OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING AGENDA

Wednesday, August 17, 2022 at 5:30 p.m. at the District Office Conference Room, located at 2211 Washington Avenue, Oroville, CA 95966

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

Meeting link: https://youtu.be/ivOBvOKzwNo

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, Assistant Superintendent/CBO
Vacant, Director of Education
Jeff Ochs, Director of Alternative Education
Dr. Lamar Collins, Principal of Las Plumas High School
Kristen Wiedenman, Principal of Oroville High School
Matt Kermen, 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, August 17, 2022, 5:30 p.m. in the Transportation Conference Room, located at 2139 Washington Avenue, Oroville, CA 95966 and via YouTube (see coversheet for login information)

CALL TO ORDER

ROLL CALL

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

CLOSED SESSION

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

RESULTS OF CLOSED SESSION

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

PUBLIC HEARING

President asks staff to introduce item
President opens item for public discussion
President closes item for public discussion
Board discussion

1. **Semi-Annual Review of the COVID-19 Prevention Program (CPP)**
   The California Occupational Safety and Health Standards Board approved temporary standards in 2021 to protect general industry employees. The document has been updated to reflect current district practice. The document will be reviewed again in February and August 2023.

RECOGNITIONS AND PRESENTATIONS

2. **Recognition of Retiree**
   Bob Hastings will be recognized for his 27 years of service to the district.

3. **Principals' Report on Enrollment, First Days of School and Introduction of New Teachers**

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

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

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON *AGENDA* ITEMS

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

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

4. **Board Comments**
5. **Superintendent**
6. **Administration**
7. **DOJ Update**
8. **22/23 State Budget Report**
9. **Status on One-Time Projects**

OLD BUSINESS (None)

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

10. **Minutes from the July 27th and August 10th Board Meetings**
11. **Check Registers Dated 7/21 – 8/10**
12. **Monthly Financial Report**
13. **Donations to the Hall of Fame**
14. **22/23 Consolidated Application**
15. **22/23 Contract with Document Tracking Services for LCAP, SARC and Other Templates**
16. **22/23 MOU with Alliant University for Student Teacher Services**
17. **22/23 College and Career Access Pathways Partnership Agreement with Butte College**
18. **22/23 OUHSD Wellness Policy**
19. **Addition of "Born A Crime", "I Am Malala", "Latehomecomer" and "Persepolis" Novels to the AP Literature Course Description**
20. **22/23 School-Connected Organization – OHS Athletic Boosters**

NEW BUSINESS

21. **MOU with Thrive (Willenberg)**
    The District is seeking approval to enter into a MOU with Thrive to assist the district in seeking input from various stakeholders and to develop a plan to have high schools that are responsive to the needs of students, parents, staff and community members. The focus of the work will be on understanding community needs and opportunities, envisioning our unique learning models and co-designing the future of high school. The cost of the contract is $48,280 and will be paid with one-time funds. Dr. Assisi will be in attendance to answer any questions.

    Enclosure

22. 22/23 Professional Services Agreement with 360 Degree Customer Inc. (Willenberg)
The District has been trying to recruit four Specialized Healthcare Para-Educators and a Para-Educator II for CDS all summer but has been unsuccessful. Therefore, the District is seeking approval to enter in an agreement with 360 Degree Customer Inc. to contract for these high needs positions. The District will continue to recruit for these positions. **Recommend approval**

Enclosure

23. 22/23 Certificated Tenure (Willenberg)
The following certificated personnel have achieved the professional status of 100% tenure for 22/23: Karsten Anderson, Tyler Brandt, Tasha Cummings, Shaina Dickerson, Teresa Leyva-Gutierrez, Constance Otis, Regina Stafford and Paul Weliver. **Recommend approval**

24. Committee on Assignments Waiver Requests—Elective Classes (Willenberg)
Pursuant to Education Code Section 44258.7 (c), the Committee on Assignments has recommended the following teachers to teach in a special assignment area for 22/23: Keely Frazier (Yearbook) and Kurt Wilkins (Driver Education) at LPHS and Patrick Cleary (Driver Education) at OHS. **Recommend approval of Committee on Assignments' recommendations for special assignment classes as presented**

25. Resolution to Approve Teaching in Designated Subject Areas (9/18) (Willenberg)
Education Code Section 44263 requires adoption of a Resolution that approves eligible certificated personnel, upon their written consent, to teach in a designated subject area outside of their credential authorization for 22/23. **Recommend approval of Resolution #1-22/23 as presented**

Enclosure

26. Annual Review, Certification and Adherence of Board Policy 0410 (Non-Discrimination in District Programs and Activities) (Willenberg)
The district is annually required to review and certify that the district is adhering to its board policy on non-discrimination in district programs and activities. The board policy is up-to-date and is being followed appropriately. **Recommend certification and adherence to Board Policy 0410**

Enclosure

27. Personnel Assignment Order
Approval is requested for the following Personnel Assignment Order:

Certificated

Tom Murphy
Teacher
Request to extend medical leave
Effective 8/12/2022 – 9/30/2022

Classified

Stephanie Fridrich
Para-Educator II
Request for FMLA/CFRA Leave
Effective 8/29/2022 – 9/13/2022

Rosella Davis
Bus Driver
Change from 2.0 hrs. P/day; SDO to 2.0 hrs. P/day; 240 days p/yr.
Effective 8/16/2022

Susan Swartz
Bus Driver
Request for FMLA/CFRA Medical Leave
Effective 8/16/2022 – 11/16/2022

28. Outside Expulsion #2-22/23

29. Items for Next Agenda

ADJOURNMENT

The meeting will be adjourned to a regular board meeting scheduled for Wednesday, **September 21, 2022,** at 5:30 p.m. in the Transportation Conference Room.

COVID-19 Prevention Program (CPP)

August 10, 2022

COVID-19 Prevention Program (CPP) for the Oroville Union High School District

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

Date: August 10, 2022

Authority and Responsibility

Superintendent Dr. Corey Willenberg has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

Identification and Evaluation of COVID-19 Hazards

We will implement the following in our workplace:

- Conduct workplace-specific evaluations using the **Appendix A: Identification of COVID-19 Hazards** form.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Ongoing evaluation of existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the **Appendix B: COVID-19 Inspections form** as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee Participation

Employees and their bargaining units are encouraged to participate in the identification and evaluation of COVID-19 hazards. Both labor unions (CSEA and OSTA) met and developed Memorandums of Understanding to develop safety protocols.

Employee Screening

All staff are required to self-screen for symptoms prior to arriving at work. A Daily Wellness Checklist is available on the District website along with a COVID-19 Exposure information sheet provided by the Butte County Public Health Department. All teachers and administrators are provided with or have access to a touchless thermometer. Staff who test positive for COVID-19 and are asymptomatic are required to quarantine as required by the CDC and CDPH. Families are strongly encouraged to monitor their children for signs of infectious illness every day and keep sick children at home.

The California Department of Health requires unvaccinated employees to be tested weekly. Students are not required to be tested, regardless of their vaccination status. The State of California has not required students to be vaccinated when the vaccine becomes available. Staff and students will be reminded to wash their hands frequently and use hand sanitizer when entering classrooms and common areas when handwashing sinks are not available.

Parents have been informed about COVID-19 symptoms and are expected to keep their student home if they are feeling ill or have been exposed to someone who has tested positive.

Custodians will sanitize classrooms on a daily basis. Additional staff who have been trained to use district-approved disinfectants may also clean restrooms, desks or frequently touched surfaces, such as door knobs, throughout the day.

Students cannot help with cleaning under any circumstance. Schedules of custodial staff may be adjusted as necessary to meet the demand of disinfecting schools while students and staff are present. Hand sanitizing dispensers are installed in all classrooms where soap and water is not available and in targeted areas throughout the schools.

HVAC fans will be run continuously, regardless if doors and windows are open, and filters will be changed regularly.

Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures will be documented on the **Appendix B: COVID-19 Inspections** form, and corrected in a timely manner based on the severity of the hazard. **Jim LaGrone, Director of Facilities, Information Technology and Transportation, will coordinate with school and district staff to identify and correct COVID-19 Hazards.**

Control of COVID-19 Hazards

Physical Distancing

Where possible, we ensure at least six feet of physical distancing at all times in our workplace by:

- Posting social distancing signs around campuses and offices to remind staff, students and visitors to stay six feet apart.
- When social distancing cannot be achieved, individuals are kept as far apart as possible.

Face Coverings

OUHSD does not currently require staff, students or visitors to wear masks or face coverings but will make them available upon request at no cost.

Engineering Controls

The following measures will be implemented for situations where we cannot maintain at least six feet between individuals:

- Hand sanitizing supplies are provided throughout the building for all staff and visitors.
- Plexiglas shields are provided for the front reception area and any other area as requested by employees and/or where close working conditions exist.

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- Setting ventilation systems to bring in 15% of outside air to the interior at all times.
- Checking and managing ventilation systems on a regular basis by the Maintenance Department.
- Using MERV-13 filters or equivalent in all existing heating and cooling units.

Cleaning and Disinfecting

We implement the following cleaning and disinfection measures for frequently touched surfaces:

- Custodians have been provided all necessary supplies and clean all occupied areas throughout the district nightly.
- Other staff are trained in the proper use of disinfectants to clean frequently touched hard surfaces throughout the day.

Should we have a COVID-19 case in our workplace, we will implement the following procedures:

- Immediately clear the room or office of personnel and/or students. Custodians or Universal Support Staff will clean and disinfect the applicable work areas prior to reopening for use.

Shared tools, equipment and personal protective equipment (PPE)

PPE must not be shared (e.g., gloves, goggles and face shields).
Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses by staff trained on the use of district-approved disinfectants.

Sharing of vehicles will be minimized to the extent feasible, and high-touch points (steering wheel, door handles, seatbelt buckles, armrests, shifter, etc.) will be disinfected between users. When the sharing of vehicles cannot be avoided, occupants must wear masks and sit as far apart as possible. Windows should be open to maximize air flow.

Hand sanitizing

In order to implement effective hand sanitizing procedures, we:

- Provide hand sanitizing stations where soap, water and a hands-free drying method (air dryer or Hands-free paper towels) are not available.
- Encourage and allow time for employee handwashing.
- Provide hand sanitizer that contains at least 70% alcohol. Hand sanitizers that contain methanol (i.e. methyl alcohol) are prohibited.
- Encourage employees to wash their hands for at least 20 seconds.

Personal protective equipment (PPE) used to control employees' exposure to COVID-19

The District evaluates the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed.

The District evaluates the need for respiratory protection in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained.

The District provides and ensures the use of eye protection and respiratory protection in accordance with section 5144 when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.

Investigating and Responding to COVID-19 Cases

This will be accomplished by using the **Appendix C: Investigating COVID-19 Cases** form.

Employees who had potential COVID-19 exposure in our workplace will be:

- **Provided resources on available COVID testing sites in the area.**
- **Provided information on sections described in Training and Instruction, and Exclusion of COVID-19 Cases.**

System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that includes the following information:

Positive Student Case or Exposure

- The Principal must be notified immediately if a student has tested positive or has had close contact with someone who has tested positive.
- The parent/guardian will be sent a link to a Google form, which goes directly to the School Nurse. The form will include the student's demographic information, when they tested positive or were exposed, whether they have symptoms, and anyone who they have been in close contact with.
- The student will remain home until the School Nurse provides direction via email to the school and parent/guardian on possible quarantine or when the student may return to school.
- The School Nurse will do contact tracing for anyone who was reported as a close contact.
- The School Nurse will email a notification letter to the school, who will forward the letter to all student's parent/guardian and staff members who were in a classroom with a student who tested positive.
- If a student tests positive while at school, the student will be sent immediately to an isolation room and their parent/guardian will be contacted. The parent may choose for their child to drive themselves home or have the student remain in the isolation room until they can be picked up.

Positive Staff Case or Exposure

- Any staff member who has tested positive or has had close contact with someone who has tested positive must immediately notify their supervisor and the Human Resources department.
- The staff member will leave their work site immediately and will be required to fill out a Google form, which goes directly to the School Nurse. The form will include the staff member's demographic information, when they tested positive or were exposed, whether they have symptoms, and anyone who they have been in close contact with.
- The staff member must remain at home until they receive direction from the School Nurse via email on possible quarantine or when they may return to work. The School Nurse will also relay this information to the staff member's supervisor and the Human Resources department.
- The School Nurse will do contact tracing for anyone who was reported as a close contact.

- The School Nurse will email a notification letter to the school, who will forward the letter to all student's parent/guardian and staff members who were in a classroom with a student who tested positive.

  Employees may report symptoms and hazards without fear of reprisal. If the employee feels they have been retaliated against they should report the incident to the Human Resources department.

- Any employee with medical or other conditions that put them at increased risk of severe COVID-19 illness will have an interactive process meeting with the Human Resources department to determine if accommodations can be made. The employee is required to provide medical documentation of their limitations. In the event that accommodations cannot be made, the employee may work from home if possible as determined by administration. If not possible, the employee may request a leave of absence.

A COVID-19 Information page is provided on the District website, which provides the following:

  - Dashboard
  - Learning Continuity and Attendance Plan
  - ESSER III Plan
  - COVID FAQ's
  - Vaccine Mandate FAQ's
  - COVID-19 Prevention Program
  - Daily Wellness Checklist
  - Local Testing Locations
  - What to do if You've been Exposed Information
  - COVID-19 Prevention Information
  - BCPH Health Resources
  - BCPH Vaccine Information
  - CDC COVID-19 Virus Information Video
  - Forms

Training and Instruction

OUHSD has provided effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws, or bargaining unit MOU's.
- Facts regarding COVID-19:
  - COVID-19 is an infectious disease that can be spread through the air.
  - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
  - An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.

- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment. Face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.

Appendix D: COVID-19 Training Roster will be used to document this training.

Exclusion of COVID-19 Cases

If we have a COVID-19 case in our workplace, we will limit transmission by:

- Excluding staff who test positive for COVID-19 from the workplace until return-to-work requirements are met.
- Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever it is determined that the COVID-19 exposure is work related
- Providing employees at the time of exclusion with information on available benefits.

Reporting, Recordkeeping, and Access

It is our policy to:

- The School Nurse will report positive cases to the Butte County Health Department whenever required by law as well as any related information requested by the local health department.
- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
- Use the **Appendix C: Investigating COVID-19 Cases** form to keep a record of and track all COVID-19 cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

Return-to-Work Criteria

- Staff who test positive for COVID-19 and are experiencing symptoms will not return to work until they are cleared by the School Nurse.

Appendix A: Identification of COVID-19 Hazards

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, employees of other entities, students, parents/guardians, members of the public, and independent contractors. We will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

Person conducting the evaluation:

Date:

Name(s) of employee and authorized employee representative that participated:

Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	**Places and times**	**Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers**	**Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation**

Appendix B: COVID-19 Inspections

Date:

Name of person conducting the inspection:

Work location evaluated:

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Engineering			
Barriers/partitions			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
Administrative			
Physical distancing			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			

Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by the District will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date:

Name of person conducting the investigation:

COVID-19 Case Investigation Information

Employee (or non-employee*) name:		**Occupation (if non-employee, why they were in the workplace):**	
Location where employee worked (or non-employee was present in the workplace):		**Date investigation was initiated:**	
Was COVID-19 test offered?		**Name(s) of staff involved in the investigation:**	
Date and time the COVID-19 case was last present in the workplace:		**Date of the positive or negative test and/or diagnosis:**	
Date the case first had one or more COVID-19 symptoms:		**Information received regarding COVID-19 test results and onset of symptoms (attach documentation):**	

Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):	

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:			
All employees who may have had COVID-19 exposure and their authorized representatives.	**Date:**		
	Names of employees that were notified:		
Independent contractors and other employers present at the workplace during the high-risk exposure period.	**Date:**		
	Names of individuals that were notified:		
What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?		**What could be done to reduce exposure to COVID-19?**	
Was local health department notified?		**Date:**	

*Should an employer be made aware of a non-employee infection source COVID-19 status.

Appendix D: COVID-19 Training Roster

Date:

Person that conducted the training:

Employee Name	Signature

Multiple COVID-19 Infections and COVID-19 Outbreaks

COVID-19 Testing

- In the event of multiple infections or an outbreak, the School Nurse will notify BCPH. The district will follow all CDC and CDPH recommendations.

Exclusion of COVID-19 Cases

We will ensure that employees who tested positive for COVID-19 or were exposed to COVID-19 are excluded from the workplace in accordance with our CPP **Exclusion of COVID-19 Cases** and **Return to Work Criteria** requirements, and local health officer orders if applicable.

Investigation of Workplace COVID-19 Illness

We will immediately investigate and determine possible workplace-related factors that contributed to the COVID-19 outbreak in accordance with our CPP **Investigating and Responding to COVID-19 Cases**.

COVID-19 Investigation, Review and Hazard Correction

In addition to our CPP **Identification and Evaluation of COVID-19 Hazards** and **Correction of COVID-19 Hazards**, we will immediately perform a review of potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19.

The investigation and review will be documented and include:

- Investigation of new or unabated COVID-19 hazards including:
    - Our leave policies and practices and whether employees are discouraged from remaining home when sick.
    - Our COVID-19 testing policies.
    - Insufficient outdoor air.
    - Insufficient air filtration.
    - Lack of physical distancing.
- Updating the review:
    - Every thirty days that the outbreak continues.
    - In response to new information or to new or previously unrecognized COVID-19 hazards.
    - When otherwise necessary.
- Implementing changes to reduce the transmission of COVID-19 based on the investigation and review. We will consider:
    - Moving indoor tasks outdoors or having them performed remotely.
    - Increasing outdoor air supply when work is done indoors.
    - Improving air filtration.
    - Increasing physical distancing as much as possible.
    - Respiratory protection.

Memorandum

To: The Board of Education

From: Susan Watts

Date: July 25, 2022

Re: 2022/23 State Budget

Within 45 days of the State adopting its budget, school districts must identify significant revisions to be made to district budgets resulting from the adoption of the State budget. Included in the 2022/23 are:

- Increase in LCFF revenue – an additional investment of 6.28% was made to LCFF revenue, raising the COLA to 12.84%. Also, a 3-year average of ADA is reflected in the calculation of the LCFF apportionment, increasing funded ADA by 49 ADA. It is estimated that the effect of these two changes combined will increase LCFF revenue by $882,000.
- Transportation add-on - Transportation allowances will be funded at a level equal to 60% of the transportation expenditures. It is estimated that this change in the funding calculation will bring $124,000 in additional funding.
- Art, Music and Instructional Discretionary Block Grant – an estimated $1.35 million in one-time funds will be allocated to be used for 1) standards-aligned professional development and instructional materials, 2) instructional materials and professional development aligned to best practices for improving school climate, digital literacy, physical education and learning through play, 3) diverse book collections and culturally relevant texts, 4) operational costs and 5) COVID-19 pandemic-related supplies.
- Learning Recovery Emergency Block Grant – and estimated $3.7 million in one-time funds will be allocated to be used for 1) increase or stabilize instructional learning time 2) decrease or stabilize staff-to-pupil ratio, 3) to close learning gaps, 4) pupil supports to address other barriers to learning, 5) instruction for credit-deficient students and 6)additional academic services.

These changes will be reflected in a subsequent budget revision.

To: Oroville Union High School District Board of Trustees
From: Dr. Corey Willenberg, Superintendent
Date: August 8, 2022
Subject: Status of One-Time Projects

On July 28, 2021, the Board approved a prioritized list of projects that focused on the areas of safety, air quality, roofing and painting and other items. There were a total of one hundred projects on the list. Attached is a list of projects that are in progress or have been completed this summer..

Req Date	Total Amt	Outstanding	Requisitioner	Loc	Comment	Buyer Id	Status Description	Vendor	Delivery Date	Completed Date
6/8/2021	20,172.74	-	Jim Lagrone	08	Blanket PO for SY 21/22		Complete	HOME DEPOT		6/30/2022
1/7/2022	5,030.00	-	Jim Lagrone	08	Gates for LP by tennis courts		Complete	WILLIAM PATTERSON BETTER BUILT FENCE	1/21/2022	7/12/2022
1/7/2022	8,663.00	-	Jim Lagrone	08	Fencing around solar panel controls		Complete	WILLIAM PATTERSON BETTER BUILT FENCE	1/21/2022	3/1/2022
1/7/2022	2,200.00	-	Jim Lagrone	08	Handrail for stairs on south football field.		Complete	WILLIAM PATTERSON BETTER BUILT FENCE	1/21/2022	7/7/2022
1/7/2022	6,774.00	-	Jim Lagrone	08	Fencing and gates		Complete	WILLIAM PATTERSON BETTER BUILT FENCE	3/14/2022	6/16/2022
1/7/2022	1,100.00	-	Jim Lagrone	08	Fencing and gates south football field.		Complete	WILLIAM PATTERSON BETTER BUILT FENCE	1/21/2022	7/7/2022
2/9/2022	4,925.00	-	Jim Lagrone	08	New alarm systems		Complete	ACCULARM DAN R LEDFORD	2/23/2022	3/1/2022
2/9/2022	60,050.00	-	Jim Lagrone	07	Door openers		Complete	DOOR SYSTEM DESIGN INC THE DOOR COMPANY	4/5/2022	4/28/2022
2/9/2022	15,837.00	-	Jim Lagrone	08	Fencing around football field		Complete	WILLIAM PATTERSON BETTER BUILT FENCE	2/28/2022	3/15/2022
2/15/2022	2,545.00	-	Jim Lagrone	08	Upgrade alarm system at OAE		Complete	ACCULARM DAN R LEDFORD	3/2/2022	3/10/2022
3/1/2022	801.10	-	Jim Lagrone	08	Replacement parts		Complete	PARAGON KILNS	3/15/2022	5/3/2022
3/1/2022	7,077.95	-	Jim Lagrone	08	New kilns		Complete	THE CERAMIC SHOP LLC	3/16/2022	7/19/2022
3/2/2022	18,549.00	6,760.00	Jim Lagrone	08	Field fencing replacement		Complete	WILLIAM PATTERSON BETTER BUILT FENCE	3/17/2022	7/5/2022
3/22/2022	19,876.00	-	Jim Lagrone	08	HVAC for pressbox		Complete	MESA ENERGY SYSTEM INC.	4/6/2022	4/21/2022
4/4/2022	21,285.74	16,005.03	Jim Lagrone	08	Sound system upgrade		Ready for Payment	NORTH STATE AV INC	4/18/2022	
4/4/2022	860.00	-	Jim Lagrone	08	Air Compressor		Complete	CISCO AIR SYSTEM, INC	4/19/2022	4/19/2022
4/5/2022	6,760.00	-	Jim Lagrone	08	Replace fencing in Ag area		Complete	WILLIAM PATTERSON BETTER BUILT FENCE	4/21/2022	4/12/2022
4/5/2022	7,267.00	-	Jim Lagrone	08	Fencing in I-tech		Complete	WILLIAM PATTERSON BETTER BUILT FENCE	4/21/2022	7/21/2022
4/12/2022	36,236.59	-	Jim Lagrone	08	New phone service.		Complete	CHRISTENSEN TELECOMMUNICATIONS, INC	5/3/2022	6/30/2022
4/14/2022	5,435.00	-	Jim Lagrone	08	Alarm beams in AG Department		Complete	ACCULARM DAN R LEDFORD	5/3/2022	5/19/2022
4/15/2022	33,042.00	33,042.00	Jim Lagrone	08	PHS field fencing		Printed	WILLIAM PATTERSON BETTER BUILT FENCE	5/3/2022	
4/20/2022	14,295.00	-	Jim Lagrone	08	Parking lot gates PHS		Complete	WILLIAM PATTERSON BETTER BUILT FENCE	5/5/2022	6/2/2022
4/25/2022	12,625.00	-	Jim Lagrone	08	Tree removal and restoration		Complete	NORTH VALLEY ARBOR MGMT INC DBA ABOUT TREES	5/9/2022	5/12/2022
4/25/2022	22,092.51	-	Jim Lagrone	08	New HVAC for T2 and T3.		Complete	Geary Pacific Supply	5/9/2022	5/3/2022
4/27/2022	7,948.00	-	Jim Lagrone	07	Door opener install		Complete	DOOR SYSTEM DESIGN INC THE DOOR COMPANY	5/13/2022	6/16/2022
4/28/2022	165,031.78	26,766.33	Jim Lagrone	08	New telephone service.		Ready for Payment	CHRISTENSEN TELECOMMUNICATIONS, INC	5/13/2022	
5/12/2022	5,628.34	-	Jim Lagrone	08	Loudspeaker		Complete	NORTH STATE AV INC	5/27/2022	7/7/2022
5/20/2022	31,725.00	31,725.00	Jim Lagrone	08	Alarm system upgrade		Printed	ACCULARM DAN R LEDFORD	6/3/2022	
6/13/2022	14,800.00	-	Jim Lagrone	08	Tree trimming and management		Complete	NORTH VALLEY ARBOR MGMT INC DBA ABOUT TREES	6/28/2022	7/7/2022
6/14/2022	20,600.00	20,600.00	Jim Lagrone	08	Tree management at OHS		Ready for Payment	NORTH VALLEY ARBOR MGMT INC DBA ABOUT TREES	6/28/2022	
6/20/2022	30,200.00	17,400.00	Jim Lagrone	08	Tree maintenance at LPHS		Ready for Payment	NORTH VALLEY ARBOR MGMT INC DBA ABOUT TREES	7/7/2022	
6/29/2022	61,596.48	61,596.48	Jim Lagrone	08	New bleachers for schools		Printed	ADD SOME CLASS	7/20/2022	
7/13/2022	7,008.00	-	Jim Lagrone	08	Fencing next to 1500 wing		Complete	WILLIAM PATTERSON BETTER BUILT FENCE	8/1/2022	7/28/2022
7/14/2022	14,929.00	-	Jim Lagrone	07	Roll up door replacement.		Complete	DOOR SYSTEM DESIGN INC THE DOOR COMPANY	8/1/2022	7/21/2022
7/18/2022	7,242.00	7,242.00	Jim Lagrone	08	Fencing by the 1500 wing		Ready for Payment	WILLIAM PATTERSON BETTER BUILT FENCE	8/3/2022	
8/5/2022	36,261.97	36,261.97	Jim Lagrone	07	Camera systems for new buses.		Open	AZ BUS SALES INC		
Total	736,470.20									

OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING
July 27, 2022

MINUTES

CALL TO ORDER

Board President, Mr. Damon, called the meeting to order at 5:30 p.m. on Wednesday, July 27, 2022, at the Transportation Conference Room and via YouTube.

ROLL CALL

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

Administrators Present: Dr. Corey Willenberg, Superintendent and Susan Watts, Assistant Superintendent/CBO

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]

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

RESULTS OF CLOSED SESSION

At 6:11 p.m., the board reconvened to open session. They will reconvene to closed session at the end of the meeting.

