances and regulations. For all vehicles utilized under this Agreement, whether OUHSD owned or leased or transferred from OCESD, OUHSD shall as part of responsibilities under this Agreement:
- 9.1. Ensure that all vehicles meet the requirements imposed by this Agreement and by applicable law.
- 9.2. Ensure that all vehicles are at all times properly certified by the California Highway Patrol and meet all requirements of the California Code of Regulations, Titles 5 and 13, and the California Vehicle Code.

- 9.3. Ensure compliance with Education Code 39831.3, and all regulations adopted thereunder, including, without limitation, requirements for the specifications, installation, and use of child safety alert systems.
 - 9.4. Practice regular preventive maintenance on all vehicles. OUHSD shall keep and maintain all vehicles in good operating and running condition, and in a clean and satisfactory condition. OCESD may inspect the vehicles at any time, without assuming the responsibility to do so, to ensure that all are maintained in a satisfactory condition.
 - 9.5. Ensure that standby vehicles of appropriate sizes, and meeting all requirements of vehicles utilized under this Agreement, are available so they may be substituted for regularly assigned vehicles, if needed, without delay.
 - 9.6. When replacing any vehicle, the net cost, after apply any available grant proceeds, will be allocated to both OUHSD and OCESD based on percentages derived by using a three-year rolling average of miles traveled for each district.
10. Purchase/Title/Ownership of Vehicles.
- 10.1. Upon commencement of this Agreement, OCESD shall, without monetary consideration from OUHSD, transfer to OUHSD full control over those special education vehicles described in **Exhibit B** hereto that are requested for transfer by OUHSD, and shall, within ten (10) days of the Effective Date, transfer partial title to each requested vehicle such that title is held jointly, in equal parts, by both Parties. During the Term of this Agreement, all vehicles jointly purchased shall be held jointly. The Parties shall coordinate to ensure proper transfer documents are signed, exchanged, and filed with the appropriate governmental entity (e.g., the Department of Motor Vehicles) to effectuate the legal transfer of partial title of the Vehicles from OCESD to joint ownership.
 - 10.2. Notwithstanding shared legal title to such vehicles, all vehicles used in the provision of services under this Agreement shall be subject to all terms and conditions of this Agreement, including, without limitation, all obligations with respect to maintenance, inspections, insurance, driver qualifications, and safe transport and operation. Nothing in this subsection shall prohibit OUHSD from purchasing or acquiring its own vehicles to be held solely by OUHSD. OUHSD shall not be obligated to use any vehicles purchased solely by OCESD.
 - 10.3. Prior to utilizing vehicles transferred from OCESD, OUHSD shall inspect and verify that all vehicles meet all applicable legal requirements and are in safe operation and good running order. In the event the initial inspection reveals that any of the vehicles do not meet all legal requirements, and/or are not in good running order, and/or that adequate maintenance records have not been kept, OUHSD shall take appropriate measures to bring those vehicles into compliance with applicable legal requirements, and/or restore them to safe operation and good working order prior to utilizing them for any services under this Agreement. OUHSD shall not be obligated to accept or use all of the vehicles listed in **Exhibit B**.
11. Safety and Safety Plan.
- 11.1. OUHSD shall observe all requirements of California laws governing the safe operation of school vehicle equipment and training of personnel as it relates to

the safety of students transported for OCESD. OUHSD shall provide for an annual emergency exit drill for each student transported. Records of these drills shall be maintained as a permanent record and may be reviewed by OCESD.

- 11.2. OUHSD has developed, and OCESD has reviewed and approved, a transportation safety plan for services under this Agreement, which is attached hereto as **Exhibit C** and incorporated herein by this reference. The Parties may review and amend the safety plan from time to time and shall further do so whenever required by law. The safety plan shall address, at a minimum, requirements for safely transporting students of different ages from OUHSD and OCESD as well as all areas and requirements of Education Code 39831.3, and all regulations adopted thereunder including, without limitation, boarding and exiting, and procedures to ensure a student is not left unattended on a vehicle.
12. Student Discipline. OUHSD and OCESD recognize their shared responsibility for the maintenance of proper student discipline as an inherent factor to the safety of all persons aboard a school bus route. OUHSD will report OCESD student behavior problems that occur in the vehicle by means of written citation to a designated OCESD employee describing the problem behavior. OCESD shall then impose reasonable disciplinary measures upon the student in accordance with the OUHSD Transportation Citation Guidelines. OUHSD drivers shall not perform acts of discipline on OCESD students. OUHSD drivers shall not remove OCESD students from the vehicle, except in serious circumstances when a student is endangering the safety of others, in which case the offending OCESD student may be ejected at the school site into the immediate custody of an OCESD administrator or designee.
13. Record Keeping and Accident Reports. OUHSD agrees to maintain all reports and records related to its services required by law, including, without limitation, California High Patrol, California Motor Carrier, and Federal Department of Transportation inspection reports, as applicable. OUHSD will provide access to reports and records related to the provision of services under this Agreement, and kept in the ordinary course of business, to OCESD within three (3) business days of OCESD's written request for such records. All accidents and vehicles/equipment involved in an accident involving students of OCESD shall be reported to OCESD within twenty-four (24) hours in addition to any reporting required by law. Additionally, any OCESD student injuries, whether or not involving a vehicle accident, shall be reported to OCESD within twenty-four (24) hours in addition to any reporting required by law.
14. Confidentiality. The Parties shall maintain the confidentiality of any student, parent, and disciplinary information that they encounter in connection with the Agreement. This requirement shall be ongoing and shall survive the expiration or termination of the Agreement.
15. Insurance.
 - 15.1. OUHSD shall provide proof of Workers' Compensation, Comprehensive General Liability, Commercial Automobile Liability, and Garage Liability at limits of at least \$1,000,000 per occurrence or as otherwise required by Butte Schools Self-Funded Program Joint Powers Authority (BSSP).
 - 15.2. OCESD shall provide proof of Comprehensive General Liability at a limit of at least \$1,000,000 per occurrence or as otherwise required by BSSP.

16. Indemnity.

16.1. To the furthest extent permitted by California law, OUHSD shall defend, indemnify, and hold harmless OCESD, and its governing board, agents, representatives, officers, consultants, employees, and volunteers ("OCESD Indemnified Parties") from any and all claims arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct of OUHSD in connection with the Agreement. OUHSD shall, to the furthest extent permitted by California law, defend the OCESD Indemnified Parties at OUHSD's own expense, from any and all such claims and allegations relating thereto with counsel approved by OCESD, where such approval is not to be unreasonably withheld.

16.2. To the furthest extent permitted by California law, OCESD shall defend, indemnify, and hold harmless OUHSD, and its governing board, agents, representatives, officers, consultants, employees, and volunteers ("OUHSD Indemnified Parties") from any and all claims arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct of OCESD in connection with the Agreement. OCESD shall, to the furthest extent permitted by California law, defend the OUHSD Indemnified Parties at OCESD's own expense, from any and all such claims and allegations relating thereto with counsel approved by OUHSD, where such approval is not to be unreasonably withheld.

17. Independent Contractor. While engaged in carrying out and complying with the terms and conditions of this Agreement, each Party is an independent contractor, and neither Party, nor its officers, agents, or employees, shall be considered to be an officer, agent, or employee of the other Party.

18. Certifications/Permits/Licenses. OUHSD shall secure and maintain in force such certifications, permits and licenses as are required by law in connection with the furnishing of services pursuant to this Agreement.

19. Termination. If either Party refuses or fails to perform services as required as specified in this Agreement, or any separable part thereof, the other Party may, without prejudice to any other right or remedy, serve written notification upon it of intention to terminate and, unless within thirty (30) days after service of such written notice of the condition or violation the Party in breach shall cease and make satisfactory arrangements for the correction thereof, this Agreement shall, upon the expiration of the thirty (30) days, cease and terminate. Additionally, after the initial term through June 30, 2023, either Party may terminate the Agreement for convenience by providing written notice to the other Party by no later than January 1 for the following fiscal year.

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

Oroville Union High School District
ATTN: Superintendent
2211 Washington Avenue
Oroville CA 95966

Oroville City Elementary School District
ATTN: Superintendent
2795 Yard Street
Oroville CA 95966

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

21. Authorized Representatives. The authorized representatives of each Party for the purpose of this Agreement shall be that Party's Superintendent and such other persons as the Superintendent may designate in writing.
22. Disputes. In the event of a dispute between the Parties as to performance of the services, the interpretation of this Agreement, or payment or nonpayment, the Parties shall first attempt to informally resolve the dispute through an in person meeting between the Parties. If informal resolution is unsuccessful, the Parties may proceed to formal mediation with a mutually agreeable third party mediator. Notice of the demand for mediation of a dispute shall be filed in writing with the other Party to the Agreement. The demand for mediation shall be made within a reasonable time after written notice of the dispute has been provided to the other Party, but in no case longer than ninety (90) days after initial written notice. Pending resolution of the dispute, the Parties shall neither rescind the Agreement nor stop the services.
23. California Law. This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County.
24. Attorney's Fees/Costs. Should litigation be necessary to enforce any terms or provisions of this Agreement, then each Party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
25. Compliance with Laws. Parties shall observe and comply with all federal, state, and local laws, ordinances and regulations. Vehicle equipment and services covered by this Agreement must comply with all applicable laws, ordinances and other legal requirements, including but not limited to federal and California laws, rules and regulations governing the operation of transportation vehicles, the pertinent provisions of the California Vehicle Code, Administration Code, and pertinent provisions of the California Highway Patrol and Motor Vehicles rules and regulations.
26. Limitation of Liability. Notwithstanding any other provision of this Agreement, in no event shall either Party be liable to the other Party, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
27. Force Majeure. Either Party shall be excused from performance hereunder during the time and to the extent that it is prevented from performing by acts of God, fire, flood, natural disaster, war or threat of war, acts or threats of terrorism, civil disorder,

unauthorized strikes, governmental regulation, recognized health threats as determined by the World Health Organization, the Centers for Disease Control, or local government authority or health agencies (including, but not limited to, the health threats of COVID-19), curtailment of transportation facilities, or other similar occurrence beyond the control of the Parties, when satisfactory evidence thereof is presented to the other Party, provided that it is satisfactorily established that the nonperformance is not due to the fault or neglect of the nonperforming Party.

28. Waiver. The waiver by either Party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
29. Non-Exclusivity/Other Contracts. Each Party retains the right to contract separately with other vendors for any services. Nothing in this Agreement shall be construed as creating an exclusive contract between the Parties.
30. Assignment of Contract. Neither Party shall assign nor transfer in any way any or all of its rights, burdens, duties, or obligations under this Agreement without the prior written consent of the other Party.
31. Binding Contract. This Agreement shall be binding upon the Parties hereto and upon their successors and assigns, and shall inure to the benefit of said Parties and their successors and assigns.
32. No Rights in Third Parties. This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
33. Integration/Entire Agreement of Parties. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written, with respect to the subject matter of this Agreement. This Agreement may be amended or modified only by a written instrument executed by both Parties.
34. Severability. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
35. Provisions Required By Law Deemed Inserted. Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein.
36. Authority to Bind Parties. Neither Party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.
37. Interpretations. Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a Party because that Party or its legal representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.
38. Signature Authority. Each Party has the full power and authority to enter into and

perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authority and empowered to enter into this Agreement.

39. Counterparts. This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
40. Incorporation of Recitals and Exhibits. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

IN WITNESS WHEREOF, the Parties hereto have executed this agreement on this ____ day of June, 2022.

Oroville Union High School District

By: _____
Susan Watts,
Assistant Superintendent/CBO

Oroville City Elementary School District

By: _____
Andrew James, Assistant Superintendent,
Business

EXHIBIT A
COMPUTATION FORMULA FOR
HOME-TO-SCHOOL TRANSPORTATION COSTS

A. General Transportation

The cost of general home-to-school transportation will be determined based on the formula calculation below:

1. Actual OUHSD Prior FY total general home-to-school transportation costs
2. – (Minus) Expenses allocated directly to OCESD*
3. = General home-to-school transportation expenses
4. x Usage formula - based upon average miles and minutes**
5. + Intangible services cost 10%***
6. = OCESD total allocated general home-to-school transportation cost
7. + Costs for transfer miles and calendar differences allocated directly to OCESD*
- = Total OCESD General Transportation Cost**

Formula Notes

***Additions:**

- Estimated costs associated with transporting students attending a site outside of their attendance area
- Costs associated with the additions of non-contract days related to differences between the OUHSD and OCESD school calendars.