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

#1-22/23: 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 (None)

RECOGNITIONS AND PRESENTATIONS (None)

HEARING OF INDIVIDUALS ON NON-AGENDA ITEMS

Mr. Damon asked about the status of investigating the possibility of combining the schools. Dr. Willenberg responded that we are not looking at combining the schools. Instead, we will contract with a facilitator who will run various focus groups to help us improve our existing schools. Mr. Damon thought that was different

from what they previously discussed. Dr. Willenberg responded that the board wanted to look at reimagining our schools in June. A recommendation to combine the schools could be an outcome of the focus groups but he's more focused on improving what we have at our existing schools. He plans to put a $48,000 contract with Dr. Assisi, who would facilitate the focus group discussions, on the August agenda. If approved, she will start talking to people to develop a plan. Mr. Sehorn stated that the bottom line is that we need to do what is best for kids. He thought what was included in the proposal was great and asked who has seen it. Dr. Willenberg responded that only the board has seen it so far. Mrs. King asked what we are getting for $48,000. Dr. Willenberg responded that he will email her a copy of the proposal since she wasn't at the last meeting. Dr. Willenberg stated that Dr. Assisi and her partner have worked with other districts as well as the CDE on targeted assistance for high schools. Dr. Englund asked when the focus groups would start and who would be involved. Dr. Willenberg responded that parents, student and staff would be involved in the focus groups. He will get more info from Dr. Assisi later this week.

HEARING OF INDIVIDUALS ON AGENDA ITEMS (None)

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

1. **Board Comments** (None)

2. **Superintendent**
   Dr. Willenberg reported that there are currently 2397 students enrolled in the district, which is up 60 students from last year, but it's unknown if they will all show up. Total LPHS enrollment is 1341, OHS is 935 and PHS/CDS is 121. Of those totals, 338 students are enrolled at CIS. There are three days of professional development occurring in the next few weeks on EL instruction, UDL, and co-teaching as well as the new teacher orientation. The first two days of school will be minimum days due to Placer County training staff on PBIS implementation on those afternoons.

3. **Administration**
   Mrs. Watts stated that she's been busy closing the 21/22 books. We have moved some offices around downstairs at the District Office to make it easier for the public to find the front door. The reception area has been relocated to where shipping and receiving was and Dale moved to the former IT office. Ronda Cash changed job but will remain in her existing office. The hiring of a new Administrative Technician for the District Office is on the PAO tonight.

4. **Discussion on Changing to a Digital Agenda**
   Ms. Blaney stated that we are one of the few districts in the county who is still producing paper agenda packets. Switching to a digital packet will save employee time, the cost of paper, wear and tear on the copier as well as the hassle of picking up/dropping off of packets. She has reviewed a few different online programs but doesn't feel they are worth the money. She recommends using the simple PDF process that TUSD implemented several year ago. Tonight's agenda, including links to each item, was displayed on the ViewBoard and the members were shown how to navigate it. Hard copies of the budget and LCAP will still be provided to board members and they may request hard copies of other large documents, such as SARC's and Single Plans. The District will purchase a Chromebook for any board member who needs one. Mrs. Walker asked if she could continue to get a paper packet. Ms. Blaney responded that it would be up to the board on how they want to proceed. Mr. Sehorn thought switching to an electronic packet was a great idea. Dr. Englund and Mrs. King concurred. Each board member indicated that they would need a Chromebook.

5. **DOJ Update**
   Dr. Willenberg met with the DOJ at the end of June. We are doing well on meeting their deadlines but they really don't have a sense of what schools have been experiencing with school closures, COVID, etc. during the past few years. Our Monitor has been very helpful in this area. Mrs. King stated that she's heard some teachers have left due to the DOJ and PBIS. Dr. Willenberg responded that he's heard the same. He has told administration that they are professionals and he will back them up on suspensions and expulsions as long as they've documented interventions. Mr. Sehorn has heard from several staff members about students being very disrespectful. He asked Dr. Willenberg about the status of SRO's/SRD's. Dr. Willenberg

responded that the Butte County Sheriff's Office will not be able to provide a SRD due to staffing shortages. The Oroville Police Department thinks they can provide one. We are in the process of hiring two additional Universals at LPHS to help with student supervision.

6. **Quarterly Williams Act Complaints**
   Dr. Willenberg reported that no complaints were received during the last quarter.

OLD BUSINESS (None)

CONSENT CALENDAR

7. **Minutes from the June 22rd and June 29th Board Meetings**
8. **Check Registers Dated 6/14 -7/20**
9. **Monthly Financial Report**
10. **4th Quarter Scholarship Report**
11. **Donations to the Hall of Fame**
12. **Disposal of Obsolete Equipment**
13. **Disposal of Obsolete Calculus Textbooks**
14. **Agreement with North State AV to Provide Sound and Streaming Services at HOF Event**

#2-22/23: On a motion by Mr. Sehorn, seconded by Mrs. Walker, the consent calendar was approved as presented by the following vote:

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

NEW BUSINESS

15. **22/23 Committee on Assignment Members**

#3-22/23: On a motion by Mrs. King, seconded by Dr. Englund, Dr. Corey Willenberg, Scott Burket, Dr. Lamar Collins, Brian Guthrie, Teisha Hase and Kristen Wiedenman were selected as Committee on Assignment Members as presented by the following vote:

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

16. **22/23 District Investigative Team Members**

#4-22/23: On a motion by Mrs. Walker, seconded by Mrs. King, Dr. Corey Willenberg, Chello Metcalf and Gem Henderson were appointed as members with Jeff Ochs, Kristen Wiedenman and Monica Harris service as alternates as presented by the following vote:

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

17. Amended Personnel Assignment Order

#5-22/23: On a motion by Mr. Sehorn, seconded by Dr. Englund, 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

Taren Allen
Art Teacher-LPHS
1.0 FTE; 184 days p/yr.
Step/Class 16/IV $86,975 p/yr.
Effective 8/12/2022

Fallon Lankford
Teacher-CIS
Unit move from Step/Class 11/III $74,509
To 11/IV $76,415 p/year
Effective 7/1/2022

Audrey Bruce
Teacher-LPHS
Unit move from Step/Class 04/II $59,230
To 04/III $61,141 p/yr.
Effective 7/1/2022

Jeff Reid
Teacher – OHS
Unit move from Step/Class 13/III $78,330
To 13/IV $80,240 p/yr.
Effective 7/1/2022

Courtney Barnett
Teacher - OHS
Unit move from Step/Class 02/III $55,407
To 02/III $57,320 p/yr.
Effective 7/1/2022

Jennifer Blomquist
Counselor – OHS
Resignation
Effective 7/13/2022

Paul Marrone
English Teacher – LPHS
1.0 FTE;184 days;
Step/Class 15/IV $84,059
Effective 8/12/2022

Classified

Michael Commander
Specialized Healthcare Para-Educator II
5.5 hrs. P/day, SDO (195 days p/yr.)
Step/Column 13/E $20.26 p/hr.
Effective 8/16/2022

Michael Commander
Specialized Healthcare Para-Educator II
Temporary and voluntary Grant Funded increase
from 5.5hrs p/day to 8 hrs./day
Effective 8/16/2022 – 23/24 school year

Koren Jernigan
Food Service Worker
Resignation
Effective 7/30/2022

Koren Jernigan
Specialized Healthcare Para-Educator II
5.5 hrs. P/day, SDO (195 days p/yr.)
Step/Column 13/D $19.30 p/hr.
Effective 8/16/2022

Koren Jernigan
Specialized Healthcare Para-Educator II
Temporary and voluntary Grant Funded increase
from 5.5hrs p/day to 8 hrs. /day
Effective 8/16/2022 – 23/24 school year

Paul Montanez
Para Educator II
6.0 hrs. p/day; SDO
Step/Column 12/E $19.79 p/hr.
Effective 8/16/2022

Paul Montanez
Para-Educator II
Temporary and voluntary Grant Funded increase
from 6.0hrs p/day to 7 hrs./day
Effective 8/16/2022 – 23/24 school year

Certificated (Cont.)

Julia Smith
Math Teacher - LPHS
1.0 FTE, 184 days
Step/Class 1/II $53,500
Effective 8/12/2022

Jeff Hopkins
Teacher – LPHS
Resignation
Effective 8/5/2022

Stephanie Adams
Teacher – OHS
Unit Move from Step/Class 7/II $64,957
To 7/III $66,871 p/yr.
Effective 7/1/2022

Marisol Navarro
Social Worker
Resignation
Effective 7/25/2022

Narissa Wallace
Teacher
Resignation
Effective 8/5/2022

Erica Garman
Social Worker
Voluntary Transfer from OHS to PHS
Effective 8/1/2022

Caitlin Lawson
Social Science Teacher – OHS
1.0 FTE; 184 days
Step/Class 4/III $61,141
Effective 8/12/2022

2022/23 Coaches
LPHS
AG – Loren Benedict (NP)
Girls Tennis
Assistant Coach – Jessica Coon (NP)
Football
Varsity Asst. – Robb Patterson (NP)
OHS
Football
JV Asst. – Marc Goff (NP)
Baseball
Varsity Head Coach – Earl Johnson (PD)
Volleyball
Frosh Head Coach - Kyrsten Sanders (PD)
Girls Basketball
Varsity Head – Michaella Gonzales (PD)

Classified (Cont.)

Alisha Commander
Para Educator II
7.0hrs p/day; SDO
Step/Column 12/C $17.96 p/hr.
Effective 8/16/222

Ahlisa Commander
Para-Educator II
Temporary and voluntary Grant Funded increase
from 7.0hrs p/day to 8.0 hrs./day
Effective 8/16/2022 – 23/24 school year

Rubid Valdez
ATC Para-Educator
6.0 hrs. p/day; SDO +2
Step/Column 12/A 16.30 p/hr.
Effective 8/12/2022

Cynthia Pajares
Administrative Technician
8.0 hrs. P/day; 240 days p/yr.
Step/Column REC/D $21.16 p/hr.
Effective 8/8/2022

Jennifer Cruz
Targeted Case Manager – OHS
8.0 hrs. P/day; 240 days p/yr.
Step/Column 28/A $24.14 p/hr.
Effective 8/15/2022

Mackynze Beall-Roettger
Para-Educator I
Resignation
Effective 7/27/2022

2022/23 Substitute Food Service Worker
Teresa Reniff

2022/23 Substitute Couriers
Mary Rudolph
Carla Womack
Jordan LaGrone
Kimberlie Kinney
Susan Taylor
Mike Carter
Cathy Underwood
Rick Pena
Teresa Reniff
Dorinda Matney-Scofield
Amy Rempel
Rosella Davis
Thay Lee
Terri Palmer

Certificated (Cont.)

2022/23 Substitute Teachers
Kathryn Anderson
Lisa Avila
Sharyl Backues
Joshua Berry
Lynn Bremner
Alice Cameron
Chris Carpenter
Caitlyn Chan
Jillian Chavez
Elliott Delmatier
Nicole Eads
Barbara Eldridge
Eric Gauthreaux
Terri Gravison
Judy Hamett
Melissa Hetherwick
Laura Hillman
Thomas Houle
Buster Husa
Diana Huss
Lorin Husa
William Jackson
Ernest King
Jannelle Kodad
Jacqueline Lacefield
Jaymes Lackey
Jobelle Lerner
Robin Lyon
Antonio Manzo
Shelly Medford
Toni Morrucci
Jim Olexiewicz
Larry Philbeck
Santiago Reynoza
Susan Rinehart
Oscar Rubio
Cliff Scheer
Raymond Scott
Laura Smith
Jackson Stieb
Robert Suhrie
Dave Tamori
Travanti Tate
Dominique Thompson
Craig Treusdell
Steven West
Andrew Zelny

Janie Henry
6/5th - Special Education
Effective 8/12/22 – 6/2/22

Classified (Cont.)

2022/23 Substitute Transportation Secretary
Mary Rudolph
Madisson Jensen
Rosella Davis
Kristi Olson

2022/23 Substitute Vehicle Service Worker
Debra Bradford
Leighton Jenkins
Joel Jenkins
Susan Swartz
Helen Smith
Mary Rudolph
Ameer Mubarak
Jordan LaGrone
Madisson Jensen
Dylan Alpers
Mike Carter
Teresa Reniff
Dorinda Matney-Scofield
Rick Pena
Rosella Davis
Thay Lee
Chelsea Sproles

2022/23 Substitute Admin. Secretary
Kristi Olson
Nancy MacLachlan

2022/23 Substitute Custodians
Veronica Aceves Jara
Christopher Bridges
Devin Bruce
Billy Cash Jr.
Ruth Corrales-Sauceda
Isaiah Danner
Jesus Favela
Jordan LaGrone
Kenneth Long
Omar Topete
Ronald Ullman
Lindsey Oliver

2022/23 Substitute Groundskeeper
Christopher Bridges
Lindsey Oliver
Michael Galev

2022/23 Substitute Maintenance
Billy Cash Jr.
Lindsey Oliver

Certificated (Cont.)

Classified (Cont.)

2022/23 Substitute Transportation Custodian
Ameer Mubarak
Mike Carter
Madisson Jensen
Teresa Reniff
Dorinda Matney-Scofield
Dylan Alpers
Rick Pena
Chelsea Sproles

18. Items for Next Agenda (None)

The board reconvened to closed session at 6:40 p.m.

RESULTS OF CLOSED SESSION

At 7:07 p.m., the board reconvened to open session. No action was taken.

ADJOURNMENT

On a motion by Mrs. Walker, seconded by Dr. Englund, the meeting adjourned at 7:08 p.m.