****Usage Formula Calculation**

This model averages miles and double the time because person-hours are more expensive.

Example:

District	Miles	Percent	Minutes	Percent	x2	Average
OUHSD	40,429	60%	1,205	45%	90%	50%
OCESD	26,579	40%	1,495	55%	110%	50%

To calculate final average, add miles percentage to the x2 minutes percentage and divide by 3.

*****Intangible Services:**

Costs include, but are not limited to parent complaints, finding substitute drivers, driver and student discipline, hiring and discharging personnel, negotiations with CSEA, etc.

B. Special Education Transportation

In recognition of the ever-changing nature of Special Education routes, student miles and minutes will be used to allocate the costs of transporting special education students between OUHSD and OCESD. Miles and minutes will be identified by utilizing one-way miles and minutes from the Transportation yard to each student's residence. Student residence data will be collected on the last day of each school month. Total miles and minutes will be allocated between the two districts based upon the district the student is enrolled in with a percentage computed based on total miles and minutes. The result will be applied to year-to-date actual costs to arrive each district's cost share.

Example

1. Total miles and minutes for OCESD
2. $\div$ Total miles and minutes for both districts
3. = OCESD cost share % (A)

4. Year-to-date actual total special education transportation costs
5. + Intangible services cost of 10%
6. = Total costs to be allocated (B)

7. (B) $\times$ (A)
8. = Total SPED transportation cost allocated to OCESD
9. - (Minus) Invoices for previous months

- = Total OCESD Special Education Transportation Cost for the current month**

EXHIBIT B**OCESD Vehicles for Potential Partial Transfer to OUHSD**

Student Transportation Vehicles			
Vehicle Type	License	VIN	Passengers
2014 Dodge Grand Caravan	1433958	2C4RDGBG9ER190263	6
2015 Ford Transit Van	1424648	1FMZK1ZM5FKA38510	8
2015 Ford Transit Van	1485323	1FMZK1ZM7FKB08864	8
2019 Ford Transit Van	1579221	1FMZK1CMXKKB85294	8
2019 Ford Transit Van	1558257	1FMZK1ZM9KKA18822	8
2001 GMC Savana 3500 Bus	1571673	1GDJG31F011171276	12 + 2 wheelchairs
2019 Thomas Bus	1576152	1HA6GUBG6KN004305	14 + 2 wheelchairs
2019 Thomas Bus	1576151	1HA6GUBG8KN002927	14 + 2 wheelchairs
2022 Thomas Bus	1605763	1HA6GUBB4LN004468	14 + 2 wheelchairs

EXHIBIT C

Transportation Safety Plan

To be attached.



To: Oroville Union High School Board of Trustees
From: Jacqueline Deadmore, Food Service Director
Date: 6/14/2022
Subject: Food Service Bids

Background Information: OUHSD is part of a Co-Op called Super. Since the Super is no longer doing this for the districts we are required to do it ourselves.

Vendors who have completed bids are: Goldstar Foods, ProPacific Fresh, Northam Distributing and S&L Food Sales

Procurement is the purchasing of goods and services. The process involves: Planning, Drafting Specifications, Procurement Principles, Awarding & Contract, Managing the Contract.

4 Key Concepts:

- 1) American Grown
- 2) Knowledge of State and Local Regulations
- 3) Competition
- 4) Responsive & Responsible

The Buy American Provision: The National School Lunch Act requires School Food Authorities to purchase domestically grown and processed foods to the maximum extent practicable.

Competition is essential to ensure the best cost and quality of goods and services.

With board approval, we would like to recommend the following vendors:

Commodities awarded to Goldstar Foods

Bread awarded to Goldstar Foods

Produce awarded to: ProPacific Fresh

Milk awarded to: Northam Distributing

Non Commodities and Non Food items awarded to: S&L Food Sales

Financial Impact: None.

Recommendation: Approval

Produce	Price = 40 points	Service & Delivery = 30 points	Quality & Grade = 20 points	Reference = 10 points	Total out of 100 points
S&L Food Sales	35	25	15	8	83
ProPacific	40	30	20	10	100
Goldstar	30	20	10	5	65
Northam Distributing	NO BID	NO BID	NO BID	NO BID	

Milk	Price = 40 points	Service & Delivery = 30 points	Quality & Grade = 20 points	Reference = 10 points	Total out of 100 points
S&L Food Sales	35	25	15	8	83
ProPacific	NO BID	NO BID	NO BID	NO BID	
Goldstar	30	20	10	5	65
Northam Distributing	40	30	20	10	100

Commodities	Price = 40 points	Service & Delivery = 30 points	Quality & Grade = 20 points	Reference = 10 points	Total out of 100 points
S&L Food Sales	35	25	15	8	83
ProPacific	NO BID	NO BID	NO BID	NO BID	
Goldstar	40	30	20	10	100
Northam Distributing	30	20	10	5	65

Bread	Price = 40 points	Service & Delivery = 30 points	Quality & Grade = 20 points	Reference = 10 points	Total out of 100 points
S&L Food Sales	35	25	15	8	83
ProPacific	NO BID	NO BID	NO BID	NO BID	
Goldstar	40	30	20	10	100
Northam Distributing	30	20	10	5	65

Non Food	Price = 40 points	Service & Delivery = 30 points	Quality & Grade = 20 points	Reference = 10 points	Total out of 100 points
S&L Food Sales	40	30	20	10	100
ProPacific	NO BID	NO BID	NO BID	NO BID	
Goldstar	35	25	15	5	80
Northam Distributing	NO BID	NO BID	NO BID	NO BID	

Dry Goods	Price = 40 points	Service & Delivery = 30 points	Quality & Grade = 20 points	Reference = 10 points	Total out of 100 points
S&L Food Sales	40	30	20	10	100
ProPacific	NO BID	NO BID	NO BID	NO BID	
Goldstar	35	25	15	5	80
Northam Distributing	NO BID	NO BID	NO BID	NO BID	

Oroville Union High School District
Memorandum

TO: Board of Trustees

From: Jim LaGrone, Transportation Director

Date: June 1, 2022

Subject: Approval of Electrical Infrastructure

I am requesting that the Oroville Union High School District approve the contract between PG&E and the Oroville Union High School District. PG&E has committed to installation of new services for electrical infrastructure for EV Fleet Electrification. PG&E will provide installation of behind the meter (BTM) and to the meter (TTM) services. PG&E will require an easement to maintain both BTM and TTM infrastructure. PG&E will design all infrastructure needs for the EV Fleet Electrification. After completion of the BTM and TTM the district will install adequate charging stations to support the EV fleet.

Thank you,

Jim LaGrone



**Pacific Gas and
Electric Company**

Clean Energy Transportation
Pacific Gas and Electric Company
77 Beale Street
San Francisco, CA 94105

April 18, 2022

Oroville Union High School District
2139 Washington Avenue
Oroville, CA 95966

RE: **FLEET000648535**

Dear Jim LaGrone,

Congratulations! We are pleased to extend Oroville Union High School District an invitation to join PG&E's EV Fleet Electrification program. Upon your completion of the action items below, we will move your project into the design phase and begin the engineering, design and construction plans for **2139 Washington Avenue, Oroville, CA 95966**. Please note, future changes to the project scope may change your eligibility for the program.

Included in this contract are the following items:

- **Cover Letter**
 - Offer Descriptions and Selection
 - EV Charger Rebate
- **Letter of Commitment**
 - EV Deployment Commitment
- **EV Fleet Program Terms and Conditions ("Contract")**
- **Appendices**
 - Appendix A: PG&E EV Fleet Program Participant Data Reporting Requirements
 - Appendix B: CPUC's Safety Requirements Checklist for CPUC-Approved Transportation Electrification Programs
 - Appendix C: Preliminary Design (attached PDF)

Immediate Action Items:

- Review the entire document
- Initial selected BTM Option (Make Ready or PG&E Ownership)
- Sign and return the Letter of Commitment and Contract
- Provide proof of commitment (as defined, below) for appropriate vehicles
- Provide contact information for BTM Contractor

By signing the Letter of Commitment and the Contract, I hereby confirm my participation in PG&E's Fleet Electrification program and acknowledge that:

- I agree to install the minimum number of EV Supply Equipment (EVSE or "EV Charger") and EVSE location specified in the Preliminary Design section of the Cover Letter;
- Upon execution of the Contract, PG&E will begin incurring design fees and costs as my project moves forward;
- If I withdraw from the program prior to the site being activated, then PG&E reserves the right to recover all fees and costs incurred by it and its subcontractors after the execution of the Contract including, but not limited to, design cost, site walk costs, etc.;
- PG&E will conduct a comprehensive design site walk;
- If the existing infrastructure or physical site or equipment is substantially different than anticipated or described, then PG&E will make reasonable effort to redesign the project in a manner acceptable to both parties, but reserves the right to cancel my participation in the program;
- If I do not submit required documentation (e.g., signed easement) in a timely manner, then PG&E may grant extensions by request but reserves the right to waitlist my application and/or cancel my participation in the program; and



- If load management is required for the site, I agree to implement a load management system to ensure that the total load for my EV Chargers does not exceed **211 kW**; and
- My EV Charger meets the Safety Checklist requirements and has networking protocols (as described in Appendix A and Appendix B). I agree to ensure that EVSE network connectivity is in good condition for least five years from the date of activation.

Offer Description

After careful consideration of the project costs and scope of work, PG&E has determined we can offer you the opportunity to choose either the **Make-Ready Incentive Option** or the **PG&E Ownership Option**. Both are described, below. After careful consideration, at the end of this section, please initial in the space provided indicating which of these two options you are selecting to move forward with.

Make-Ready Incentive Option: PG&E will design, construct, own and maintain EV supply infrastructure to the meter only. **Oroville Union High School District** will design, build, own, operate, and maintain the behind the meter make-ready infrastructure, hereafter referred to as customer-owned make-ready infrastructure. PG&E provides an incentive that is equal to the lesser amount of either: (i) 80% of the customer-owned make-ready infrastructure costs or (ii) the incentive cap of **\$44,000**, as described in the table below.

EV Supply Infrastructure Incentive		
Applies to Site Hosts who pay for, own, and maintain EV Supply Infrastructure.		
Vehicle Type	Per Vehicle Incentive	# of Vehicles
School Buses, Local Delivery Trucks, or Other Vehicles	\$4,000	11
Vehicle Type (Total)	Incentive (Total)	
Total	Lesser amount of either 80% of the customer-owned make-ready infrastructure costs or the incentive cap, as described above, on a per vehicle basis	\$4,000 x 11 = \$44,000

OR

PG&E Ownership Option: PG&E will design, construct, own and maintain EV infrastructure including all work to the base of the EV Chargers.

Please note, in all instances, you will be responsible for procuring and installing all EV Chargers. PG&E will not own and maintain any facilities installed by the customer and those facilities will be the responsibility of the customer.

ACTION REQUIRED:

Please initial next to one of the two options you have been offered, signifying your selection:



PG&E Ownership – PG&E to design, construct, own and maintain EV infrastructure including all work to the meter and behind the meter.



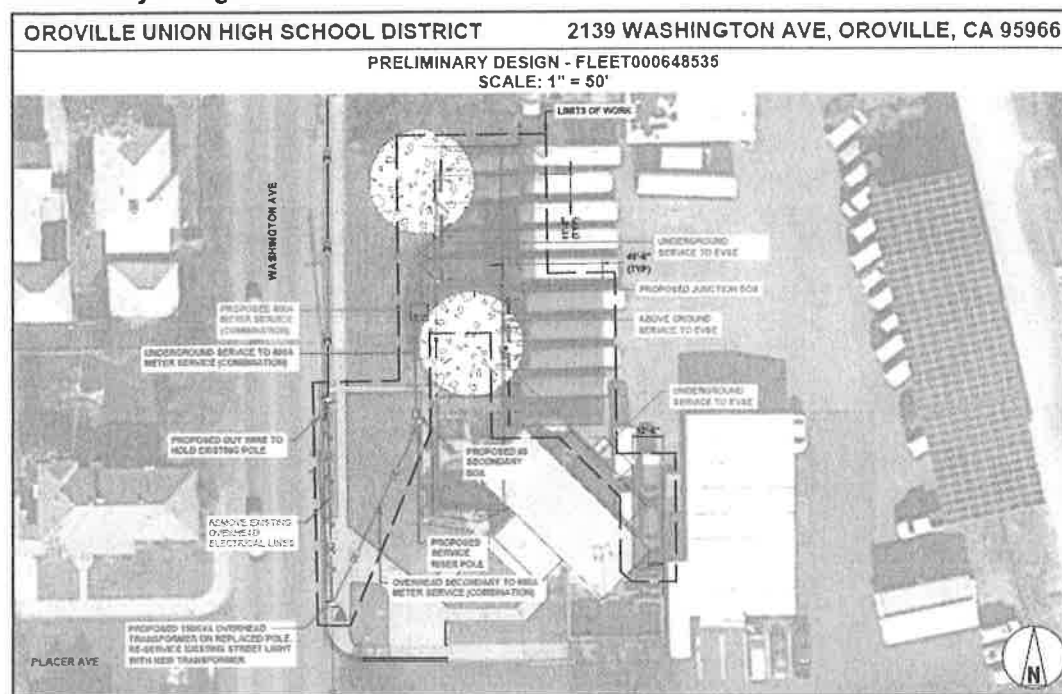
Make-ready incentive – PG&E to design, construct, own and maintain EV supply infrastructure to the meter only. **Oroville Union High School District** will design, build, own, operate, and maintain the make-ready infrastructure; PG&E provides an incentive that is equal to the lesser amount of either: (i) 80% of the customer-owned make-ready infrastructure costs or (ii) the incentive cap of **\$44,000**, as described in the table above.



You may also qualify for a rebate of up to **\$165,000** capped at 50% of the purchase cost, for qualified EV Charger for your fleet. EVSEs are only eligible for rebates if they are listed on PG&E's approved EVSE vendor list at the time of installation.

EVSE rebate		
Applies to transit buses, school buses, or Premises in a Disadvantaged Community.		
Power output	Rebate	# of EVSE
Up to 50kW	50% of the cost of EVSE, up to \$15,000 per EVSE	11
Power output (Total)	Rebate (Total)	Max Allowance (Total)
Up to 50kW	50% of cost, up to allowance	11 Chargers x \$15,000 = \$165,000

- Electric Vehicle Supply Equipment (EVSE) SHALL have metering capability through an internal device and SHALL be able to measure power and usage parameters to enable reporting of the metrics in the Contractor Requirement section.
- After loss of power, provided the EVSE connector to vehicle has not been removed, the EVSE SHALL return to its post-configuration state (i.e., SHALL persist communication and registration configurations. This does not include continuing user sessions when authorization is required to start a session).
- EVSE SHALL provide a reset option, which returns the device to its pre-charge state (e.g., card or message- not user accessible).





**Pacific Gas and
Electric Company**

Clean Energy Transportation
Pacific Gas and Electric Company
77 Beale Street
San Francisco, CA 94105

Next Steps:

Please note that you will need to provide a proof of commitment for a minimum of 2 vehicles for the Contract to be counter-signed by PG&E. A proof of commitment is any documentation of clear intent to procure and deploy vehicles, e.g., budget approval, grant agreement, request for proposal results, governance-body mandated procurement and deployment etc., in lieu of an actual purchase order provided by a seller.

We respectfully request that you return your signed contract as soon as possible. After we receive your signed contract, I will introduce you to your Project Manager, who will lead you through the design and construction process for your site.

Thank you for your participation in this exciting program! You are taking an important step to support California's ambitious climate and air quality goals, and we appreciate that you have elected to work with PG&E to electrify your fleet.

Please contact me if you have any questions.

Thanks,
Tim

Tim O'Neill
(209) 401-8189, tko2@pge.com
Electric Vehicle Onboarding
Pacific Gas and Electric Company





**Pacific Gas and
Electric Company**

Clean Energy Transportation
Pacific Gas and Electric Company
77 Beale Street
San Francisco, CA 94105

April 19, 2022

Clean Energy Transportation
Pacific Gas and Electric Company
77 Beale Street
San Francisco, CA 94105

Re: **Electric Vehicle Deployment Commitment** for Oroville Union High School District

Dear Pacific Gas and Electric Company,

Oroville Union High School District and PG&E have worked together and agreed on a contract under which Oroville Union High School District purchase electric fleet vehicles and PG&E performs make-ready infrastructure work and if qualified, provides EV charger rebates and infrastructure incentives.

Oroville Union High School District has received approval from our internal decision makers and commits to purchase **11** electric vehicles by December 31, 2024. We plan to purchase and deploy the vehicles during the following timeline:

Electric Vehicle Deployment Schedule						
Vehicle Type	2020	2021	2022	2023	2024	Total
School Bus	4	1	2	2	2	11

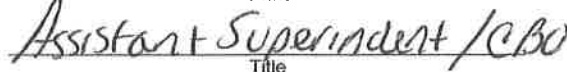
By signing the Letter of Commitment and the Contract, Oroville Union High School District understands that, in accordance with the section titled '**Vehicle Purchase Plans**', Oroville Union High School District is responsible for realizing the number and type of EV Fleet vehicles that have been indicated in Exhibit A of the aforementioned Contract regardless of the decision of granting agencies.

If Oroville Union High School District does not purchase the number of vehicles stated in the section above, PG&E in its sole discretion may require Oroville Union High School District to reimburse PG&E for costs incurred by PG&E associated with PG&E's reliance on my commitment to install infrastructure such as costs of equipment, site design and installation.

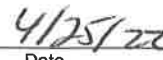
Sincerely,


Signature


Print


Title

Oroville Union High School District
Company Name


Date



EV Fleet Program Terms and Conditions ("Contract")

Definitions

As used in this Contract, the following terms have the following meanings:

Disadvantaged Community: Census tracts in PG&E's service territory with a top quartile score according to California Environmental Protection Agency's CalEnviroScreen 3.0, or current version.

EV Service Connection: Traditional utility infrastructure from the utility distribution system to the meter, which may include but is not limited to cable, conductors, conduit, transformers, and associated substructures from the utility distribution system. Also referred to as "To The Meter" (TTM) infrastructure.

EV Supply Infrastructure: Infrastructure from the meter ("but not including the meter") to the parking space, this may include an electrical panel, cable, and conduit necessary to deliver power to the parking space. Also referred to as "Behind The Meter" (BTM) infrastructure.

Electric Vehicle Supply Equipment (EVSE): Equipment used for charging EVs. The conductors, including the ungrounded, grounded, and equipment grounding conductors, the electric vehicle chargers, connectors, attachment plugs, and all other fittings, devices, power outlets, or apparatuses installed specifically for the purpose of delivering energy from the Premises wiring to the electric vehicle.

EVSE Package: EVSE hardware, software, and network services.

EV Service Provider (EVSP): A company that provides EV charging solutions to Customer, including but not limited to network services, billing, and customer support.

Operation and Maintenance (O&M): O&M includes, but is not limited to, network fees, resetting of breakers, replacement of parts, and associated services necessary to keep the EVSE and/or EV Supply Infrastructure operational.

Premises: Premises includes all of the real property and apparatus employed in a single enterprise on an integral parcel of land undivided, excepting in the case of industrial, agricultural, oil field, resort enterprises, and public or quasi-public institutions, by a dedicated street, highway or public thoroughfare or railway. Automobile parking lots constituting a part of an adjacent to a single enterprise may be separated by an alley from the remainder of the Premises served. All Premises must be reviewed by PG&E to determine where service could be provided and at what cost. PG&E may agree to include some or all of the Premises in the EV Fleet Program. Multiple Premises may be listed in Exhibit A.

Rate Plan: The PG&E electric rate that Customer pays for using EVSE. Detail on PG&E rates and eligibility criteria can be found at www.pge.com/tariffs.

Customer: The entity participating in the EV Fleet Program that owns, leases, or manages the Premises where the EVSE Packages are installed. Customer will receive the bill for the energy delivered to the EVSE Package.

Specific Terms

Acknowledgement and Term: All parties agree to abide by the terms and conditions of this Contract for participation in the EV Fleet Program (part of California Public Utilities Commission, or "CPUC", Decision Number 18-05-040 issued May 31, 2018), including all requirements included by reference. The duration of this Contract (the "Term") will commence on the date Customer's EVSE Package becomes operational and will continue in effect for ten (10) years thereafter (unless otherwise earlier terminated pursuant to the terms herein). PG&E will inform Customer in writing when the EVSE Package becomes operational.

Ownership: Customer has two options for ownership of EV Supply Infrastructure. Ownership of other components is listed below for reference. Sections in this Contract labeled Customer Owned EV Supply Infrastructure" or "PG&E Owned EV Supply Infrastructure" will apply depending on the ownership option a Customer selects. Customer should indicate their ownership option in Exhibit A. All other terms are common to both ownership options.

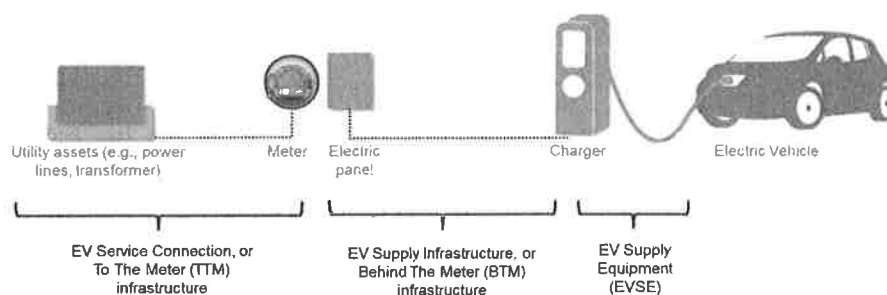
EV Service Connection: PG&E always constructs, owns, operates, and maintains the EV Service Connection.

EV Supply Infrastructure: Customer has two options for EV Supply Infrastructure ownership:

1. **PG&E Owned:** PG&E constructs, owns, and maintains the EV Supply Infrastructure. PG&E covers costs in accordance with CPUC requirements.
2. **Customer Owned:** Customer is responsible for construction and maintenance of EV Supply Infrastructure, and receives an incentive in accordance with CPUC requirements.

EV Supply Equipment (EVSE): Customer always installs, owns, operates, and maintains the EVSE.

High level EV infrastructure configuration and terminology



Selection of EVSE Package: Upon approval of application by PG&E, Customer shall select and procure one EVSE Package from the PG&E approved list of qualified vendors. PG&E will share qualified vendor list with Customer. Customer shall install, operate, and maintain the number and type of the EVSE Package, associated equipment and signage as selected by Customer and approved by PG&E. Customer acknowledges that PG&E makes no representations regarding manufacturers, dealers, contractors, materials, or workmanship of the EVSE Package. Customer agrees that PG&E has no liability whatsoever concerning the quality and safety of such EVSE Package. At PG&E sole discretion, Customer may use an EVSE Package that is not on the approved list of qualified vendors. If EVSE Package is not on the approved list of qualified vendors, EVSE Package must be compliant with minimum requirements. These minimum requirements are attached to this Contract, as applicable. Customer agrees to provide all information requested by PG&E about non-approved EVSE Packages, including but not limited to technical and safety specifications.

EVSE Rebate: Customer may qualify for a rebate of EVSE, in accordance with the CPUC requirements. Rebate amounts will vary in accordance with the CPUC requirements. Rebates will be paid after (1) Customer provides proof of purchase of EVSE Package, (2) at PG&E discretion PG&E inspects the installation of the EVSE and the physical location, and (3) the EVSE is operational.

Additional Services from EVSP: Separate and apart from the application and PG&E's obligations under the EV Fleet Program, the EVSP selected by Customer may offer and contract directly with the Customer to provide any additional or complementary services, as long as these services do not interfere with the objectives of the EV Fleet Program as fully described in the CPUC decision. The costs of additional EVSP services, and any cost related to O&M of any additional EVSP services, will not be borne by PG&E, unless they are complementary services necessary to support the EV Fleet Program objectives and are approved by PG&E in writing.

EV Drivers Right to Access: Customer shall not restrict access to or use of the EVSE for reasons including, but not limited to, race, color, religion, age, sex, national origin, ancestry, physical or mental disability, or any basis prohibited by applicable law. However, Customer may decide to make the EVSE available only to its employees, tenants, or lessors; under the terms of the EV Fleet Program, Customer decides whether to make the EVSE available to other 3rd parties.

Accessibility Requirements: The installation of the EVSE and EV Service Connection is required to comply with the Americans with Disabilities Act (ADA) and California Building Standards. Customer understands and accepts that such standards may impact parking layouts and reduce the number of non-accessible parking spaces available. Customer understands and accepts that changes to initial design representations may occur during the design, construction, and



operational phases of the EVSE as may be dictated by design constraints, by law or regulation or by local jurisdictional authorities.