_____
(Signature of Board Official)

ATTEST:

_____
Secretary to the Board of Trustees

OROVILLE UNION HIGH SCHOOL DISTRICT
SPECIAL BOARD OF TRUSTEES MEETING
August 10, 2022

MINUTES

CALL TO ORDER

Board President, Mr. Damon, called the meeting to order at 5:30 p.m. on Wednesday, August 10, 2022, at the District Office.

ROLL CALL

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

Administrators Present: Dr. Corey Willenberg, Superintendent

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]
- **Pupil Discipline—California Education Code Sections 48918/35146**

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

RESULTS OF CLOSED SESSION

At 6:15 p.m., the board reconvened to open session. No action was taken.

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

#6-22/23: On a motion by Dr. Englund, seconded by Mr. Sehorn, the board accepted an amended Personnel Assignment Order by the following vote:

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

HEARING OF INDIVIDUALS ON NON-AGENDA ITEMS (None)

HEARING OF INDIVIDUALS ON AGENDA ITEMS (None)

NEW BUSINESS

1. 22/23 MOU with the California Agriculture Teachers' Induction Program

#7-22/23: On a motion by Mrs. King, seconded by Dr. Englund, the MOU was approved as presented by the following vote:

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

2. Outside Expulsion

#8-22/23: On a motion by Mr. Sehorn, seconded by Dr. Englund, 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 admitted to the district.
- Be referred to Community Day School to continue their education under the terms and conditions of their expulsion from the Chico Unified School District that OUHSD can enforce.

3. Amended Personnel Assignment Order

#9-22/23: On a motion by Mrs. King, seconded by Dr. Englund, 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

Amy Grundy
Teacher – LPHS
Unit move from 18/III $83,158
To 18/IV $86,975 p/yr.
Effective 7/1/2022

Shannon Sharp
Teacher
Voluntary transfer from OHS
To CIS
Effective 8/12/2022

Lena Correa
Involuntary transfer to OHS
Effective 8/12/2022

2022/23 Substitute Teacher
Jeanean Boatwright
Robert Schmautz
Brandon White

2022/23 Volunteer
Alon Wiedenman

Classified

Julie Diaz
Courier
5.0 hrs. p/day, SDO;
Step/Column 15/A $17.51
Effective 8/16/2022

Trevor Davis
Para-Educator II – ATC
Resignation
Effective 8/15/2022

Trevor Davis
Para-Educator II – OHS
7.0hrs p/day; SDO
Step/Column 12/E04 $19.79p/hr.
Effective 8/16/2022

Trevor Davis
Para-Educator II
Temporary and voluntary Grant Funded increase from 7.0hrs p/day to 8 hrs. /day
Effective 8/16/2022 – 23/24 school year

Certificated (Cont.)

Amy Baird
Counselor
Request for PDL/FMLA/CFRA leave
Effective 8/12/2022 – 12/12/2022

Robert Hastings
Teacher – LPHS
Retirement
Effective 6/4/2022

2022/23 6th Period Options
LPHS
Health – Keely Frazier
OHS
Culinary Arts – Sandy Smith
Graphic Design – Tom Frazier
Spanish – Diana Castillo
EL Coordinator – Scott Burket

2022/23 Coaches
LPHS
Football
JV Assistant – Mike Webb (NP)

Classified (Cont.)

Alex Ramirez
Universal
8.0 hrs. p/day; SDO
Step/Column 15/D $20.31 p/hr.
Effective 8/22/2022

Chris Bridges
Universal
8.0 hrs. p/day; SDO
Step/Column 15/D $20.31 p/hr.
Effective 8/16/2022

2022/23 Substitute Bus Drivers
William Macomber

2022/23 Substitute Courier
Regina Sayles-Lambert
William Macomber
Heather Harm
Helen Smith

2022/23 Substitute Para-Educator II
Jeanean Boatwright

Fawntana Davis
Para-Educator II
Request for PDL/FMLA/CFRA Leave
Effective 8/16/2022

Susan Swartz
Bus Driver
Request for FMLA/CFRA Medical Leave
Effective 8/16/2022

Amy Valdez
Specialized Healthcare Para-Educator II
5.5 hrs. P/day; SDO (195 days)
Step/Column 13/B $17.50 p/hr.
Effective 8/12/2022

Amy Valdez
Specialized HealthCare Para-Educator II
Temporary and voluntary Grant Funded increase from 5.5 hrs. P/day to 8 hrs. /day
Effective 8/16/2022 – 23/24 school year

ADJOURNMENT

On a motion by Mrs. Walker, seconded by Dr. Englund, the meeting adjourned at 7:08 p.m.

_____
(Signature of Board Official)

ATTEST:

_____
Secretary to the Board of Trustees

Checks Dated 07/21/2022 through 08/10/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-234121	07/21/2022	A & M ENVIRONMENTAL SERVICES	01-5800	SWPPP Services		959.63
3005-234122	07/21/2022	ANIXTER INC	01-4300	Padlocks		321.62
3005-234123	07/21/2022	AT&T	01-5900	05/24/22-06/23/22 9391008278	25.07	
				05/24/22-06/23/22 9391008279	25.04	
				05/24/22-06/23/22 9391008280	25.13	
				05/24/22-06/23/22 9391008281	25.09	
				05/24/22-06/23/22 9391008282	1,530.69	
			11-5900	05/24/22-06/23/22 9391008282	37.04	
				05/24/22-06/23/22 9391047160	111.23	
			13-5900	05/24/22-06/23/22 9391008282	18.87	1,798.16
3005-234124	07/21/2022	BAKER DISTRIBUTING CO. LLC	01-4300	DBL SHFT MTR		333.79
3005-234125	07/21/2022	WILLIAM PATTERSON BETTER BUILT FENCE	01-5640	FencingItechOHS		7,267.00
3005-234126	07/21/2022	BUSWEST	01-5620	ServiceBusVIN1t7yu4e21d1154843		6,924.68
3005-234127	07/21/2022	ENLOE MEDICAL CENTER	01-5804	June2022 PRE SCREENING Acct#743		362.00
3005-234128	07/21/2022	DEE FAIRBANKS ENTERPRISES	01-5640	AsphaltLPHSfaculty&buszone	30,975.00	
				AsphaltLPHSrearFacultyLot	13,500.00	44,475.00
3005-234129	07/21/2022	HOME DEPOT	01-4300	Connectors	14.29	
				MicsSupplies	244.00	
				Smoke/CarbonDetector	59.51	317.80
3005-234130	07/21/2022	NORCAL FOOD EQUIPMENT	01-4400	Milk Cooler	3,091.88	
			01-6400	ElectricRange	9,553.87	12,645.75
3005-234131	07/21/2022	PDQ INTERMEDIATE INC PDQ.COM CORP.	01-5850	AnnualSubscription		1,275.00
3005-234132	07/21/2022	GATEWAY EDUCATION HOLDINGS LLC SAVVAS	01-5850	EnglishDigitalCourseware 1yrLicense		525.00
3005-234133	07/21/2022	SCREENCASTIFY, LLC	01-5850	DistrictSuite		4,744.00
3005-234134	07/21/2022	Sherwin Williams Co	01-4300	Paint		494.38
3005-234135	07/21/2022	STATE OF CALIF DEPT OF JUSTICE	01-5804	June2022 FINGERPRINTING		305.00
3005-234136	07/21/2022	DOOR SYSTEM DESIGN INC THE DOOR COMPANY	01-6200	InstallReplacementDoorCurtain		14,929.00
3005-234137	07/21/2022	TIM'S DOOR SHOP	01-5640	DoorLPHS		731.83
3005-234138	07/21/2022	UNITED RENTALS	01-5800	MsgBoard-Solar		1,784.65
3005-234139	07/21/2022	VOLTAGE SPECIALISTS WILLIAM L BUNCH JR	01-5620	InstallMontiEquipCDS	375.00	
				InstallMontiEquipLPHS	375.00	
				InstallMontiEquipOAE	375.00	
				InstallMontiEquipOHS	375.00	
			01-5800	FireMonitoringCDS22.23	759.72	
				FireMonitoringLPHS22.23	800.00	
				FireMonitoringOAE22.23	784.66	
				FireMonitoringOHSmain22.23	800.00	

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ESCAPE ONLINE

Checks Dated 07/21/2022 through 08/10/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-234139	07/21/2022	VOLTAGE SPECIALISTS WILLIAM L BUNCH JR	01-5800	FireMonitoringOHSsouth22.23	750.00	5,394.38
3005-234343	07/26/2022	A-1 APPLIANCE	01-5640	GE Dishwasher		465.41
3005-234344	07/26/2022	Asap	11-5800	ProfServicesMigr/StuRecords		7,000.00
3005-234345	07/26/2022	Berry Electric	01-5640	LED BillboardSign OHS	2,040.00	
			01-6200	Electrical/DoorsTransportation	9,421.00	11,461.00
3005-234346	07/26/2022	BLACKBOARD INC	01-5850	WebHostingRenewal	3,600.00	
			11-5850	WebHostingRenewal	800.00	4,400.00
3005-234347	07/26/2022	BUTTE CO PUBLIC HEALTH	01-5800	CUPA BILLING 2023		2,216.00
3005-234348	07/26/2022	BUTTE CNTY OFFICE OF EDUC BUTTE COUNTYSELPA	01-5200	21/22SYCPI 11Participants		462.00
3005-234349	07/26/2022	CHICO UNIFIED SCHOOL DISTRICT	01-8677	OverpymtTransAug-Oct		352.80
3005-234350	07/26/2022	DAN'S ELECTRICAL SUPPLY	01-4300	backwire	46.73	
				DuplexPlate	14.53	
				SwitchFiller	18.76	80.02
3005-234351	07/26/2022	EDUCATIONAL TESTING SERVICE	11-5800	OAE TESTING/TEST FEES June2022		771.50
3005-234352	07/26/2022	EWING IRRIGATION PRODUCTS	01-4300	MiscSupplies		59.62
3005-234353	07/26/2022	HOME DEPOT	01-4300	Caulk	32.78	
				conduit	85.52	
				DrainWrench	16.58	
				DropCloth	15.13	
				Drywall&miscSupplies	67.33	
				HrdbdDoorSlabs	232.74	
				Lumber&miscSupplies	243.21	
				MicsSupplies	39.98	
				miscSupplies	277.54	
				Paint Supplies	59.55	
				Snake&miscSupplies	13.87	
				SqEdgeCeilingTiles	41.80	
				StorageClip	9.68	
				z bar	34.53	
			01-5640	Lumber&miscSupplies	701.32	
				MicsSupplies	270.32	2,141.88
3005-234354	07/26/2022	LEARNING INNOVATION SYSTEMS, LLC	01-5200	2022T3reg-EricIsenberg		349.00
3005-234355	07/26/2022	OROVILLE FORD	01-5620	AGFordTruck VIN1FT7W2BT6HED70271		10,719.92
3005-234356	07/26/2022	RAY MORGAN COMPANY	01-5602	1STQTR LPHSAG LEASE/MAILT	205.05	
				1STQTR OHS LEASE/MAINT	1,094.24	
			01-5603	3/17-6/16/22OHS usage/Maint	334.85	
				4/1-6/30/22DOsupOfficeUsage/Maint	58.08	

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Checks Dated 07/21/2022 through 08/10/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-234356	07/26/2022	RAY MORGAN COMPANY	01-5603	4/1-6/30/22LPHSAgUsage/Maint	33.20	
				4/1-6/30/22OAErrm2Usage/Maint	7.46	
			11-5603	4/1-6/30/22OAEmainUsage/Maint	393.08	2,125.96
3005-234357	07/26/2022	SEVEN UP BOTTLING COMPANY OF CHICO INC	11-5601	LeaseSuites#B&C		3,600.00
3005-234358	07/26/2022	US BANK CORPORATE PAYMENT SYSTEM	01-4300	ConfHotel ALerner	611.31	
				ConfHotel DMilano	717.40	
				EthernetNetworkCablesJLAGRONE	378.89	
				OHSkitchenSuppliesSSmith	524.15	
			01-5200	2022CAProLearnHotelDepositRefund	210.83-	
				CAMTSSHotel DCook	632.49	
				CAMTSSHotel KKinney	632.49	
				CAMTSSHotel MNavarro	632.49	
				CulterConfRmDepostArnold	204.06	
				CulterConfRmDepostCollins	204.06	
				CulterConfRmDepostMendoza	204.06	
				SchServiceWebinar SWatts	275.00	
				Simas/GovConfFlightCredit	79.60-	
			01-5300	CASTOmembershipFee	75.00	
			01-5800	AGAnnualFeeScaleuse	256.54	
			01-5850	22/23 QuillTeacherPremium	80.00	
				TE 1yreBook	225.00	5,362.51
3005-234632	07/28/2022	Amazon.com Llc	01-4363	BrassTags		31.38
3005-234633	07/28/2022	WILLIAM PATTERSON BETTER BUILT FENCE	01-5640	NewFencingLPteachPkLot		7,008.00
3005-234634	07/28/2022	CALIF WATER SERVICE COMPANY	01-5505	6/11-7/12/22WATER		10,043.55
3005-234635	07/28/2022	CHRISTENSEN TELECOMMUNICATIONS, INC	01-6400	AddPhoneCablesOHS	3,773.83	
				NewPhoneSystemOHS	35,245.74	39,019.57
3005-234636	07/28/2022	CROSS COUNTRY STAFFING INC dba Mediscan Staffing Services	01-5800	PlacementFeePMarrone		29,420.65
3005-234637	07/28/2022	FUN AND FUNCTION	01-4400	SwingBone'sRoom		2,061.24
3005-234638	07/28/2022	HILLYARD INC.	01-4300	MiscCustodialSupplies		554.98
3005-234639	07/28/2022	HOME DEPOT	01-4300	BallValve	15.16	
				BlkPlug	11.66	
				ClampConn	34.38	
				MiscSupplies	831.12	
				PVC	98.33	
				SuppLineREFUND	9.53-	981.12
3005-234640	07/28/2022	MILLER GLASS, INC	01-5640	NewDoorsC H S wingsOHS		35,676.27
3005-234641	07/28/2022	PG&E	01-5501	#0290829210-01 5/23-6/21/2022		481.27