Easement Requirement: An easement may be required to maintain PG&E owned facilities. PG&E will use existing easements when possible to minimize encumbrances on Customer property. If a new easement is required, access rights will follow standard utility requirements for providing electrical service. PG&E will determine if a new easement is required when Customer application is evaluated, and will communicate that to Customer. If Customer does not wish to grant an easement for one or more Premises, PG&E may remove those Premises from the EV Fleet program. If Customer accepts easement requirement, Customer agrees to grant PG&E an easement for the installation of EV Service Connection and EV Supply Infrastructure. If the EV Service Connection must cross property owned by a third party to serve Customer, PG&E may, at its option, install such EV Service Connection after appropriate rights of way or easements, satisfactory to PG&E, are obtained without cost to PG&E. Customer agrees to sign and return easement to PG&E within 30 days of receipt. If the Customer does not respond within 30 days, PG&E reserves the right to rescind Customer's participation in the EV Fleet Program. Upon termination of the Contract, PG&E shall upon written demand therefor execute and deliver to Customer a good and sufficient quitclaim of said easement and right of way or such portion thereof conveyed in this document, at Customer expense.

EVSE O&M: The Customer is required to maintain the EVSE for the Term. Customer will pay all O&M costs associated with the EVSE. Customer shall maintain a consistent uptime at the direction of PG&E for EVSE installed. Customer shall maintain the common area improvements immediately surrounding the EVSE in good condition, ordinary wear and tear excepted, and will promptly notify PG&E of any problems it is aware of related to the EVSE. Such maintenance by Customer of the immediately surrounding common areas shall include, but not be limited to, pavement maintenance and snow removal services, if applicable. Uninterrupted service is not guaranteed, and PG&E may interrupt service when necessary to ensure safety or to perform maintenance on PG&E owned infrastructure. PG&E will use reasonable efforts to notify Customer in advance of interruptions to service, planned maintenance, and physical access to Premises. Customer will immediately shut down chargers if there is a safety issue.

Billing: Customer will be the PG&E Customer and will be served according to the applicable Rate Plan. As the Customer, Customer will be responsible for paying the PG&E bill.

Compensation: Under no conditions shall Customer or EV Drivers receive compensation of any kind (including but not limited to: cash, in-kind services, or otherwise) for any duties or requirements provided for in this Contract or for participation in any way as part of the EV Fleet Program, including but not limited to: easements, use of data for lawful purposes, loss of business activity during construction or maintenance activities, or any other inconvenience or loss, without limitation, related to participation.

Changing Rate Plan: Customer may change Rate Plan during the Term, but must remain on a retail PG&E rate for the duration of the Term. If Customer switches to a non-retail PG&E rate during the Term, Customer shall bear the full cost and sole expense, as circumstances may dictate, for losses incurred by PG&E on behalf of ratepayers, such as pro-rated costs of equipment, site design and installation.

Reliability: PG&E does not guarantee uninterrupted service. Customer may pursue options to ensure that any impact to Customer operations from potential loss of power is sufficiently mitigated. Customer is responsible for the cost of any supplemental solutions to improve reliability.

Expansion of EVSE Installation: Customer may add more charging ports to their installation in the future, in accordance with the provisions of CPUC filed tariffs such as Electric Rule 16. Customer must coordinate with PG&E prior to any approved installation extension. Any installations or related work performed outside of EV Fleet program will be at Customer's expense and its liability.

EVSE Replacement: Customer may replace their EVSE during the Term. Customer must notify PG&E ahead of replacement to ensure infrastructure can accommodate the additional load and new EVSE complies with necessary CPUC requirements for program. If adequate infrastructure does not exist, Customer must request increased capacity in accordance with the provisions of CPUC filed tariffs such as Electric Rule 16. Any replacements will be at Customer's expense and its liability.

Vehicle Purchase Plans: PG&E will work with Customer to understand its fleet electrification plans and may install infrastructure to support future vehicle purchases. In Exhibit A, Customer will provide the number, type, and charging levels of electric vehicles that will be used at the Premises over time to justify the requested infrastructure. At PG&E discretion,



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during the Term PG&E may request evidence that Customer is operating these vehicles and associated charging in accordance with its electrification plan. If Customer is not operating vehicles consistent with its electrification plans, at PG&E discretion, Customer may be responsible for PG&E costs associated with installing the excess infrastructure. This includes costs, as circumstances may dictate, for losses incurred by PG&E on behalf of ratepayers, such as costs of equipment, site design and installation. Customer may, at any time within the Term request from PG&E projected and final costs associated with this. If Customer wishes to change its plan, Customer must provide a modified plan to PG&E. This modified plan must be mutually agreed upon by PG&E and Customer.

Project Scope: Customer acknowledges that:

- Customer agrees to the high-level project scope listed in Exhibit A;
- Upon execution of this Contract, PG&E will begin incurring design fees and costs as Customer project moves forward;
- If Customer withdraws from the program, then PG&E reserves the right to recover all fees and costs incurred by it and its subcontractors after the execution of this Contract including, but not limited to, design cost, site walk costs, etc.;
- PG&E will conduct a site walk;
- If the existing infrastructure or physical site or equipment is substantially different than anticipated or described, then PG&E will make reasonable effort to redesign the project in a manner acceptable to both parties, but reserves the right to cancel Customer participation in the program; and
- If Customer does not submit required documentation (e.g., signed easement if needed) in a timely manner, then PG&E may grant extensions by request but reserves the right to waitlist Customer application and/or cancel participation in the program.

External Funding Sources: Customer understands that the total infrastructure and EVSE rebate and incentive amounts the Customer receives from all sources, which may include but is not limited to, utilities, state programs, manufacturer, retailer or otherwise, cannot exceed Customer's total cost of purchasing the EVSE, installing the EVSE, and constructing the EV Supply Infrastructure.

Customer agrees to keep records of all infrastructure and EVSE incentives and rebates received for Customer's EV Fleet project. Customer understands that PG&E may request, and review said records up to one year after project completion date. If rebates and incentives received exceed incurred project cost, PG&E may inform all other funding sources, which may include but is not limited to, utilities, state programs, manufacturer, retailer or other, of the violation, including the name of the Customer, a description of the project, and details regarding the excessive rebates and incentives.

Customer Owned EV Supply Infrastructure Section

EV Supply Infrastructure Incentive: Customer qualifies for an incentive towards the cost of EV Supply Infrastructure if they choose to own and maintain the EV Supply Infrastructure. Incentive amounts will vary in accordance with the CPUC requirements. Incentive will be paid after (1) Customer provides proof of actual EV Supply Infrastructure construction cost, (2) EV Supply Infrastructure construction is complete, (3) the EVSE is operational.

Installation of EV Service Connection: PG&E and/or its contractors shall design and construct the EV Service Connection in compliance with the terms of this Contract, as well as all applicable local, state and federal laws and regulatory requirements. Customer is responsible for providing all disclosures, including but not limited to hazardous materials, located at the site of the installation. If an easement is required, PG&E will provide a preliminary layout of proposed facilities to Customer prior to preparation of easement for Customer review and approval; such approval will not unreasonably be withheld. The easement will be executed and recorded in favor of PG&E so that PG&E may access the EV Service Connection as needed. It will be the Customer's responsibility to provide a preliminary design of the EV Supply Infrastructure and associated electrical loads, so that PG&E can provide the associated EV Service Connection design. PG&E and Customer will approve final design prior to construction beginning. Once design is approved, no material changes will be made without approval from PG&E and Customer. After the EVSE is operational, Customer may request a copy of "as built" designs, which will be provided by PG&E.

Installation of EV Supply Infrastructure: The Customer and/or its contractors shall construct the EV Supply Infrastructure and EVSE, in compliance with the terms of this Contract, as well as all applicable local, state and federal laws and regulatory requirements; including PG&E requirements found at www.pge.com/greenbook. The Customer is responsible



for (i) the costs to construct the EV Supply Infrastructure, (ii) the purchase of the EVSE Package, and (iii) installation of the EVSE. After the EVSE is operational, Customer receives incentive for EV Supply Infrastructure in accordance with terms of this Contract.

EV Supply Infrastructure O&M: If Customer owns the EV Supply Infrastructure, Customer is responsible for O&M of the EV Supply Infrastructure for the Term. Customer will pay all O&M costs associated with the EV Supply Infrastructure. Customer shall maintain the common area improvements immediately surrounding the EV Supply Infrastructure in good condition, ordinary wear and tear excepted, and will promptly notify PG&E of any problems it is aware of related to the EV Supply Infrastructure. Such maintenance by Customer of the immediately surrounding common areas shall include, but not be limited to, pavement maintenance and snow removal services, if applicable. Uninterrupted service is not guaranteed, and PG&E may interrupt service when necessary to ensure safety or to perform maintenance. PG&E will use reasonable efforts to notify Customer in advance of interruptions to service, planned maintenance, and physical access to Premises.

Access to Customers Premises: PG&E shall at all times have the right to enter and leave the Customer's Premises for any purpose connected with the furnishing of electric service to the EV Service Connection (meter reading, inspection, testing, routine repairs, replacement, maintenance, vegetation management, emergency work, etc.) and the exercise of any and all rights secured to it by law, or under PG&E's applicable tariff schedules. If Customer does not grant PG&E reasonable access to the Premises, then PG&E may deenergize the EV Service Connection until access is granted. PG&E will work closely with Customer to ensure this access does not unreasonably interfere with Customer's property or operations.

End of Term: At the end of the Term, the Customer will have the following options:

1. Continue operating EVSE and EV Supply Infrastructure
 - o Customer has continued responsibility for O&M of EVSE and EV Supply Infrastructure.
 - o If an easement was required for installation, easement remains in place.
 - o PG&E continues to own EV Service Connection and will treat this under the standard provisions of CPUC filed tariffs such as Electric Rule 16.
2. Stop operating EVSE and EV Supply Infrastructure
 - o Remove the EVSE and/or EV Supply Infrastructure at Customer's cost and expense.
 - o If an easement was required for installation, PG&E will deliver a quitclaim for the easement and the easement will be removed.
 - o PG&E will require access to any energized PG&E facilities. If EV Service Connection serves other load or assets, for example building load or solar, PG&E continues to own EV Service Connection and will treat this under the standard provisions of CPUC filed tariffs such as Electric Rule 16. If EV Service Connection serves only the EVSE installed under this Contract, PG&E will deenergize EV Service Connection and abandon facilities in place.

PG&E Owned EV Supply Infrastructure Section

Installation of Equipment: PG&E and/or its contractors shall design and construct the EV Service Connection and EV Supply Infrastructure in compliance with the terms of this Contract, as well as all applicable local, state and federal laws and regulatory requirements. Customer is responsible for providing all disclosures, including but not limited to hazardous materials, located at the site of the installation. If an easement is required, PG&E will provide a preliminary layout of proposed facilities to Customer prior to preparation of easement for Customer review and approval; such approval will not unreasonably be withheld. The easement will be executed and recorded in favor of PG&E so that PG&E may access the EV Service Connection and EV Supply Infrastructure as needed. After Customer approval of the preliminary design, PG&E will coordinate with the Customer if there are any proposed material changes. A final design with no material changes from the agreed upon design, will be provided by PG&E prior to any installation activities. PG&E and Customer will approve final design prior to construction beginning. Once design is approved, no material changes will be made without approval from PG&E and Customer. An estimated installation schedule shall be provided by PG&E after execution of required easement and timely selection of EVSE Package. Should the installation schedule require modification, PG&E shall notify Customer within a reasonable amount of time of such changes. PG&E is responsible for the costs to construct the EV Supply Infrastructure. The Customer is responsible for (i) the purchase of the EVSE Package and (ii) installation of the EVSE. Upon completion of installation of the EVSE, the Customer understands and acknowledges that it will be responsible for the O&M of the EVSE installed through the EV Fleet Program. After the EVSE is operational, Customer may request a copy of "as built" designs, which will be provided by PG&E.



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EV Supply Infrastructure O&M: If PG&E owns the EV Supply Infrastructure, PG&E is responsible for O&M of the EV Supply Infrastructure for the Term. PG&E will pay all O&M costs associated with the EV Supply Infrastructure. Customer shall maintain the common area improvements immediately surrounding the EV Supply Infrastructure in good condition, ordinary wear and tear excepted, and will promptly notify PG&E of any problems it is aware of related to the EV Supply Infrastructure. Such maintenance by Customer of the immediately surrounding common areas shall include, but not be limited to, pavement maintenance and snow removal services, if applicable. Uninterrupted service is not guaranteed, and PG&E may interrupt service when necessary to ensure safety or to perform maintenance. PG&E will use reasonable efforts to notify Customer in advance of interruptions to service, planned maintenance, and physical access to Premises.