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ESCAPE ONLINE

Checks Dated 07/21/2022 through 08/10/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-234642	07/28/2022	SAN JOAQUIN OFFICE OF ED	01-5800	EDJOIN 22/23SY		800.00
3005-234643	07/28/2022	GATEWAY EDUCATION HOLDINGS LLC SAVVAS	01-4100	TextBooks		12,204.56
3005-234644	07/28/2022	SFWP - ACCTS RECEIVABLE	01-5505	007833-000JulyWater	152.37	
				007847-000JulyWater	356.31	508.68
3005-234865	08/02/2022	North State Professional Dev C onf//c/o Judy Bennet	01-5200	ACSA NorthStateSprinConf-LCollins		419.00
3005-234866	08/02/2022	NORTH VALLEY ARBOR MGMT INC DBA ABOUT TREES	01-5800	Prune35-40TreesLPHS		12,800.00
3005-234867	08/02/2022	ACCOUNTABLE HEALTHCARE	01-5800	GIBSON- 05/09/22-05/13/22		1,575.00
3005-234868	08/02/2022	Amazon.com Llc	01-4300	ColorRibbon	97.37	
				OfficeSupplies	264.66	362.03
3005-234869	08/02/2022	Kincanon Enterprises Inc. American Eagle Enterprises	01-5620	Serv/RepairGymBleachers-LPHSnewGym	2,695.00	
				Serv/RepairGymBleachers-LPHSoldGym	2,695.00	
				Serv/RepairGymBleachers-OHSnewGym	2,365.00	
				Serv/RepairGymBleachers-OHSoldGym	935.00	8,690.00
3005-234870	08/02/2022	AT&T	01-5900	6/24/22-7/23/22 9391008278	26.93	
				6/24/22-7/23/22 9391008279	26.85	
				6/24/22-7/23/22 9391008280	26.85	
				6/24/22-7/23/22 9391008281	26.86	
				6/24/22-7/23/22 9391008282	935.39	
			11-5900	6/24/22-7/23/22 9391008282	27.52	
				6/24/22-7/23/22 9391047160	.86	
			13-5900	6/24/22-7/23/22 9391008282	14.15	1,085.41
3005-234871	08/02/2022	BETTER DEAL EXCHANGE	01-4300	Ballcock	10.81	
				BldBim	30.30	
				Bucket	8.22	
				LightBulbs	9.30	
				MiscSupplies	543.82	
				PaintSupplies	67.47	
				Primer/Sealer	17.31	
				PVC	55.20	
				Tape	3.01	
				WallPlate	9.41	
				WallRepairPatch	8.65	
			01-4363	Glue	8.65	
				MiscSupplies	40.86	813.01
3005-234873	08/02/2022	CHRISTY WHITE ASSOCIATES	01-5800	2012-22 District Audit50%TotalCnt		10,984.95
3005-234874	08/02/2022	CPM EDUCATIONAL PROGRAM INC	01-5850	Teacher&Student 5Year eBooks		137,875.00
3005-234875	08/02/2022	CRESCO	01-5640	AerialWorkPlatform LPHS		465.32

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Checks Dated 07/21/2022 through 08/10/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-234876	08/02/2022	DAN'S ELECTRICAL SUPPLY	01-4300	RingTherminal	27.90	
			01-4363	RingTherminal	1.64	29.54
3005-234877	08/02/2022	DAY WIRELESS SYSTEMS	01-5900	August2022Billing		777.50
3005-234878	08/02/2022	DELL MARKETING LP	01-4300	12UWallMountedEnclosures		477.80
3005-234879	08/02/2022	Document Tracking Services LLC	01-5850	22.23SY ServicesYr 2of3 LCAP,SPSA,SARC		1,125.00
3005-234880	08/02/2022	Dannis Woliver Kelley	01-5801	3/24/22-4/28/22-AcctForServices	41,953.36	
				6/1/22-6/10/22-UPC	180.00	
				6/1/22-6/28/22-Prof.Servoces	632.50	
				6/1/22-6/30/22-CVRA	2,787.00	
				6/14/22-Prof.Services	124.00	
				6/15/22-WCAB	124.00	
				6/19/22-6/27/22-BusinessMatters	866.00	46,666.86
3005-234881	08/02/2022	AERIES SOFTWARE DBA EAGLE SOFTWARE	01-5850	22.23SY AeriesCommunications		12,135.00
3005-234882	08/02/2022	EWING IRRIGATION PRODUCTS	01-4300	MiscSupplies		192.15
3005-234883	08/02/2022	GRAINGER INC	01-4300	CeilingTile	405.11	
				DustContainPoles	377.98	
				LaminPouch	57.61	
				PushPins/Coveralls	249.78	
				Sidewall/CielingReg	18.03	
				Sign	30.54	
				SoilMeter	61.63	
			01-4363	Hose	14.60	1,215.28
3005-234884	08/02/2022	HILLYARD INC.	01-4300	FloorPolish		590.61
3005-234885	08/02/2022	HOUGHTON MIFFLIN CO	01-4100	ScienceBooks		10,039.65
3005-234886	08/02/2022	INSIDE OUT DESIGNS	01-4363	Vinyl14x14DoorSets&Numbers	426.55	
			01-5620	Vinyl14x14DoorSets&Numbers	600.67	1,027.22
3005-234887	08/02/2022	JACKSONS GLASS CO	01-5640	Glass CwingHalls OHS	368.40	
				GlassTempered RM1013LPHS	772.63	
				GlassTempered RM8 OHS	610.21	1,751.24
3005-234888	08/02/2022	LG ENVIRONMENTAL	01-4361	July2022MthlyInspection	150.00	
				June2022 MONTHLY INSPECTION	150.00	300.00
3005-234889	08/02/2022	MT SHASTA SPRING WATER CO INC	01-4300	DO 4 5GAL BOTTLES	37.75	
			01-4363	TRANSP 1 5GGAL BOTTLES	13.75	51.50
3005-234890	08/02/2022	OREILLY AUTOMOTIVE INC	01-4362	Oil&Filter AG-25	141.16	
			01-4363	AntiFrez	16.23	
				BLWR MTR B-80	46.70	
				Conduit/MkrLt AG-24	27.35	

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3005-234890	08/02/2022	OREILLY AUTOMOTIVE INC	01-4363	FuseHolders	45.40	
				PAL40Afema B-80	10.70	
				Radiator	250.78	
				TireShin	22.71	561.03
3005-234891	08/02/2022	NCS Pearson, Inc	01-4300	Booklets&Forms		2,175.99
3005-234892	08/02/2022	PITNEY BOWES GLOBAL Leasing Payments	01-5602	1stQuarterLease-0012534541	416.44	
				1stQuarterLease-0015847950	148.98	
			11-5602	1stQuarterLease-0012377166	83.44	648.86
3005-234893	08/02/2022	RAMIRO RUBALCABA	01-5800	June2022 SERVICE		1,625.00
3005-234894	08/02/2022	SAN MATEO-FOSTER CITY SD	13-5300	22.23sySupperCoOpMembership		179.44
3005-234895	08/02/2022	SHARP LOCKSMITHING GARAGE DOOR	01-4300	Supplies-OHS		62.48
3005-234896	08/02/2022	TEHAMA TIRE SERVICE	01-4364	TIRES-2017 FORD f-250 LIC#152700		1,059.48
3005-234897	08/02/2022	UNITED RENTALS	01-5806	SolarMsgBoard		316.74
3005-234898	08/02/2022	VOLTAGE SPECIALISTS WILLIAM L BUNCH JR	01-5640	SmokeDectorServ-LPHS		675.00
3005-234899	08/02/2022	ZOOM VIDEO COMMUNICATIONS, INC	01-5850	22.23SY Subscription		10,450.00
3005-235105	08/04/2022	BENNY BROWNS ORO DAM AUTO CNTR	01-5620	Battery-2015 Prius 15-6		293.11
3005-235106	08/04/2022	BOYS & GIRLS CLUBS OF THE NORTH VALLEY	01-5800	August2023ContractPymt	17,400.00	
				July2023ContractPymt	13,000.00	30,400.00
3005-235107	08/04/2022	EWING IRRIGATION PRODUCTS	01-4300	GroundsSupplies	177.02	
				IrrigationSupplies	280.08	457.10
3005-235108	08/04/2022	HANCOCK AUTOMOTIVE	01-5620	SmogInspectLic#1351067		44.00
3005-235109	08/04/2022	HOBBS PEST SOLUTIONS INC	01-5502	July2022MthlyService-DO	53.00	
				July2022MthlyService-LPHS	135.00	
				July2022MthlyService-OHS	135.00	
				July2022MthlyService-PHS/CDS	80.00	
				July2022MthlyService-Transportation	75.00	
			11-5502	July2022MthlyService-OAE	55.00	533.00
3005-235110	08/04/2022	NORTH STATE AV INC	01-5800	HofFAwardDnr10/15/2022		1,195.00
3005-235111	08/04/2022	OROVILLE FORD	01-5620	CircutBkr VIN1FT7W2BT6HED70271		166.06
3005-235112	08/04/2022	OROVILLE POWER EQUIPMENT	01-4300	Edger Blade		87.07
3005-235113	08/04/2022	OUHSD CAFETERIA FUND JACQUELINE DEADMORE	13-4300	22.23SY LPHS OHS&PHS		288.00
3005-235114	08/04/2022	OUHSD SCHOLARSHIP FUND	73-5800	ReimbCk 1711-1715		2,625.00
3005-235115	08/04/2022	SFC HOLDINGS, LLC dba Shoes for Crews, LLC	01-4300	Shoes Cust/Univ-8 pair	411.17	
				ShoesCust/Univ-28 pair	903.49	
				ShoesCust/Univ-3 pair	165.56	1,480.22
3813-234872	08/02/2022	CALIFORNIA'S VALUED TRUST FINANCE DEPARTMENT	76-9544	August2022 RetireeBilling	59,893.77	
			76-9560	August2022 ActiveBilling	377,040.26	436,934.03

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Checks Dated 07/21/2022 through 08/10/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3813-235104	08/04/2022	Guzman-Saeturn, Ramona	76-9571	JulyRegACHReturn		100.00
				Total Number of Checks	**95**	**1,039,753.24**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	87	586,714.08
11	AdultEducationFund	9	12,879.67
13	CafeteriaSpecialRevenueFund	4	500.46
73	FoundationPrivPurposeTrustFu	1	2,625.00
76	Warrant/Pass-ThroughFund	2	437,034.03
	Total Number of Checks	**95**	1,039,753.24
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**1,039,753.24**

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Fund 01 - GeneralFund — Fiscal Year 2022/23 Through August 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	LCFFStateAid-CurrentYear	16,286,339.00	16,286,339.00	2,507,785.00	13,778,554.00	15.40
8012	EduProtectionAccountStAidCurYr	4,351,212.00	4,351,212.00		4,351,212.00	
8021	Homeowners'Exemptions	105,608.00	105,608.00		105,608.00	
8022	TimberYieldTax	31,438.00	31,438.00		31,438.00	
8029	OthrSubventionsIn-LieuTaxes	3,855.00	3,855.00		3,855.00	
8041	SecuredRollTaxes	8,009,622.00	8,009,622.00		8,009,622.00	
8042	UnsecuredRollTaxes	510,947.00	510,947.00		510,947.00	
8043	PriorYears'Taxes	13,955.00	13,955.00		13,955.00	
8044	SupplementalTaxes	148,879.00	148,879.00		148,879.00	
8045	EducatnRevenueAugmentationFund	1,918,871.00-	1,918,871.00-		1,918,871.00-	
8047	CommunityRedevelopmentFunds	1,588,769.00	1,588,769.00		1,588,769.00	
8096	Trns2ChrtrSchlInLieuOfPropTaxs	193,321.00-	193,321.00-		193,321.00-	
	Total LCFF Revenue Sources	**28,938,432.00**	**28,938,432.00**	**2,507,785.00**	**26,430,647.00**	**8.67**
Federal Revenue						
8181	SpecialEducation-Entitlement	539,790.00	539,790.00		539,790.00	
8290	AllOtherFederalRevenue	3,226,486.00	3,226,486.00		3,226,486.00	
	Total Federal Revenue	**3,766,276.00**	**3,766,276.00**	**.00**	**3,766,276.00**	
Other State Revenues						
8550	MandatedCostReimbursements	136,000.00	136,000.00		136,000.00	
8560	StateLotteryRevenue	482,945.00	482,945.00		482,945.00	
8590	AllOtherStateRevenue	1,971,464.00	1,971,464.00	62,050.00	1,909,414.00	3.15
	Total Other State Revenues	**2,590,409.00**	**2,590,409.00**	**62,050.00**	**2,528,359.00**	**2.40**
Other Local Revenue						
8650	LeasesandRentals	6,000.00	6,000.00	2,400.92	3,599.08	40.02
8660	Interest	83,000.00	83,000.00		83,000.00	
8677	InteragencySrvcsBetweenLEAs	1,248,498.00	1,248,498.00		1,248,498.00	
8699	AllOtherLocalRevenue	158,975.00	158,975.00	36,169.43	122,805.57	22.75
8792	TrnsfrAportionmentFrmCntyOffcs	1,734,241.00	1,734,241.00	46,106.00	1,688,135.00	2.66
	Total Other Local Revenue	**3,230,714.00**	**3,230,714.00**	**84,676.35**	**3,146,037.65**	**2.62**
	Total Year To Date Revenues	**38,525,831.00**	**38,525,831.00**	**2,654,511.35**	**35,871,319.65**	**6.89**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							