Access to Customers Premises: PG&E shall at all times have the right to enter and leave the Customer's Premises for any purpose connected with the furnishing of electric service to the EV Service Connection (meter reading, inspection, testing, routine repairs, replacement, maintenance, vegetation management, emergency work, etc.) and the exercise of any and all rights secured to it by law, or under PG&E's applicable tariff schedules. If Customer does not grant PG&E reasonable access to the Premises, then PG&E may deenergize the EV Service Connection until access is granted. PG&E will work closely with Customer to ensure this access does not unreasonably interfere with Customer's property or operations.

End of Term: At the end of the Term, the Customer will have the following options;

1. Continue operating EVSE
 - o Customer has continued responsibility for O&M of EVSE.
 - o If an easement was required for installation, easement remains in place.
 - o PG&E continues to own EV Service Connection and EV Supply Infrastructure, and will treat these under the standard provisions of CPUC filed tariffs such as Electric Rule 16.
2. Stop operating EVSE
 - o Remove the EVSE at Customer's cost and expense
 - o If an easement was required for installation, PG&E will deliver a quitclaim for the easement and the easement will be removed.
 - o PG&E will require access to any energized PG&E facilities. If EV Service Connection and/or EV Supply Infrastructure serves other load or assets, for example solar, PG&E continues to own EV Service Connection and/or EV Supply Infrastructure and will treat these under the standard provisions of CPUC filed tariffs such as Electric Rule 16. If EV Service Connection and/or EV Supply Infrastructure serves only the EVSE installed under this Contract, PG&E will deenergize EV Service Connection and EV Supply Infrastructure and abandon facilities in place.

General Terms

Permission to Use Data: Customer agrees to allow PG&E, its agents and representatives to use data gathered as part of the EV Fleet Program for use in regulatory reporting, ordinary business use, industry forums, case studies or other similar activities, in accordance with applicable laws and regulations.

Representations: Customer understands that its participation in EV Fleet Program shall not be construed as creating any agency, partnership, or other form of joint enterprise between the Customer, PG&E, or their affiliates, contractors, vendors, representatives or designees nor create any obligations or responsibilities on their behalf except as may be expressly granted in writing, nor make any representations of any kind to this effect. Customer represents and warrants that it is either (i) the fee title owner and has the ability to grant an easement (if required), or (ii) it is the authorized manager of the proposed EV Fleet Program site working with the fee title owner, it has the power, authority and capacity to bind itself to undertake the EV Fleet Program terms and conditions and to perform each and every obligation required of Customer, and such fee title owner has the ability to grant an easement (if needed),

Changes: PG&E may initiate changes to the EV Fleet Program as necessary to comply with CPUC directives. PG&E shall endeavor to provide Customer with advance notice of any such changes. Customer has the option to opt out of the Program subject to section "Customer Removal or Termination" below.

Compliance with Laws: All parties shall comply with all applicable federal, state, and local statutes, rules, regulations, laws, orders and decisions that relate to or govern its participation in the EV Fleet Program and/or Customer's interactions with customers in connection with the EV Fleet Program.



Failure to Comply with Terms and Conditions: Without limitation, and to the greatest extent allowed by law, PG&E and Customer reserve the right to seek damages and recovery for losses incurred due to any breach of this Contract on the part of Customer or PG&E, whether intentional or unintentional.

Relocations: Should Customer request relocation of EVSE or parts thereof, such relocation shall be per mutually agreeable terms and shall be at sole expense of Customer and in accordance with any EV Fleet Program requirements, laws, regulations or other applicable jurisdictional requirements. Additionally, if applicable and requested by PG&E, Customer shall either amend the easement to include the legal description of the new location or enter into a new easement with PG&E.

PG&E Termination or Suspension: PG&E may terminate, or for any duration suspend, Customer's participation in the EV Fleet Program, with or without cause, at any time, and for any reason, with reasonable advance notice. Such reasons may include but are not limited to: failure to provide or maintain terms of easement, failure to abide by EV Fleet Program terms and conditions, permitting issues, exceptional installation costs, environmental concerns, or any other reason(s) not in the best interests of the EV Fleet Program or PG&E's ratepayers.

Customer Removal or Termination: Should Customer request removal or termination of EVSE or parts thereof prior to expiration of the Term, then Customer shall bear the full cost and sole expense of such removal as well as all fees and costs, as circumstances may dictate, for losses incurred by PG&E on behalf of ratepayers, such as pro-rated costs of equipment, site design and installation. Customer may, at any time within the Term request from PG&E projected and final costs associated with such a removal request. Such costs will include all amounts paid by PG&E, divided equally over a ten-year period (e.g., if amounts total \$100k and Customer leaves after 1 year it is responsible for \$90k). If the Customer wishes to assign its rights and obligations of this Contract to a new Customer prior to the expiration of the Term, the new Customer may assume all rights and obligations for the remaining Term with PG&E consent. Such consent not to be unreasonably withheld.

Indemnification: Customer shall indemnify, hold harmless and defend PG&E, its affiliates, subsidiaries, parent company, officers, managers, directors, agents, and employees, from and against all claims, demands, losses, damages, costs, expenses, and liability (legal, contractual, or otherwise), which arise from or are in any way connected with any: (i) injury to or death of persons, including but not limited to employees of PG&E or Customer; (ii) injury to property or other interests of PG&E, Customer, or any third party; (iii) violation of a local, state, or federal common law, statute or regulation, including but not limited to environmental laws or regulations; (iv) strict liability imposed by any law or regulation; so long as such injury, violation, or strict liability (as set forth in (i) - (iv) above) arises from or is in any way connected with Customer's performance of, or failure to perform, this Contract. This indemnification obligation shall not apply to the extent that such injury, loss or damage is caused by the negligence or willful misconduct of PG&E, its officers, managers, or employees.

Customer shall, on PG&E's request, defend any action, claim, or suit asserting a claim which might be covered by this indemnity, using counsel acceptable to PG&E. Customer shall pay all costs and expenses that may be incurred by PG&E in enforcing this indemnity, including reasonable attorney's fees. To the extent necessary, each Party was represented by counsel in the negotiation and execution of this Contract. PG&E represents and warrants that it has indemnification language in its contract with any third party who PG&E may send to perform work on Customer's physical site. PG&E agrees to work closely with Customer on any concerns that may arise related to the party who will perform work on Customer's physical site.

Insurance Requirements: Customer shall procure, carry and maintain the following insurance coverage and Customer is also responsible for its Subcontractors maintaining sufficient limits of the appropriate insurance coverage:

A. Personal Liability

1. The limit shall not be less than One Million Dollars (\$1,000,000) each occurrence for bodily injury, property damage and personal injury.
2. Coverage shall: a) By "Additional Insured" endorsement add as insureds PG&E, its directors, officers, agents and employees with respect to liability arising out of work performed by or for the 'Customer'; b) Be endorsed to specify that the 'Customer' insurance is primary and that any insurance or self-insurance maintained by PG&E shall not contribute with it.

B. Workers' Compensation and Employers' Liability



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Integration: This Contract, including all items incorporated herein by reference, constitutes the entire agreement and understanding between the parties as to the subject matter of the Contract. It supersedes all prior or contemporaneous agreements, commitments, representations, writings, and discussions between parties, whether oral or written, express or implied, that relate in any way to the subject matter of this Contract. This Contract has been induced by no representations, statements or agreements other than those expressed herein. Neither party shall be bound by any prior or contemporaneous obligations, conditions, warranties or representations with respect to the subject matter of this Contract.

Survival: The provisions of this Contract which by their nature should survive expiration, cancellation or other termination of this Contract, including but not limited to provisions regarding warranty, indemnity, insurance, confidentiality, document retention, business ethics and availability of information, shall survive such expiration, cancellation or other termination.

Notice: Any and all notices shall be in writing and addressed to the parties at the addresses specified below or such other addresses as either party may direct by notice given in accordance with this section, and shall be delivered in one of the following manners: (i) by personal delivery, in which case notice shall be deemed to have been duly given when delivered; (ii) by certified mail, return receipt requested, with postage prepaid, in which case notice shall be deemed to have been duly given on the date indicated on the return receipt; or (iii) by reputable delivery service (including by way of example and not limitation Federal Express, UPS and DHL) which makes a record of the date and time of delivery, in which case notice shall be deemed to have been duly given on the date indicated on the delivery service's record of delivery.

If to PG&E:

Pacific Gas and Electric Company
Attn: EV Fleet Program Manager
77 Beale St
San Francisco, CA 94105
Email Address: EVChargeNetwork@pge.com

If to Customer:

(Company Name)
(Street Address)
(City, Zip)
(Name)

The Parties have executed this Contract on the dates indicated below, to be effective upon the later date.

<u>Oroville Union High School District</u>	<u>PACIFIC GAS AND ELECTRIC COMPANY</u>
_____ Company Name	
_____ Signature	_____ Signature
_____ Print	_____ Print
_____ Title	_____ PG&E Contract Signer Title
_____ Date	_____ Date



**Pacific Gas and
Electric Company**

Clean Energy Transportation
Pacific Gas and Electric Company
77 Beale Street
San Francisco, CA 94105

1. Workers' Compensation insurance or self-insurance indicating compliance with any applicable labor codes, acts, laws or statutes, state or federal, where Customer performs Work.
2. Employers' Liability insurance shall not be less than \$1,000,000 for injury or death in each accident.

C. Commercial General Liability

1. Coverage shall be at least as broad as the Insurance Services Office (ISO) Commercial General Liability Coverage "occurrence" form, with no coverage deletions.
2. The limit shall not be less than \$1,000,000 each occurrence for bodily injury, property damage and personal injury.
3. Coverage shall: a) by "Additional Insured" endorsement add as insureds PG&E, its affiliates, subsidiaries, and parent company, and PG&E's directors, officers, agents and employees with respect to liability arising out of or connected with the Work performed by or for the Customer. (ISO Form CG2010 or equivalent is preferred.) In the event the Commercial General Liability policy includes a "blanket endorsement by contract," the following language added to the certificate of insurance will satisfy PG&E's additional insured requirement: "PG&E, its affiliates, subsidiaries, and parent company, and PG&E's directors, officers, agents and employees with respect to liability arising out of the work performed by or for the Customer are additional insureds under a blanket endorsement."; b) be endorsed to specify that the Customer's insurance is primary and that any insurance or self-insurance maintained by PG&E shall not contribute with it.

D. Documentation Requirements

1. Customer shall have all insurance in place before beginning any Work. Upon request, Customer shall furnish PG&E with certificates of insurance, declaration pages and endorsements (collectively, "Documentation") of all required insurance. Documentation shall be signed and submitted by a person authorized by that insurer to issue certificates of insurance and endorsements on its behalf
2. The insurer shall deliver notification to PG&E in accordance with the policy provisions if any of the above-described policies are cancelled before the stated expiration date
3. PG&E may inspect the original policies in Section A or B or require copies, at any time. Customer/Owner may redact non-essential exposure information from copies.
4. The minimum liability insurance requirements established in this Contract are not a representation by PG&E that the insurance limits are sufficient, nor do these requirements in any way limit Customer's liability under this Contract.
5. Upon request, Customer shall furnish PG&E the same evidence of insurance for its Subcontractors as PG&E requires of Customer.

Casualty: If all or any portion of the EVSE on the Premises are damaged or destroyed by fire or other casualty which materially and adversely affects the operation of the EVSE (any such occurrence, a "**Casualty**"), Customer shall have the right to terminate this Contract by written notice to PG&E in which event this Contract shall terminate on the date that is 10 days after the date of Customer's termination notice and PG&E may elect to remove or replace the EVSE from the Premises. In the event of any Casualty which materially and adversely affects the operation of the EVSE, PG&E shall have the right to terminate this Contract by written notice to Customer within 14 days after the Casualty, in which event this Contract shall terminate on the date that is 10 days after the date of PG&E's termination notice and PG&E may elect to remove or replace the EVSE from the Premises.

Dispute Resolution: After attempting in good faith to resolve a dispute, a party may request mediation by written notice to the other Party. The mediation shall be conducted by a mutually-agreeable mediator with appropriate experience. All negotiations and any mediation conducted pursuant to this provision are confidential and shall be treated as compromise and settlement negotiations, to which Section 1119 of the California Evidence Code shall apply, and Section 1119 is incorporated herein by reference.