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

Fund 01 - GeneralFund — **Fiscal Year 2022/23 Through August 2022**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Certificated Salaries							
1100	CertificatedTeachersSalaries	8,850,975.00	8,850,975.00	7,645,690.47		1,205,284.53	
1101	TeacherSubPay	198,379.00	198,379.00			198,379.00	
1102	TeacherExtraPay	301,559.00	301,559.00		6,809.35	294,749.65	2.26
1200	CertifictdPupilSupportSalaries	1,193,298.00	1,193,298.00	1,094,472.53	21,425.53	77,399.94	1.80
1202	PupilSupportExtraPay	14,500.00	14,500.00		3,217.56	11,282.44	22.19
1300	CrtifictdSuprvisrAdmnstrtrSlry	1,468,901.00	1,468,901.00	1,267,541.75	93,615.54	107,743.71	6.37
1302	CertAdminExtraPay	48,840.00	48,840.00			48,840.00	
1900	OtherCertificatedSalaries	86,212.00	86,212.00	86,172.90		39.10	
1902	OtherCertificatedExtraPay	291,336.00	291,336.00			291,336.00	
	Total Certificated Salaries	**12,454,000.00**	**12,454,000.00**	**10,093,877.65**	**125,067.98**	**2,235,054.37**	**1.00**
Classified Salaries							
2100	ClassifiedInstructionalSalary	1,346,328.00	1,346,328.00	1,025,164.38	2,000.00-	323,163.62	-0.15
2101	ParaEdSubPay	21,500.00	21,500.00			21,500.00	
2102	ParaEdExtraPay	14,000.00	14,000.00		366.12	13,633.88	2.62
2200	ClassifiedSupportSalaries	2,261,569.00	2,261,569.00	1,944,021.46	93,392.47	224,155.07	4.13
2201	ClassSupportSubPay	91,000.00	91,000.00		1,174.64	89,825.36	1.29
2202	ClassSupportExtraPay	102,000.00	102,000.00		1,400.85	100,599.15	1.37
2300	ClssSuprvisrAdministratorsSlry	270,189.00	270,189.00	247,673.25	22,515.75		8.33
2400	ClericlTechniclOfficStaffSlrys	1,426,596.00	1,426,596.00	1,311,899.08	76,746.86	37,950.06	5.38
2401	ClericalSubPay	6,500.00	6,500.00			6,500.00	
2402	ClericalExtraPay	24,376.00	24,376.00		2,950.28	21,425.72	12.10
2900	OtherClassifiedSalaries	45,777.00	45,777.00	45,602.32	219.92	45.24-	0.48
	Total Classified Salaries	**5,609,835.00**	**5,609,835.00**	**4,574,360.49**	**196,766.89**	**838,707.62**	**3.51**
Employee Benefits							
3101	STRSCertificatedPositions	3,747,264.00	3,747,264.00	1,855,780.19	23,342.01	1,868,141.80	0.62
3102	STRSClassifiedPostitions	8,319.00	8,319.00	8,319.08		.08-	
3201	PERSCertificatedPositions	104,467.00	104,467.00	90,408.78		14,058.22	
3202	PERSClassifiedPositions	1,310,861.00	1,310,861.00	1,111,993.97	48,700.69	150,166.34	3.72
3301	OASDIMedcrAltrntvCertfcPositns	25,301.00	25,301.00	21,635.89	93.82	3,571.29	0.37
3302	OASDIMedicrAltrntvClasPosition	319,911.00	319,911.00	272,015.36	12,162.15	35,733.49	3.80
3311	MedicareCertificated	177,565.00	177,565.00	143,565.58	1,786.38	32,213.04	1.01
3312	MedicareClassified	79,400.00	79,400.00	64,454.93	2,844.40	12,100.67	3.58
3401	HlthWlfrBenefitsCertificPositn	3,376,351.00	3,376,351.00	2,897,686.60	9,937.28	468,727.12	0.29
3402	HlthWlfarBenefitClasifidPositn	1,815,018.00	1,815,018.00	1,355,249.97	50,942.21	408,825.82	2.81
3501	StUnemplymntInsurncCertPositns	64,466.00	64,466.00	49,702.99	615.99	14,147.02	0.96

Fund 01 - GeneralFund							Fiscal Year 2022/23 Through August 2022
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3502	StUnemplymntInsurncClssifidPos	27,402.00	27,402.00	22,249.70	982.97	4,169.33	3.59
3601	WCInsuranceCertificatdPositns	269,011.00	269,011.00	218,027.66	2,701.49	48,281.85	1.00
3602	WCCompenstnInsurnceClassPositn	121,167.00	121,167.00	98,806.37	4,326.36	18,034.27	3.57
3701	OPEBAllocatedCertificatdPositn	484,426.00	484,426.00	392,651.98	4,865.15	86,908.87	1.00
3702	OPEBAllocatedClassifiedPositin	218,210.00	218,210.00	173,790.59	7,846.71	36,572.70	3.60
	Total Employee Benefits	**12,149,139.00**	**12,149,139.00**	**8,776,339.64**	**171,147.61**	**3,201,651.75**	**1.41**
Books and Supplies							
4100	ApprvdTxtbookCorCurriculaMterl	368,000.00	368,000.00	111,519.03	22,244.21	234,236.76	6.04
4200	BooksandOtherReferenceMaterial	500.00	500.00	6,491.30		5,991.30-	
4300	MaterialsandSupplies	1,163,732.00	1,163,732.00	423,863.94	18,011.37	721,856.69	1.55
4360	TransportationGenSupplies	18,000.00	18,000.00	18,302.51		302.51-	
4361	TransportationFuel	155,000.00	155,000.00		150.00	154,850.00	0.10
4362	TransportationOilGrease	6,000.00	6,000.00		141.16	5,858.84	2.35
4363	TransportationParts	40,000.00	40,000.00	41,979.62	1,850.76	3,830.38-	4.63
4364	TransportationTires	10,000.00	10,000.00	8,940.52	1,059.48		10.59
4400	NoncapitalizedEquipment	265,140.00	265,140.00	51,873.07	2,596.54	210,670.39	0.98
4700	Food	6,000.00	6,000.00			6,000.00	
	Total Books and Supplies	**2,032,372.00**	**2,032,372.00**	**662,969.99**	**46,053.52**	**1,323,348.49**	**2.27**
Services and Other Operating Expenditures							
5200	TravelandConferences	297,008.00	297,008.00	7,328.95	2,775.78	286,903.27	0.93
5300	DuesandMemberships	27,600.00	27,600.00	9,141.66	12,558.00	5,900.34	45.50
5450	OtherInsurance	652,000.00	652,000.00		668,398.00	16,398.00-	102.52
5501	GasElectricity	433,000.00	433,000.00	420,176.90		12,823.10	
5502	PestControl	5,900.00	5,900.00		478.00	5,422.00	8.10
5503	SewerFees	73,000.00	73,000.00			73,000.00	
5505	Water	75,000.00	75,000.00	62,556.45	10,552.23	1,891.32	14.07
5506	WasteDisposal	50,000.00	50,000.00	63,960.12		13,960.12-	
5601	FacilitiesRent	6,000.00	6,000.00			6,000.00	
5602	CopierPostageMeterRents	61,300.00	61,300.00	52,420.00	1,864.71	7,015.29	3.04
5603	CopierMaintenance	19,940.00	19,940.00	12,800.00		7,140.00	
5620	EquipmentRentalsAndRepairs	183,500.00	183,500.00	85,720.02	17,434.99	80,344.99	9.50
5630	ComputerMaintenanceRepairs	22,000.00	22,000.00			22,000.00	
5640	BuildingAndSiteRepairs	565,117.00	565,117.00	299,568.23	93,185.49	172,363.28	16.49
5750	TransfersDirectCostsInterfund	50,000.00-	50,000.00-			50,000.00-	
5800	ProfConsultngSrvcsandOperExpnd	1,083,251.00	1,083,251.00	522,153.05	103,547.79	457,550.16	9.56

Fund 01 - GeneralFund							Fiscal Year 2022/23 Through August 2022
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5801	LegalFees	135,000.00	135,000.00			135,000.00	
5802	ElectionFees	30,000.00	30,000.00			30,000.00	
5804	PreEmploymentTesting	14,000.00	14,000.00			14,000.00	
5806	Advertising	4,000.00	4,000.00		316.74	3,683.26	7.92
5850	SoftwareMaintenanceAndLicences	343,900.00	343,900.00	239,438.09	237,130.37	132,668.46-	68.95
5900	Communications	72,000.00	72,000.00	17,973.42	5,804.32	48,222.26	8.06
	Total Services and Other Operating Expenditures	**4,103,516.00**	**4,103,516.00**	**1,793,236.89**	**1,154,046.42**	**1,156,232.69**	**28.12**
Capital Outlay							
6200	BuildingImprovementOfBuildings			33,042.00	14,929.00	47,971.00-	NO BDGT
6400	Equipment	120,559.00	120,559.00	147,944.19	39,019.57	66,404.76-	32.37
	Total Capital Outlay	**120,559.00**	**120,559.00**	**180,986.19**	**53,948.57**	**114,375.76-**	**44.75**
Tuition							
7141	OtTutExsCstDfctPmt2DisChrtrSch	33,000.00-	33,000.00-			33,000.00-	
7142	OthuuitnExcsCstsDfctPy2CntyOff	916,000.00	916,000.00		8,576.00	907,424.00	0.94
	Total Tuition	**883,000.00**	**883,000.00**	**.00**	**8,576.00**	**874,424.00**	**0.97**
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	114,690.00-	114,690.00-			114,690.00-	
	Total Transfers of Indirect/direct support costs	**114,690.00-**	**114,690.00-**	**.00**	**.00**	**114,690.00-**	
Debt Service							
7439	OtherDebtService-Principal	294,737.00	294,737.00			294,737.00	
	Total Debt Service	**294,737.00**	**294,737.00**	**.00**	**.00**	**294,737.00**	
	Total Year To Date Expenditures	**37,532,468.00**	**37,532,468.00**	**26,081,770.85**	**1,755,606.99**	**9,695,090.16**	**4.68**

Fund 01 - GeneralFund						Fiscal Year 2022/23 Through August 2022
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	38,525,831.00	38,525,831.00		2,654,511.35	35,871,319.65	6.89
B. Expenditures	37,532,468.00	37,532,468.00	26,081,770.85	1,755,606.99	9,695,090.16	4.68
C. Subtotal (Revenue LESS Expense)	993,363.00	993,363.00		898,904.36	26,176,229.49	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	993,363.00	993,363.00		898,904.36	26,176,229.49	
F. Fund Balance:						
Beginning Balance (9791)	12,445,956.00	12,445,956.00				
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	12,445,956.00	12,445,956.00		.00		
G. Calculated Ending Balance	13,439,319.00	13,439,319.00		898,904.36		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	13,439,319.00	13,439,319.00				
Other				26,081,770.85		

Fund 08 - StudentActivityFund — Fiscal Year 2022/23 Through August 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8699	AllOtherLocalRevenue	585,000.00	585,000.00		585,000.00	
	Total Other Local Revenue	**585,000.00**	**585,000.00**	**.00**	**585,000.00**	
	Total Year To Date Revenues	**585,000.00**	**585,000.00**	**.00**	**585,000.00**	

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Books and Supplies							
4300	MaterialsandSupplies	585,000.00	585,000.00			585,000.00	
	Total Books and Supplies	**585,000.00**	**585,000.00**	**.00**	**.00**	**585,000.00**	
	Total Year To Date Expenditures	**585,000.00**	**585,000.00**	**.00**	**.00**	**585,000.00**	

Fund 08 - StudentActivityFund						Fiscal Year 2022/23 Through August 2022
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	585,000.00	585,000.00			585,000.00	
B. Expenditures	585,000.00	585,000.00			585,000.00	
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)	309,563.00	309,563.00				
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	309,563.00	309,563.00		.00		
G. Calculated Ending Balance	309,563.00	309,563.00		.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	309,563.00	309,563.00				
Other						

Fund 11 - AdultEducationFund — Fiscal Year 2022/23 Through August 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8290	AllOtherFederalRevenue	170,474.00	170,474.00		170,474.00	
	Total Federal Revenue	**170,474.00**	**170,474.00**	**.00**	**170,474.00**	
Other State Revenues						
8590	AllOtherStateRevenue	38,745.00	38,745.00		38,745.00	
	Total Other State Revenues	**38,745.00**	**38,745.00**	**.00**	**38,745.00**	
Other Local Revenue						
8660	Interest	5,900.00	5,900.00		5,900.00	
8671	AdultEducationFees	100,000.00	100,000.00		100,000.00	
8677	InteragencySrvcsBetweenLEAs	1,273,097.00	1,273,097.00		1,273,097.00	
8699	AllOtherLocalRevenue	35,491.00	35,491.00		35,491.00	
	Total Other Local Revenue	**1,414,488.00**	**1,414,488.00**	**.00**	**1,414,488.00**	
	Total Year To Date Revenues	**1,623,707.00**	**1,623,707.00**	**.00**	**1,623,707.00**	

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	CertificatedTeachersSalaries	357,785.00	357,785.00			357,785.00	
1101	TeacherSubPay	2,000.00	2,000.00			2,000.00	
1300	CrtifictdSuprvisrAdmnstrtrSlry	45,636.00	45,636.00	41,823.90	3,812.40	.30-	8.35
	Total Certificated Salaries	**405,421.00**	**405,421.00**	**41,823.90**	**3,812.40**	**359,784.70**	**0.94**
Classified Salaries							
2100	ClassifiedInstructionalSalary	48,041.00	48,041.00	25,694.66		22,346.34	
2102	ParaEdExtraPay	150.00	150.00			150.00	
2200	ClassifiedSupportSalaries	31,420.00	31,420.00	30,077.09	2,739.73	1,396.82-	8.72
2201	ClassSupportSubPay	3,100.00	3,100.00			3,100.00	
2400	ClericlTechniclOfficStaffSlrys	184,545.00	184,545.00	172,957.46	11,587.17	.37	6.28
2900	OtherClassifiedSalaries	9,856.00	9,856.00			9,856.00	
	Total Classified Salaries	**277,112.00**	**277,112.00**	**228,729.21**	**14,326.90**	**34,055.89**	**5.17**
Employee Benefits							
3101	STRSCertificatedPositions	77,014.00	77,014.00	7,953.11	723.01	68,337.88	0.94
3102	STRSClassifiedPostitions	1,883.00	1,883.00			1,883.00	
3202	PERSClassifiedPositions	66,418.00	66,418.00	56,647.80	3,533.97	6,236.23	5.32
3302	OASDIMedicrAltrntvClasPosition	16,997.00	16,997.00	14,001.01	884.11	2,111.88	5.20

Fund 11 - AdultEducationFund							Fiscal Year 2022/23 Through August 2022
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3311	MedicareCertificated	5,878.00	5,878.00	703.94	55.28	5,118.78	0.94
3312	MedicareClassified	3,973.00	3,973.00	3,274.38	206.77	491.85	5.20
3401	HlthWlfrBenefitsCertificPositn	143,475.00	143,475.00	100,535.49	294.06	42,645.45	0.20
3402	HlthWlfarBenefitClasifidPositn	93,657.00	93,657.00	74,425.90	4,172.33	15,058.77	4.45
3501	StUnemplymntInsurncCertPositns	2,028.00	2,028.00	208.76	19.06	1,800.18	0.94
3502	StUnemplymntInsurncClssifidPos	1,371.00	1,371.00	1,129.03	71.30	170.67	5.20
3601	WCInsuranceCertificatdPositns	8,757.00	8,757.00	903.31	82.34	7,771.35	0.94
3602	WCCompenstnInsurnceClassPositn	5,985.00	5,985.00	4,940.55	309.46	734.99	5.17
3701	OPEBAllocatedCertificatdPositn	15,771.00	15,771.00	1,626.87	148.29	13,995.84	0.94
3702	OPEBAllocatedClassifiedPositin	10,780.00	10,780.00	8,897.64	557.32	1,325.04	5.17
	Total Employee Benefits	**453,987.00**	**453,987.00**	**275,247.79**	**11,057.30**	**167,681.91**	**2.44**
Books and Supplies							
4300	MaterialsandSupplies	15,894.00	15,894.00	1,548.17		14,345.83	
4400	NoncapitalizedEquipment	13,000.00	13,000.00			13,000.00	
	Total Books and Supplies	**28,894.00**	**28,894.00**	**1,548.17**	**.00**	**27,345.83**	
Services and Other Operating Expenditures							
5200	TravelandConferences	5,000.00	5,000.00			5,000.00	
5300	DuesandMemberships	3,760.00	3,760.00	408.82		3,351.18	
5501	GasElectricity	23,935.00	23,935.00	12,913.18		11,021.82	
5502	PestControl	700.00	700.00		55.00	645.00	7.86
5503	SewerFees	1,400.00	1,400.00			1,400.00	
5505	Water	6,000.00	6,000.00	3,500.00		2,500.00	
5506	WasteDisposal	3,000.00	3,000.00	2,379.12		620.88	
5601	FacilitiesRent	42,000.00	42,000.00	36,000.00	7,200.00	1,200.00-	17.14
5602	CopierPostageMeterRents	1,000.00	1,000.00		83.44	916.56	8.34
5603	CopierMaintenance	5,370.00	5,370.00	5,600.00		230.00-	
5620	EquipmentRentalsAndRepairs	950.00	950.00			950.00	
5640	BuildingAndSiteRepairs	40,000.00	40,000.00		11,279.00	28,721.00	28.20
5750	TransfersDirectCostsInterfund	18,000.00	18,000.00			18,000.00	
5800	ProfConsultngSrvcsandOperExpnd	109,000.00	109,000.00	92,000.00	171.00	16,829.00	0.16
5806	Advertising	45,000.00	45,000.00			45,000.00	
5850	SoftwareMaintenanceAndLicences	30,689.00	30,689.00	11,078.83	800.00	18,810.17	2.61
5900	Communications	41,956.00	41,956.00	1,406.49	129.46	40,420.05	0.31
	Total Services and Other Operating Expenditures	**377,760.00**	**377,760.00**	**165,286.44**	**19,717.90**	**192,755.66**	**5.22**
Capital Outlay							

Fund 11 - AdultEducationFund							Fiscal Year 2022/23 Through August 2022
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Capital Outlay (continued)							
6400	Equipment	20,000.00	20,000.00			20,000.00	
	Total Capital Outlay	**20,000.00**	**20,000.00**	**.00**	**.00**	**20,000.00**	
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	65,435.00	65,435.00			65,435.00	
	Total Transfers of Indirect/direct support costs	**65,435.00**	**65,435.00**	**.00**	**.00**	**65,435.00**	
	Total Year To Date Expenditures	**1,628,609.00**	**1,628,609.00**	**712,635.51**	**48,914.50**	**867,058.99**	**3.00**

Fund 11 - AdultEducationFund						Fiscal Year 2022/23 Through August 2022
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,623,707.00	1,623,707.00			1,623,707.00	
B. Expenditures	1,628,609.00	1,628,609.00	712,635.51	48,914.50	867,058.99	3.00
C. Subtotal (Revenue LESS Expense)	4,902.00-	4,902.00-		48,914.50-	756,648.01	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	4,902.00-	4,902.00-		48,914.50-	756,648.01	
F. Fund Balance:						
Beginning Balance (9791)	690,144.00	690,144.00				
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	690,144.00	690,144.00		.00		
G. Calculated Ending Balance	685,242.00	685,242.00		48,914.50-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	685,242.00	685,242.00				
Other				712,635.51		

Fund 13 - CafeteriaSpecialRevenueFund						Fiscal Year 2022/23 Through August 2022
Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8220	ChildNutritionPrograms	1,215,000.00	1,215,000.00	56,257.82	1,158,742.18	4.63
	Total Federal Revenue	**1,215,000.00**	**1,215,000.00**	**56,257.82**	**1,158,742.18**	**4.63**
Other State Revenues						
8520	ChildNutrition	70,000.00	70,000.00		70,000.00	
	Total Other State Revenues	**70,000.00**	**70,000.00**	**.00**	**70,000.00**	
Other Local Revenue						
8634	FoodServiceSales	13,000.00	13,000.00		13,000.00	
8660	Interest	1,000.00-	1,000.00-		1,000.00-	
	Total Other Local Revenue	**12,000.00**	**12,000.00**	**.00**	**12,000.00**	
	Total Year To Date Revenues	**1,297,000.00**	**1,297,000.00**	**56,257.82**	**1,240,742.18**	**4.34**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Classified Salaries							
2200	ClassifiedSupportSalaries	305,494.00	305,494.00	287,349.06		18,144.94	
2201	ClassSupportSubPay	17,000.00	17,000.00			17,000.00	
2202	ClassSupportExtraPay	8,100.00	8,100.00			8,100.00	
2300	ClssSuprvisrAdministratorsSlry	68,741.00	68,741.00	68,690.82		50.18	
2400	ClericlTechniclOfficStaffSlrys	19,450.00	19,450.00			19,450.00	
	Total Classified Salaries	**418,785.00**	**418,785.00**	**356,039.88**	**.00**	**62,745.12**	
Employee Benefits							
3102	STRSClassifiedPostitions	1,910.00	1,910.00			1,910.00	
3202	PERSClassifiedPositions	90,079.00	90,079.00	79,898.17		10,180.83	
3302	OASDIMedicrAltrntvClasPosition	25,307.00	25,307.00	21,479.70		3,827.30	
3312	MedicareClassified	5,919.00	5,919.00	5,023.45		895.55	
3402	HlthWlfarBenefitClasifidPositn	98,620.00	98,620.00	110,863.47		12,243.47-	
3502	StUnemplymntInsurncClssifidPos	2,041.00	2,041.00	1,732.17		308.83	
3602	WCCompenstnInsurnceClassPositn	9,025.00	9,025.00	7,690.36		1,334.64	
3702	OPEBAllocatedClassifiedPositin	16,291.00	16,291.00	13,849.95		2,441.05	
	Total Employee Benefits	**249,192.00**	**249,192.00**	**240,537.27**	**.00**	**8,654.73**	
Books and Supplies							
4300	MaterialsandSupplies	50,000.00	50,000.00	15,000.00	288.00	34,712.00	0.58
4700	Food	433,000.00	433,000.00	505,000.00		72,000.00-	

Fund 13 - CafeteriaSpecialRevenueFund						Fiscal Year 2022/23 Through August 2022	
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
	Total Books and Supplies	**483,000.00**	**483,000.00**	**520,000.00**	**288.00**	**37,288.00-**	**0.06**
Services and Other Operating Expenditures							
5200	TravelandConferences	500.00	500.00			500.00	
5300	DuesandMemberships	500.00	500.00		179.44	320.56	35.89
5750	TransfersDirectCostsInterfund	1,000.00	1,000.00			1,000.00	
5800	ProfConsultngSrvcsandOperExpnd	3,000.00	3,000.00		2,661.00	339.00	88.70
5804	PreEmploymentTesting	1,700.00	1,700.00			1,700.00	
5850	SoftwareMaintenanceAndLicences	4,000.00	4,000.00			4,000.00	
5900	Communications				14.15	14.15-	NO BDGT
	Total Services and Other Operating Expenditures	**10,700.00**	**10,700.00**	**.00**	**2,854.59**	**7,845.41**	**26.68**
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	49,255.00	49,255.00			49,255.00	
	Total Transfers of Indirect/direct support costs	**49,255.00**	**49,255.00**	**.00**	**.00**	**49,255.00**	
	Total Year To Date Expenditures	**1,210,932.00**	**1,210,932.00**	**1,116,577.15**	**3,142.59**	**91,212.26**	**0.26**

Fund 13 - CafeteriaSpecialRevenueFund						Fiscal Year 2022/23 Through August 2022
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,297,000.00	1,297,000.00		56,257.82	1,240,742.18	4.34
B. Expenditures	1,210,932.00	1,210,932.00	1,116,577.15	3,142.59	91,212.26	0.26
C. Subtotal (Revenue LESS Expense)	86,068.00	86,068.00		53,115.23	1,149,529.92	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	86,068.00	86,068.00		53,115.23	1,149,529.92	
F. Fund Balance:						
Beginning Balance (9791)	41,702.00	41,702.00				
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	41,702.00	41,702.00		.00		
G. Calculated Ending Balance	127,770.00	127,770.00		53,115.23		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	127,770.00	127,770.00				
Other				1,116,577.15		

Fund 25 - CapitalFacilitiesFund — Fiscal Year 2022/23 Through August 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	9,100.00	9,100.00		9,100.00	
8681	Mitigation/DeveloperFees	423,000.00	423,000.00	22,350.68	400,649.32	5.28
	Total Other Local Revenue	**432,100.00**	**432,100.00**	**22,350.68**	**409,749.32**	**5.17**
	Total Year To Date Revenues	**432,100.00**	**432,100.00**	**22,350.68**	**409,749.32**	**5.17**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Services and Other Operating Expenditures							
5750	TransfersDirectCostsInterfund	31,000.00	31,000.00			31,000.00	
	Total Services and Other Operating Expenditures	**31,000.00**	**31,000.00**	**.00**	**.00**	**31,000.00**	
	Total Year To Date Expenditures	**31,000.00**	**31,000.00**	**.00**	**.00**	**31,000.00**	

Fund 25 - CapitalFacilitiesFund						Fiscal Year 2022/23 Through August 2022
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	432,100.00	432,100.00		22,350.68	409,749.32	5.17
B. Expenditures	31,000.00	31,000.00			31,000.00	
C. Subtotal (Revenue LESS Expense)	401,100.00	401,100.00		22,350.68	378,749.32	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	401,100.00	401,100.00		22,350.68	378,749.32	
F. Fund Balance:						
Beginning Balance (9791)	705,633.00	705,633.00				
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	705,633.00	705,633.00		.00		
G. Calculated Ending Balance	1,106,733.00	1,106,733.00		22,350.68		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,106,733.00	1,106,733.00				
Other						

Fund 26 - RDAFeesFund — **Fiscal Year 2022/23 Through August 2022**

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8625	ComRdvlpmntFndNotSubjct2LCFFDd	221,000.00	221,000.00		221,000.00	
8660	Interest	7,500.00	7,500.00		7,500.00	
	Total Other Local Revenue	**228,500.00**	**228,500.00**	**.00**	**228,500.00**	
	Total Year To Date Revenues	**228,500.00**	**228,500.00**	**.00**	**228,500.00**	