No Partnership: This Contract shall not be construed as creating a partnership, joint venture, agency relationship, franchise or association, nor shall this Contract render PG&E and Customer liable as partners, co-ventures or principals.

Enforceability: If any of the provisions, or application of any of the provisions, of this Contract are held to be illegal or invalid by a court of competent jurisdiction, PG&E and Customer shall negotiate an equitable adjustment in the provisions of this Contract with a view toward effectuating the purpose of this Contract. The illegality or invalidity of any of the provisions, or application of any of the provisions, of this Contract will not affect the legality or enforceability of the remaining provisions or application of any of the provisions of the Contract.



Clean Energy Transportation
Pacific Gas and Electric Company
77 Beale Street
San Francisco, CA 94105

EXHIBIT A

PROJECT SCOPE

2139 Washington Avenue, Oroville, CA 95966

Project Deployment Summary

Vehicle Summary

Description	2020	2021	2022	2023	2024	Total
School Bus	4	1	2	2	2	11

Charger Summary

Description	2020	2021	2022	2023	2024	Total
Level 2(0 to 22kW)	4	1	2	2	2	11
Anticipated Load (kW)	76.8	19.2	38.4	38.4	38.4	211

EVSE Power Output Constraints

If a load management system will be implemented, it must act to maintain total aggregate charging load below **211 kW**. Before design is completed, the customer will also need to provide a letter describing the load management system selected.

Service Description	
Main Service Size (Amps)	600 Amp
Voltage and Phase	120/208V Three phase



***Pacific Gas and
Electric Company***

Clean Energy Transportation
Pacific Gas and Electric Company
77 Beale Street
San Francisco, CA 94105

Appendix A

PG&E EV FLEET PROGRAM PARTICIPANT DATA REPORTING REQUIREMENTS

EV Fleet program participants are required to provide site, equipment, and utilization data for at least 5 years from the time chargers are operational. Sites are required to:

1. Install a separate meter, dedicated for EV charging; and
2. Install chargers with Application Program Interface (API) communication capability. Off-road vehicles are excluded from this requirement.

Below are the data and metrics that will be collected by PG&E through the API. PG&E will contact EVSPs after EVSEs are activated to initiate API testing.



Table 1. Data collected from API

Category	Metrics
Site	<ul style="list-style-type: none">• Pricing Structure (\$/kWh, \$/hour, subscription, free, flat fee, other)• Street Address• City• State• Zip Code• Latitude• Longitude• Utility tariff (PG&E rate)
Equipment	<ul style="list-style-type: none">• EVSE Manufacturer• EVSE Model• EVSE Model number• EVSE Serial Number• EVSE ID (for public charging stations only)• Demand Max (Maximum rated kW for each EVSE)• Number of ports on associated EVSE• Ground mount or wall mount• Gateway or non-gateway
Sessions Data for each charging session that occurs at the site	<ul style="list-style-type: none">• Maximum rated kW of each port• Start date and time of session• End date and time of session• Equipment outages• Reason for outage• Date and time of when outage started• Date and time of when outage ended• Number of kWh consumed during the session• Average demand (kW) per session• Maximum demand (kW) per session• Total dollar amount charged to the driver for the charging session• Demand charge (\$/kW)• Payment type• Anonymous unique driver ID for each driver/user• Vehicle Make• Vehicle Model• Vehicle Year• Vehicle Type (BEV, PHEV)
Session Intervals 15-minute interval data for each charging session	<ul style="list-style-type: none">• Start date and time of interval• End date and time of interval• Number of kWh consumed during the session interval• Average demand (kW) per session interval• Maximum demand (kW) per session interval
Port Intervals 15-minute interval data for each port each day (96 intervals/port/day)	<ul style="list-style-type: none">• Start date and time of interval• End date and time of interval• Number of kWh consumed during the interval• Average demand (kW) per interval• Maximum demand (kW) per interval



***Pacific Gas and
Electric Company***

Clean Energy Transportation
Pacific Gas and Electric Company
77 Beale Street
San Francisco, CA 94105

Appendix B

CPUC'S SAFETY REQUIREMENTS CHECKLIST FOR CPUC-APPROVED TRANSPORTATION ELECTRIFICATION PROGRAMS

SAFETY REQUIREMENTS CHECKLIST FOR CPUC-APPROVED TRANSPORTATION ELECTRIFICATION PROGRAMS

[Note: Each sponsoring utility must ensure that the following Pre-construction, Construction, and Operational standards are met and report on their compliance at quarterly Program Advisory Council meetings. These requirements are the minimum safety precautions the utilities should meet.]

Terminology Defined¹

Acronym	Definition
EV	Electric Vehicle
UL	Underwriters Laboratory
EVSE	Electric Vehicle Supply Equipment safely connects the AC electricity grid at a site to the EV. Sometimes used more broadly to refer to the charging equipment, not including the make-ready infrastructure or other charging infrastructure. May include multiple connectors to charge several EVs or to serve EVs with different types of connectors (e.g., SAE CCS and CHAdeMO)
SAE	Society of Automotive Engineers
ADA	Americans with Disabilities Act
AHJ	Authority Having Jurisdiction, as defined by Article 100 of the 2017 National Electric Code: An organization, office, or individual responsible for enforcing the requirements of a code or standard, or for approving equipment, materials, an installation, or a procedure. ²
J-1772 Standard	An SAE standard for electrical and physical interface to facilitate a safe connection from the EVSE for conductive charging

¹ See D.18-01-024 at Appendix A.

² 2017 NEC Article 100, Definitions, includes an informational note regarding AHJ: "The phrase 'authority having jurisdiction' or its acronym AHJ, is used in National Fire Protection Association (NFPA) documents in a broad manner, since jurisdictions and approval agencies vary, as do their responsibilities. Where public safety is primary, the authority having jurisdiction may be a federal, state, local, or other regional department or individual such as a fire chief; fire marshal; chief of a fire prevention bureau, labor department, or health department; building official; electrical inspector; or others having statutory authority. For insurance purposes, an insurance inspection department, rating bureau, or other insurance company representative may be the authority having jurisdiction. In many circumstances, the property owner or his or her designated agent assumes the role of the authority having jurisdiction; at government installations, the commanding officer or departmental official may be the authority having jurisdiction."

Transportation Electrification Safety Requirements Checklist D.18-01-024/D.18-05-040

Acronym	Definition
Level 1 Charging	Charging via AC electrical connection at 120 volts and up to 16 amps, or 1.9 kW.
Level 2 Charging	Charging via AC electrical connection at 208 volts or 240 volts at up to 80 amps.
DC Fast Charging	Charging via DC electrical connection using off-board AC/DC equipment at a fast rate. Not all EVs have this connector.
CHAdemo and/or CCS Charging Connector Standards	There are three types of standard charging connectors for Direct Current Fast Charging. Vehicles capable of DC fast charging will have one of these ports on the vehicle. Other nonstandard connectors include Tesla and BYD. Most public DCFC currently deployed in California includes standard CHAdemo and/or CCS Type 1 charging connectors.
IOU(s)	Investor Owned Utility(ies)
EVITP Training	The Electric Vehicle Infrastructure Training Program provides electricians with training for the installation of EVSE. EVITP is a collaboration of industry stakeholders, including automakers, EVSE manufacturers, educational institutions, utility companies, and electric industry professionals. More information is available at https://evitp.org .
NRTL	Nationally Recognized Testing Lab

Pre-construction: These EV charging equipment safety requirements must be specified in procurement documents:

1. Charging equipment must be certified by a Nationally Recognized Testing Lab (NRTL).
2. Infrastructure must comply with applicable safety performance requirements associated with the type of TE infrastructure being installed.
 - For light-duty vehicles, compliance with the Society of Automotive Engineers (SAE) J-1772 Standard for Level 1 or Level 2 charging. Compliance with CHAdemo and CCS for DC fast charging would be appropriate evidence of compliance with this requirement.
 - For other types of TE infrastructure, including any nonstandardized EVSE, the following basic connector safety measures will be required:
 - A passing EVSE safety performance evaluation report performed by a Nationally Recognized Testing Lab (NRTL);
 - When not connected, the vehicle inlet and the EVSE connector must be designed to prevent direct contact with any live components;
 - The vehicle inlet and EVSE connector shall be free of sharp edges and potentially injurious protrusions;
 - The coupler between the vehicle and the EVSE should avoid or mitigate any potentially hazardous conditions such as fires, electrical shock to users, or other personal injuries.

Transportation Electrification Safety Requirements Checklist D.18-01-024/D.18-05-040

3. Infrastructure and its planned installation must comply with California Electrical Code Article 625.¹
4. Infrastructure and its planned installation must comply with the Americans with Disabilities Act (ADA), 42 U.S.C. § 12101 et seq., and California Building Code Chapter 11B,² if applicable, per the AHJ where the EVSE will be installed, unless the appropriate waiver is obtained from local authorities.
5. Outdoor-mounted EVSE must be rated to be installed for outdoor use.
6. For utility infrastructure work on the customer side of the meter, contractors must provide proof of EVITP Certification prior to construction.
7. Contractors must provide the utility proof of a full site assessment, including the appropriate load calculations to ensure existing infrastructure can accommodate additional EV load, or that appropriate infrastructure upgrades will be completed.

During Construction:

1. All utility infrastructure work on the customer side of the meter not performed by employees of the IOUs shall be performed by fully licensed electricians. For commercial installations, all electrical contractors should hold a valid C-10 contractor's license.
2. Installations will be designed per Article 625 of the California Electrical Code.

Operational Safety:

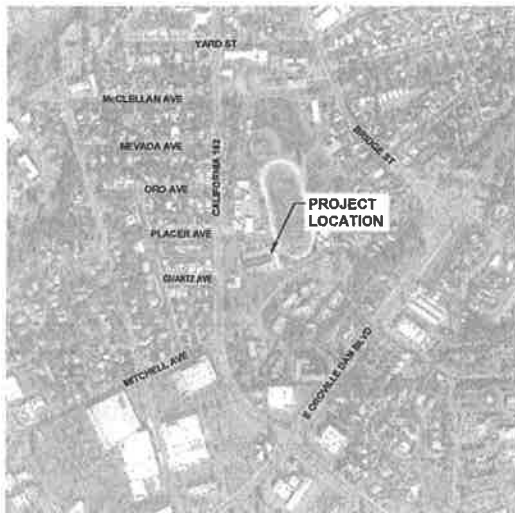
1. Overcurrent protection associated with utility transformers and distribution circuits that feed power to the charging stations.
2. Overcurrent protection in the meter pedestal/circuit breaker panel that feeds each of the charging stations.
3. Bollard equipment protection installed where appropriate as defined by utility design standards and AHJ requirements.
4. Concrete parking stops to protect equipment where appropriate as defined by utility design standards and AHJ requirements.

² California Electrical Code Article 625 covers Electric Vehicle Charging System safety and standards as installed in place. California Code of Regulations, Title 24, Article 625.

³ California Building Code Chapter 2 includes definition associated with electric vehicle charging stations. CBC Chapter 11B defines requirements for 'Accessibility to Public Buildings, Public Accommodations, Commercial Buildings, and Public Housing.'



SITE WALK NOTES & PRELIMINARY DESIGN



LOCATION MAP
N.T.S.

FLEET000648535
OROVILLE UNION HIGH SCHOOL DISTRICT
2139 WASHINGTON AVE,
OROVILLE, CA 95966
JANUARY 3, 2020

Blair,
Church
& Flynn
CONSULTING ENGINEERS



OROVILLE UNION HIGH SCHOOL DISTRICT
2139 WASHINGTON AVE., OROVILLE, CA 95966
SITE WALK MEETING INFORMATION

WALK DATE:	12/5/19	WALK TIME:	10:00 A.M.
SITE ADDRESS:	2139 WASHINGTON AVENUE		
MAJOR CROSS STREETS:	QUARTZ & WASHINGTON AVENUES		
SITE HOST CONTACT:	RICK SANDERS - (530)538-2300		
OTHER ATTENDEES:	BC&F: STEFFAN KIFER, MAXWELL SPARKS, ROBERT FRANCIS PG&E: JOEL IBARBIA		

SITE INFORMATION

PROJECT TYPE:	☒	SCHOOL DISTRICT	☐	TRANSIT AGENCY
	☐	OTHER		
DAC	☒	NO	☐	YES
SELECTED CHARGER & MODEL:	CLIPPER CREEK HCS-80N FROM OPCONNECT			
CHARGER QUANTITY:	11			
LOAD LIMITING	☐	NO	☐	YES
CHARGER LOCATION	☐	INDOOR	☒	OUTDOOR
CHARGER STYLE	☒	SINGLE PORT PEDESTAL	☐	DUAL PORT PEDESTAL
	☒	SINGLE PORT WALL MOUNT	☐	DUAL PORT WALL MOUNT
CHARGER POWER TYPE	☐	LEVEL 1	☒	LEVEL 2
	☐	LEVEL 3	☐	OTHER:
TRANSFORMER	☒	NEW	☐	EXISTING
	☐	REPLACE	☐	OTHER:
SOURCE XFMR TYPE	☐	PAD MOUNT	☒	OVERHEAD
	☐	SUBSURFACE		
SOURCE XFMR SIZE	150 KVA			
SOURCE XFMR VOLTAGE	☒	208V	☐	240V
	☐	480V	☐	OTHER:
STEP-DOWN XFMR REQUIRED?	☒	NO	☐	YES
STEP-DOWN XFMR SIZE				
SWITCHGEAR	☒	NEW	☒	EXISTING
SWITCHGEAR SIZE	600A			
DISTRIBUTION PANEL	☒	NO	☐	YES


ev fleet
Blair, Church & Flynn
 CONSULTING ENGINEERS

 CONSULTANT
 Blair, Church & Flynn
 Consulting Engineers
 451 Circle Avenue,
 Suite 200
 Clovis, California 93612
 Tel (559) 320-1400
 Fax (559) 320-1500

SITE ELIGIBILITY WALK

 SITE WALK BY: MAX SPARKS
 DATE: 12/5/19

SHEET NO.

OF 3 SHEETS

OROVILLE UNION HIGH SCHOOL DISTRICT
2139 WASHINGTON AVE., OROVILLE, CA 95966
SITE INFORMATION
DISTRIBUTION PANEL SIZE
IS DESIRED CHARGER LOCATION KNOWN
☐
NO
☒
YES
ARE THERE ON GOING OR FUTURE PROJECTS PLANNED FOR THE SITE?
☒
NO
☐
YES
IF YES, EXPLAIN:
FLOOD ZONE INFORMATON:
ZONE X - AREA OF MINIMAL HAZARD
IS THE SITE WITHIN AN ENVIRONMENTALLY / ARCHEOLOGICALLY SENSITIVE AREA?
☒
NO
☐
YES
IF YES, EXPLAIN:
EXISTING PROTECTIVE MEASURES AT TRANSFORMER LOCATION
☐
CURB
☐
POST / BOLLARD
☐
SET BACK
☐
PLANTER
EXISTING PROTECTIVE MEASURES AT METER/CHARGER LOCATION
☐
CURB
☐
POST / BOLLARD
☐
SET BACK
☐
NONE
DRAINAGE & NUISANCE WATER
☐
NO
☐
YES
NOTES:
SECURITY/VANDALISM RISKS
☐
NO
☐
YES
NOTES:
POTENTIAL IMPACTS DURING CONSTRUCTION:
OTHER SITE IMPACTS AND CONCERNS:
AS-BUILTS
☐
NO
☐
YES

ev fleet
Blair, Church & Flynn
 CONSULTING ENGINEERS

CONSULTANT
 Blair, Church & Flynn
 Consulting Engineers
 4851 Clivio Avenue,
 Suite 200
 Clovis, California 93612
 Tel (559) 325-5400
 Fax (559) 325-5800

SITE ELIGIBILITY WALK
SITE WALK BY: MAX SPARKS
DATE: 12/5/19
SHEET NO.
OF 3 SHEETS

NOTES

TTM NOTES:

1. ORIGINALLY PROPOSED TIE-IN WAS ON SEPARATE PROPERTY, NEW PROPOSED TIE-IN ON OVERHEAD LINE ALONG WASHINGTON AVENUE.
2. ORIGINALLY PROPOSED CHARGER LOCATION MOVED TO BE CLOSER TO REVISED TIE-IN LOCATION.
3. INSTALL NEW POLE MOUNT 3 PHASE TRANSFORMER ON REPLACED POLE. REMOVED EXISTING OVERHEAD SECONDARY DUPLEX CABLE TO MAKE SPACE AVAILABLE FOR NEW OVERHEAD SECONDARY DEDICATED TO NEW SERVICE. RE-FEED EXISTING STREETLIGHT FROM NEW TRANSFORMER. ROUTE NEW OVERHEAD 397AAC & 4/0 NEUTRAL TO NEW SERVICE RISER POLE.
4. INSTALL NEW SERVICE RISER POLE. INSTALL NEW 1000AL QPX TO NEW #5 SECONDARY BOX.
5. INSTALL NEW (2) 750AL QPX IN (2) 5" DUCT TO NEW 800A METER.

BTM & GENERAL NOTES:

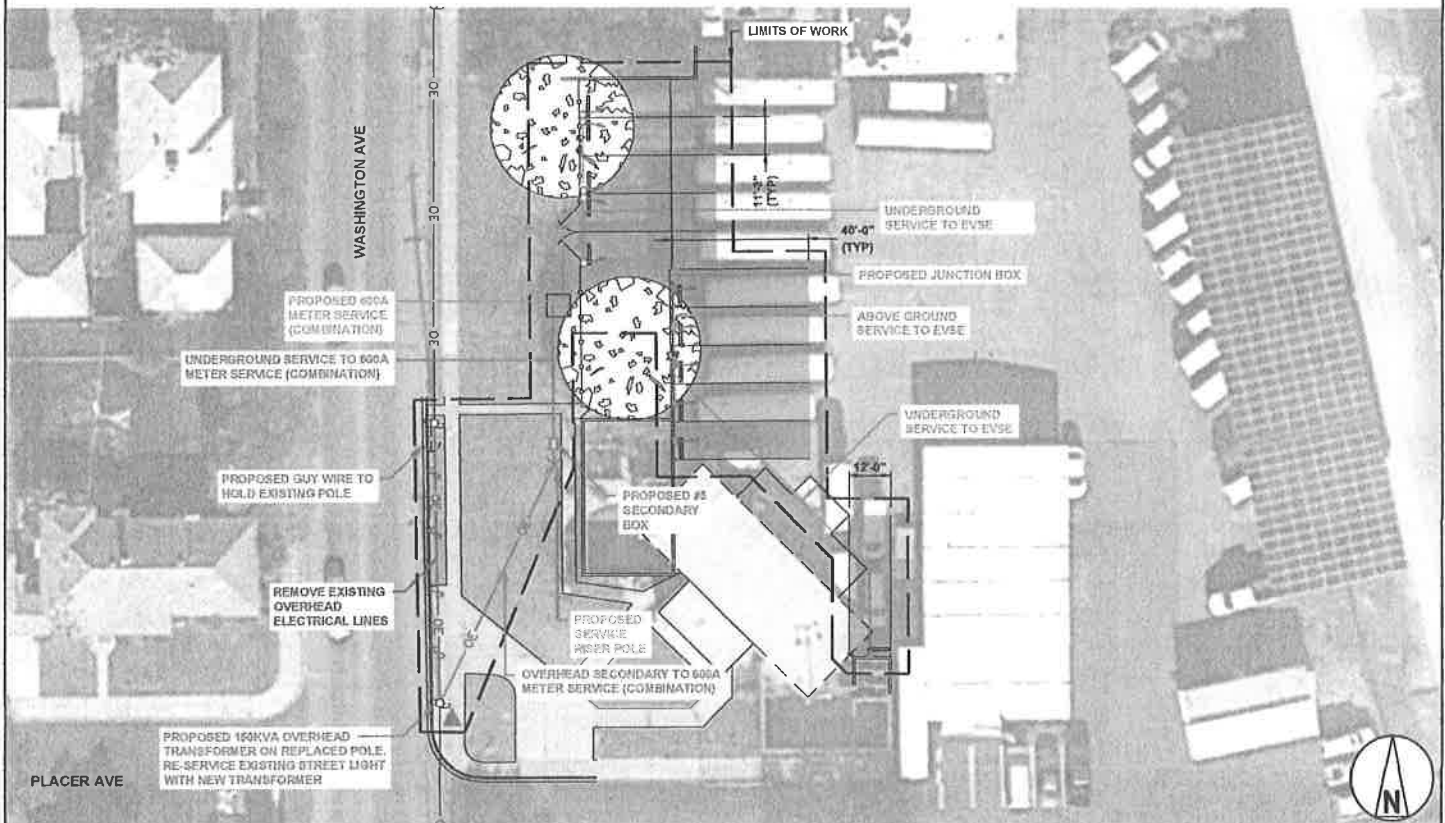
1. ORIGINALLY PROPOSED CHARGER LOCATION MOVED TO BE CLOSER TO REVISED TIE-IN LOCATION.

ACTION ITEMS

 	 <p>CONSULTANT Blair, Church & Flynn Consulting Engineers 461 Civic Avenue, Suite 200 Orville, California 95962 Tel (530) 326-4400 Fax (530) 326-4500</p>	SITE ELIGIBILITY WALK		SHEET NO. OF 3 SHEETS
		SITE WALK BY: MAX SPARKS		
		DATE: 12/5/19		

PRELIMINARY DESIGN - FLEET000648535

SCALE: 1" = 50'



PROJECT SUMMARY

BILL OF MATERIALS

ITEM	UNIT	QUANTITY
TTM 150KVA, 208/120V, OVERHEAD TRANSFORMER	EACH	1
TTM 35' SERVICE RISER POLE	EACH	1
TTM 45' POWER POLE	EACH	1
TTM GUY WIRE	EACH	1
TTM #5 SECONDARY BOX	EACH	1
BTM 600A, 208/120V, 3Ø, 100% RATED, METER SERVICE (COMBINATION) - PEDESTAL MOUNT (WITH CONCRETE PAD)	EACH	1
BTM JUNCTION BOX	EACH	1
BTM 1 1/4" PVC CONDUIT	LF	1,195
BTM 1 1/4" RMC CONDUIT	LF	260
TTM 5" PVC CONDUIT	LF	85
BTM (2) #3 AWG THWN-2 CU + (1) #3 AWG THWN-2 CU EGC	LF	970
BTM (2) #2 AWG THWN-2 CU + (1) #2 AWG THWN-2 CU EGC	LF	175
BTM (2) #1 AWG THWN-2 CU + (1) #1 AWG THWN-2 CU EGC	LF	270
TTM 1000AL QPX	LF	55
TTM 750AL QPX	LF	60
TTM 397ACC	LF	235
TTM 4/0 AL	LF	80
TTM 18" WIDE OPEN CUT TRENCH - SOFTSCAPE	LF	50
TTM 18" WIDE OPEN CUT TRENCH - HARDSCAPE	LF	5
BTM 18" WIDE OPEN CUT TRENCH - SOFTSCAPE	LF	220
BTM 18" WIDE OPEN CUT TRENCH - HARDSCAPE	LF	20
TTM RESTORE CONCRETE	SF	5
BTM RESTORE CONCRETE	SF	30
BTM EV CHARGER FOUNDATIONS	EACH	5

BTM CONCRETE WHEEL STOP	EACH	11
TTM RESTORE SOFTSCAPE	SF	75
BTM RESTORE SOFTSCAPE	SF	330

STALL AND STATION COUNT

IMPACTED EXISTING	QUANTITY
STANDARD STALLS	11
TOTAL	11
PROPOSED EV CHARGING	QUANTITY
FLEET STALLS	11
TOTAL	11
EV CHARGING STATIONS	QUANTITY
LEVEL 2 (16.6 KW) SINGLE PORT - PEDESTAL MOUNT	5
LEVEL 2 (16.6 KW) SINGLE PORT - WALL MOUNT	6
TOTAL	11

SITE WALK NOTES:

1. ORIGINALLY PROPOSED TIE-IN WAS ON SEPARATE PROPERTY, NEW PROPOSED TIE-IN ON OVERHEAD LINE ALONG WASHINGTON AVENUE.
2. ORIGINALLY PROPOSED CHARGER LOCATION MOVED TO BE CLOSER TO REVISED TIE-IN LOCATION.
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4. INSTALL NEW SERVICE RISER POLE. INSTALL NEW 1000AL QPX TO NEW #5 SECONDARY BOX.
5. INSTALL NEW (2) 750AL QPX IN (2) 5" DUCT TO NEW 800A METER.

SCOPE OF WORK:

PROJECT SCOPE INCLUDES (11) STANDARD EV FLEET STALLS. THE STALLS ARE LOCATED IN THE EAST SIDE OF WASHINGTON AVENUE. THE EV STALLS WILL BE SERVICED BY WALL AND PEDESTAL MOUNT EVSE. SEE DETAILED SITE LAYOUT FOR MORE INFORMATION.

SYMBOL LEGEND:

	WHEELSTOP
	ELECTRIC VEHICLE SINGLE PORT PEDESTAL CHARGER
	ELECTRIC VEHICLE SINGLE PORT WALL MOUNT CHARGER
	ELECTRIC JUNCTION BOX
	600A METER SERVICE (COMBINATION)
	PG&E OVERHEAD TRANSFORMER
	PG&E RISER POLE
	EXISTING OVERHEAD LINE
	TTM UNDERGROUND CONDUIT LINE
	TTM OVERHEAD CONDUIT LINE
	BTM UNDERGROUND CONDUIT LINE TO EVSE
	BTM OVERHEAD CONDUIT LINE TO EVSE
	LIMITS OF WORK
	CONCRETE



CONSULTANT
Blair, Church & Flynn
Consulting Engineers
4611 Clarks Avenue,
Suite 250
Clark, California 95932
Tel (530) 326-5400
Fax (530) 326-5500

DRAWN BY: DANIEL HERNANDEZ

CHECKED BY: MAXWELL SPARKS

DATE: 01-03-2020

SCALE AS NOTED

SHEET NO. 1

OF 1 SHEETS



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2022/2023

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Oroville Union High School District District CDS Code: 04

Name of County: Butte County CDS Code: 61515

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 06 / 22 / 2022 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2023.

Submitted by (Superintendent, Board Secretary, or Designee):

Dr. Corey Willenberg Superintendent
Name Signature Title

(530) 538-2308 (530) 538-2300 ext 1101 _____
Fax Number Telephone Number Date

2211 Washington Avenue, Oroville, Ca 95966
Mailing Address

cwilleb@ouhsd.net
Email Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**
Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
_____ <i>Mailing Address</i>		
_____ <i>E-Mail Address</i>		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subject(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	1-5 _____
Bilingual Authorization (applicant already holds teaching credential)	1-5 _____
List target language(s) for bilingual authorization: Spanish _____	
Resource Specialist	1-5 _____
Teacher Librarian Services	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	1-5
Special Education	1-5
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
English	1-5
Math	1-5
Science	1-5
Social Science	1-5
Special Education	1-5
Industrial Technology	1-5

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☐ Yes ☒ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?

☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 1-5

If yes, list each college or university with which you participate in an internship program.

California State University, Chico

If no, explain why you do not participate in an internship program.



ANNUAL STATEMENT OF NEED 30-DAY SUBSTITUTE and DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION 30-DAY SUBSTITUTE TEACHING PERMITS

INSTRUCTIONS TO THE EMPLOYER

This statement of need must be filed at the school district office each school year when employing holders of Emergency 30-Day Substitute Permits. The employing agency will complete a single statement of need form (below) and retain the form at the school district office.

The form must be completed annually, indicating that either no credentialed person is available or that those available are not deemed qualified for substitute teaching and details of the circumstances that necessitate the use of emergency permit holders rather than fully credentialed teachers.

This statement of need form does not require listing specific employees or their positions. The form must be signed by the superintendent of the employing school district. It does not need to be co-signed by the county superintendent of schools.

A copy of the form does not need to be submitted to the county or the Commission with each Emergency 30-Day Substitute Teaching Permit application; however, the county superintendent of schools, whose responsibilities include areas such as district payroll or district substitute placement, may request a copy of the district's statement of need form to accurately fulfill these duties.

County superintendent of schools offices employing holders of the Emergency 30-Day Substitute Teaching Permit are also required to annually file, at their office, this completed statement of need form. The county superintendent of schools will sign the form.

The Commission does not require that the school board approve the statement of need. The individual school district may establish its own policy regarding this matter.

References: California Education Code, Sections 44225 and 44300 and California Code of Regulations, Title 5, Sections 80023, 80025 and 80026

This form must be signed by either:

- ☒ The district superintendent of schools and filed at the school district office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a public school operated by a school district.

OR

- ☐ The county superintendent of schools and filed at the county superintendent of schools' office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a county-operated school.

Certification and Authorized Signature

The district superintendent of schools or the county superintendent of schools has reviewed the information contained in this statement of need and certifies one the following:

- ☒ Either a credentialed person is not available or one or more credentialed persons are available, but are not deemed qualified by the district or county, as applicable, to serve as a day-to-day substitute teacher.

OR

- ☐ The situation or circumstances that necessitate the use of an emergency permit holder are as follows:
(Attach additional sheets, if necessary.)

I hereby certify that all of the information contained in this statement of need is true and correct.

<hr/>	<hr/>	<hr/>
<i>Signature of the District Superintendent</i>	<i>District</i>	<i>Date</i>
<hr/>	<hr/>	<hr/>
<i>Signature of the County Superintendent of Schools</i>	<i>County</i>	<i>Date</i>

It is not necessary to submit this form to the Commission on Teacher Credentialing.

Sigma Phi Gamma



INTERNATIONAL SORORITY, INC.

Founded In 1920

June 1, 2022

Dear OUHSD Board of Directors,

Hello, I'm Laurie Sousa representing as chairman for Delta Upsilon Sorority Oroville Chapter contacting you with a request in sponsoring our Annual Breast Cancer Awareness Walk and Pink Pancake Breakfast at Harrison Stadium on Saturday, October 1, 2022.

For eighteen years we had been holding this Community Service fundraiser event at Bedrock Park. Due to safety issues which are brought on from our homeless residents living along the river, we have witnessed an increase of their camps, drugs, garbage and destroying our public restrooms. In 2019 we moved our event to Harrison Stadium. It was the best thing we did for this fundraiser. Plus, we were able to show the best stadium in Northern California and everyone was so delighted.

Delta Upsilon Sorority in 20 years has raised around \$76,052.97 through this event and have donated all money's to help our local ladies through California Health Collaborative " Every Woman Counts" program, which is monitored through Oroville's Valley Woman's Imaging Center with screening and further testing for women who qualified.

We have other fundraising events to pay for the three High School Scholarships we give at OUHSD scholarship programs for the past forty plus years. We appreciated your generous donation in 2021 being a sponsor in waving the stadium's renting fee. We had our largest funds made and donated \$6,031.00. Our sorority paid for the additional custodial hours. We were able to provide a safe and clean facility for our families who came to walk in memory of those who have passed and support those who are fighting to beat cancer. Which I'm personally proud of our stadium. We are a nonprofit with a Tax ID #

Thank you for your time and community service,

President Linn Koch

Event Coordinator Laurie Sousa

Requesting Organization: Delta Upsilon Sorority

Facility Requested: Harrison Stadium

Date Requested 10/1/2022 6a-11a Group: II

Facility Charge (includes attendant)	# of hours	Rate	Total
First Hour	1.0	125.00	125.00
Additional Hours	4.0	50.00	200.00
Additional Hours (with lights - Harrison only)	0.0	75.00	0.00
			325.00

Additional Custodial	# of hours	Rate	Daily Total
Harrison Stadium	0.0	48.34	0.00
Gym		48.34	0.00
Classroom		48.34	0.00
Other		48.34	0.00
	0.0	38.00	0.00

Extra help during event	# of hours	Rate	Total
Additional Attendance for large events		48.34	0.00
Sound System		0.00	0.00
District Security		48.34	0.00
Oroville Police Dept.		57.51	0.00
			0.00

Summary of Charges	Total
Total Event Charges	\$325.00

Facility Use Deposit (separate check)

\$100 Classroom \$500 Library/Gym \$1,000 Harrison Stadium

The facility deposit may be forfeited in the event of damage to the facility or excessive trash being left.

22/23 Board Meetings (3rd Wednesday in Transportation unless otherwise noted)

DATE	ITEMS SCHEDULED
July 20, 2022	PAO - Approve All Subs & Fall Coaches
(Due 7/11)	Monthly Financial Report
	Prior Year 4th Scholarship Donation Report
	Consolidated Application, Part I
	Quarterly Williams Act Complaint Data Report
	Approve Committee on Assignments Members
	Appointment of District Investigative Team Members
August 17, 2022	Monthly Financial Report
(Due 8/8)	Certificated Tenure
	Principals' Report on First Day of Classes and Enrollment
	Annual Review, Certification of Support & Adherence of BP 0410 (action item)
	Quarterly Stimulus Reporting to CDE
	PAO - All Department Chairs and Extra Duty Assignments
	New Staff Introduction
	Approve Committee on Assignments Waiver Request (Electives)
	Approve 9/18 Waiver - Ed Code 44263
	Auth. To Teach in Departmentalized Classes-Ed Code 44258.3 (Core)
	Variable Term Waivers (if necessary)
September 21, 2022	Monthly Financial Report
(Due 9/12)	Student Achievement/Recognition--LPHS
	ASB Budgets & Fundraising Activities for Current Year
	Public Hearing & Resolution on Sufficient Inst Materials -- Post Notice
October 19, 2022	Student Achievement/Recognition--OHS
(Due 10/10)	Monthly Financial Report
	21/22 Unaudited Actuals
	Gann Limit Resolution & Calculations
	1st Qtr Scholarship Donation Report
	Red Ribbon Week Resolution
	HOF Committee Members
	SSCAC Members
	PAO - Winter Coaches
	Annual Review of BP/AR 6145 & 5116.1
	CTE Committee Members
	Quarterly Williams Act Complaint Data Report
November 16, 2022	Student Achievement/Recognition--Alt. Ed.
(Due 11/7)	Monthly Financial Report
	Set Date for Annual Organizational Meeting
	First Draft of 23/24 School Calendar
December 14, 2022	Annual Organizational Meeting
(Due 11/28)	Election of Officers, Meeting Dates, Time & Location, Gov Handbook
	Recognition of Outgoing Board President & Members (if any)
	1st Interim Budget Report and LCAP
	Monthly Financial Report
	Capital Facilities Fund Resolution
	Student Achievement/Recognition--LP

January 18, 2023	Student Achievement/Recognition--OHS
(Due 1/9)	Monthly Financial Report
	2nd Qtr Scholarship Donation Report
	21/22 Auditor's Report and Board Acceptance
	SARC's
	PAO - Spring Coaches
	CLOSED SESSION:
	Review of Possible Layoffs/Non-reelections
	Administrative Evaluations
	Resolution for Certificated Tie Breaking Criteria
February 1, 2023	Annual Meeting with Board, Administrators and Supervisors Only
February 15, 2023	Student Achievement/Recognition--Alt. Ed.
(Due 2/6)	Monthly Financial Report
	CLOSED SESSION:
	Superintendent Evaluation
	Principals' Report on all Temp/Prob/Tenure Candidates
	Administrator/Certificated/Classified Layoffs/Non-reelections
	Distict/OSTA Initial Proposals - Post P/H Notice
	District Safety Plan
	Quarterly Stimulus Reporting to CDE
	Certificated & Classified Layoff Resolutions
	Consolidated Application, Part II
	Quarterly Williams Act Complaint Data Report
March 15, 2023	Student Achievement/Recognition--LPHS
(Due 3/6)	Monthly Financial Report
	2nd Interim Budget Report
April 19, 2023	Student Achievement/Recognition--OHS
(Due 4/3)	Monthly Financial Report
	CLOSED Session: Authorize Supt to Issue Final Cert Layoff Notices
	3rd Qtr Scholarship Donation Report
	Quarterly Williams Act Complaint Data Report
	Resolutions for Teacher App Week & Classified Employee Week
	CSEA/District Initial Proposals -- Post P/H Notice
	B&G Club Facility Use Request (Odd years only - two year request)
May 17, 2023	Student Achievement/Recognition--Alt. Ed.
(Due 5/8)	Graduation & Awards Night Details
	College Connection Year-End Review
	Recognize Outgoing Student Board Reps
	Honor Retirees & Years of Service
	Education Protection Act Spending Plan
	Authorize CBO to Make Year-End Budget Transfers
	Temporary Borrowing Resolution
	Monthly Financial Report
	Single Plans for Student Achievement
	22/23 School-Connected Organizations
	1st Draft of LCAP
	PAO: Approve Fall Head Coaches & Assistants

June 21, 2023	Declaration of Need/Statement of Need for Subs
(Due 6/12)	Monthly Financial Report
	23/24 Salary Schedules
	CTE Application
	Board Calendar for Next Year
	Public Hearing on 23/24 Tentative Budget and LCAP -- Post
	23/24 Cafeteria Bids
	23/24 CIF Representatives
	Private Bus Companies
June 28, 2023	Approval of 23/24 Budget and LCAP
(Due 6/22)	