Fund 26 - RDAFeesFund						Fiscal Year 2022/23 Through August 2022
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	228,500.00	228,500.00			228,500.00	
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	228,500.00	228,500.00		.00	228,500.00	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	228,500.00	228,500.00		.00	228,500.00	
F. Fund Balance:						
Beginning Balance (9791)	1,105,715.00	1,105,715.00				
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	1,105,715.00	1,105,715.00		.00		
G. Calculated Ending Balance	1,334,215.00	1,334,215.00		.00		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,334,215.00	1,334,215.00				
Other						

Fund 51 - BndIntRdmptFndA — Fiscal Year 2022/23 Through August 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtednesLeviHmownrExmptn	3,100.00	3,100.00		3,100.00	
8572	VtdIndbtdnsLevOtrSbvntnsInLuTx	1,500.00	1,500.00		1,500.00	
	Total Other State Revenues	**4,600.00**	**4,600.00**	**.00**	**4,600.00**	
Other Local Revenue						
8611	VotedIndebtednssLevieSecurdRol	496,000.00	496,000.00		496,000.00	
8612	VotdIndebtednesLevieUnscurdRol	25,000.00	25,000.00		25,000.00	
8613	VotdIndebtednesLeviePriYrTaxes	1,100.00	1,100.00		1,100.00	
8614	VotdIndbtdnssLevieSuplmntlTaxe	8,100.00	8,100.00		8,100.00	
8660	Interest	6,000.00	6,000.00		6,000.00	
	Total Other Local Revenue	**536,200.00**	**536,200.00**	**.00**	**536,200.00**	
	Total Year To Date Revenues	**540,800.00**	**540,800.00**	**.00**	**540,800.00**	

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	191,521.00	191,521.00		191,520.80	.20	100.00
7434	BondInterestOtherServiceCharge	338,479.00	338,479.00		338,479.20	.20-	100.00
	Total Debt Service	**530,000.00**	**530,000.00**	**.00**	**530,000.00**	**.00**	**100.00**
	Total Year To Date Expenditures	**530,000.00**	**530,000.00**	**.00**	**530,000.00**	**.00**	**100.00**

Fund 51 - BndIntRdmptFndA						Fiscal Year 2022/23 Through August 2022
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	540,800.00	540,800.00			540,800.00	
B. Expenditures	530,000.00	530,000.00		530,000.00		100.00
C. Subtotal (Revenue LESS Expense)	10,800.00	10,800.00		530,000.00-	540,800.00	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	10,800.00	10,800.00		530,000.00-	540,800.00	
F. Fund Balance:						
Beginning Balance (9791)	875,684.00	875,684.00				
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	875,684.00	875,684.00		.00		
G. Calculated Ending Balance	886,484.00	886,484.00		530,000.00-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	886,484.00	886,484.00				
Other						

Fund 52 - BndIntRdmptFndB — Fiscal Year 2022/23 Through August 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtednesLeviHmownrExmptn	2,800.00	2,800.00		2,800.00	
8572	VtdIndbtdnsLevOtrSbvntnsInLuTx	1,000.00	1,000.00		1,000.00	
	Total Other State Revenues	**3,800.00**	**3,800.00**	**.00**	**3,800.00**	
Other Local Revenue						
8611	VotedIndebtednssLevieSecurdRol	383,000.00	383,000.00		383,000.00	
8612	VotdIndebtednesLevieUnscurdRol	18,100.00	18,100.00		18,100.00	
8613	VotdIndebtednesLeviePriYrTaxes	800.00	800.00		800.00	
8614	VotdIndbtdnssLevieSuplmntlTaxe	6,200.00	6,200.00		6,200.00	
8660	Interest	4,300.00	4,300.00		4,300.00	
	Total Other Local Revenue	**412,400.00**	**412,400.00**	**.00**	**412,400.00**	
	Total Year To Date Revenues	**416,200.00**	**416,200.00**	**.00**	**416,200.00**	

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	134,055.00	134,055.00		134,054.70	.30	100.00
7434	BondInterestOtherServiceCharge	255,945.00	255,945.00		255,945.30	.30-	100.00
	Total Debt Service	**390,000.00**	**390,000.00**	**.00**	**390,000.00**	**.00**	**100.00**
	Total Year To Date Expenditures	**390,000.00**	**390,000.00**	**.00**	**390,000.00**	**.00**	**100.00**

Fund 52 - BndIntRdmptFndB						Fiscal Year 2022/23 Through August 2022
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	416,200.00	416,200.00			416,200.00	
B. Expenditures	390,000.00	390,000.00		390,000.00		100.00
C. Subtotal (Revenue LESS Expense)	26,200.00	26,200.00		390,000.00-	416,200.00	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	26,200.00	26,200.00		390,000.00-	416,200.00	
F. Fund Balance:						
Beginning Balance (9791)	645,488.00	645,488.00				
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	645,488.00	645,488.00		.00		
G. Calculated Ending Balance	671,688.00	671,688.00		390,000.00-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	671,688.00	671,688.00				
Other						

Fund 53 - BndIntRdmptFndHarrison — Fiscal Year 2022/23 Through August 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtednesLeviHmownrExmptn	7,000.00	7,000.00		7,000.00	
8572	VtdIndbtdnsLevOtrSbvntnsInLuTx	3,000.00	3,000.00		3,000.00	
	Total Other State Revenues	**10,000.00**	**10,000.00**	**.00**	**10,000.00**	
Other Local Revenue						
8611	VotedIndebtednssLevieSecurdRol	920,000.00	920,000.00		920,000.00	
8612	VotdIndebtednesLevieUnscurdRol	51,000.00	51,000.00		51,000.00	
8613	VotdIndebtednesLeviePriYrTaxes	2,200.00	2,200.00		2,200.00	
8614	VotdIndbtdnssLevieSuplmntlTaxe	17,000.00	17,000.00		17,000.00	
8660	Interest	12,000.00	12,000.00		12,000.00	
	Total Other Local Revenue	**1,002,200.00**	**1,002,200.00**	**.00**	**1,002,200.00**	
	Total Year To Date Revenues	**1,012,200.00**	**1,012,200.00**	**.00**	**1,012,200.00**	

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	778,011.00	778,011.00		778,011.00		100.00
7434	BondInterestOtherServiceCharge	107,380.00	107,380.00		57,871.96	49,508.04	53.89
	Total Debt Service	**885,391.00**	**885,391.00**	**.00**	**835,882.96**	**49,508.04**	**94.41**
	Total Year To Date Expenditures	**885,391.00**	**885,391.00**	**.00**	**835,882.96**	**49,508.04**	**94.41**

Fund 53 - BndIntRdmptFndHarrison						Fiscal Year 2022/23 Through August 2022
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,012,200.00	1,012,200.00			1,012,200.00	
B. Expenditures	885,391.00	885,391.00		835,882.96	49,508.04	94.41
C. Subtotal (Revenue LESS Expense)	126,809.00	126,809.00		835,882.96-	962,691.96	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	126,809.00	126,809.00		835,882.96-	962,691.96	
F. Fund Balance:						
Beginning Balance (9791)	1,723,301.00	1,723,301.00				
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	1,723,301.00	1,723,301.00		.00		
G. Calculated Ending Balance	1,850,110.00	1,850,110.00		835,882.96-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,850,110.00	1,850,110.00				
Other						

Fund 73 - FoundationPrivPurposeTrustFund — Fiscal Year 2022/23 Through August 2022

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	20,000.00	20,000.00		20,000.00	
8699	AllOtherLocalRevenue	30,000.00	30,000.00	2,100.00	27,900.00	7.00
	Total Other Local Revenue	**50,000.00**	**50,000.00**	**2,100.00**	**47,900.00**	**4.20**
	Total Year To Date Revenues	**50,000.00**	**50,000.00**	**2,100.00**	**47,900.00**	**4.20**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Services and Other Operating Expenditures							
5800	ProfConsultngSrvcsandOperExpnd	50,000.00	50,000.00		8,840.00	41,160.00	17.68
	Total Services and Other Operating Expenditures	**50,000.00**	**50,000.00**	**.00**	**8,840.00**	**41,160.00**	**17.68**
	Total Year To Date Expenditures	**50,000.00**	**50,000.00**	**.00**	**8,840.00**	**41,160.00**	**17.68**

Fund 73 - FoundationPrivPurposeTrustFund						Fiscal Year 2022/23 Through August 2022
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	50,000.00	50,000.00		2,100.00	47,900.00	4.20
B. Expenditures	50,000.00	50,000.00		8,840.00	41,160.00	17.68
C. Subtotal (Revenue LESS Expense)	.00	.00		6,740.00-	6,740.00	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		6,740.00-	6,740.00	
F. Fund Balance:						
Beginning Balance (9791)	1,460,524.00	1,460,524.00				
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	1,460,524.00	1,460,524.00		.00		
G. Calculated Ending Balance	1,460,524.00	1,460,524.00		6,740.00-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,460,524.00	1,460,524.00				
Other						

Fund 76 - Warrant/Pass-ThroughFund						Fiscal Year 2022/23 Through August 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/Unapprop (9790)						
Other						

Oroville Union High School District

Memorandum

TO: Board of Trustees

FROM: Dr. Corey Willenberg

DATE: August 9, 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

Bob & Brenda Zollner	$50

Scholarship Fund

Al Hottinger	$140.45
Norm Lord	$100
OHS Class of 1956	$150
Mike Ramsey	$500

To:	Oroville Union High School District Board of Trustees
From:	Corey Willenberg, EdD, Superintendent
Date:	August 10, 2022
Subject:	22-23 Consolidated Application

Attached is the 2022-2023 Consolidated Application for Funding. This application is required to be submitted to the California Department of Education so OUHSD receives funding for Title I, Title II, Title III and Title IV.

Mrs. Watts and Dr. Willenberg will be available to answer any questions.

2022–23 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca21assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Dr. Corey Willenberg
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	08/10/2022

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2022–23 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Dr. Corey Willenberg
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	08/05/2022
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
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2022–23 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	06/29/2022
Direct Funded Charter Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Dr. Corey Willenberg
Authorized Representative's Title	Superintendent

Warning
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2022–23 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
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2022–23 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	$125.10
Estimated English learner student count	109
Estimated English learner student program allocation	$13,636

Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at https://www.cde.ca.gov/sp/el/t3/elconsortium.asp.

Budget

Professional development activities	$8,000
Program and other authorized activities	$2,999
English Proficiency and Academic Achievement	$1,000
Parent, family, and community engagement	$1,364
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	$273
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$13,636

Warning
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2022–23 Title III Immigrant Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated immigrant per student allocation	$150.85
Estimated immigrant student count	6
Estimated immigrant student program allocation	$905

Note: Eligibility criteria

A local educational agency which has 5 or more eligible immigrant students and has experienced a significant increase of one half of 1 percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	$887
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	$18
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$905

Warning
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2022–23 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2022–23 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	OUHSD certifies that there are no known deficiencies or challenges with the substitute system for time accounting.

Warning

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DOCUMENT TRACKING SERVICES

July 22, 2022

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

Re: Document Tracking Services

PLEASTE NOTE NEW MAILING/REMIT ADDRESS

INVOICE #9596607

Pursuant to the licensing agreement between Oroville Union High School District and Document Tracking Services (DTS):

Document Tracking Services (Year 2 of 3)

Document Tracking Services [9/15/22 to 9/15/23]: **4 schools and District Personnel = 5 sites** **License Agreement includes up to 5 documents** **Includes 10% discount for 3-year license (original fee of $1,250)**	$1,125
Total Balance Due:	**$1,125**

Please Make Checks Payable To: Document Tracking Services

Send to:

Aaron Tarazon, Director
Document Tracking Services
10606 Camino Ruiz, Suite 8-132
San Diego, CA 92126
858-784-0960 - Phone
858-587-4640 - Corporate Fax

Thank you!

Approved Per Payment (Signature)

Dr. Corey Willenborg/Supt
Name/Role (Printed)

To:	Oroville Union High School District Board of Trustees
From:	Corey Willenberg, EdD, Superintendent
Date:	August 5, 2022
Subject:	Request Approval for MOU with Alliant University

The Superintendent is requesting approval to enter into an agreement with Alliant University to provide opportunities for student teachers in the Oroville Union High School District.

The agreement will be in effect for the 22-23 school year.

Alliant International University
California School of Education

MEMORANDUM OF UNDERSTANDING
Between
ALLIANT INTERNATIONAL UNIVERSITY, INC. A CALIFORNIA PUBLIC BENEFIT CORPORATION
And
OROVILLE UNION HIGH SCHOOL DISTRICT

Alliant International University, Inc., a California Public Benefit Corporation (the "University"), and Oroville Union High School District (the "District") agree to the following conditions that apply to Practicum Students, Student Teachers, and Teacher Interns (collectively, "Interns") who are or will be enrolled in the Teacher Credential Program, the MA/PPS: School Psychology Program or School Counseling Program through the California School of Education at Alliant International University and will be serving their Practicum or Internship in the District. Interns nominated by either the University or the District shall be mutually acceptable by both the University and the District, and shall be subject to a mutually acceptable placement within the District. This Memorandum of Understanding shall become effective August 01, 2022 for a period of three (3) calendar years. This Memorandum of Understanding may be terminated by either party with sixty (60) days' written notice, unless both parties agree to an earlier termination date. Any termination of the Memorandum of Understanding by either party shall not affect the status of any Intern who has been placed with the District prior to the effective date of termination.

The University agrees and certifies that:

1. Each Candidate shall have passed the Basic Skills Requirement or California Basic Educational Skill Test (CBEST) and, for Student Teachers and Teacher Interns, required subject matter competency prior to assuming Student Teaching or Intern services or responsibilities.

2. Each Candidate shall possess a Bachelor's Degree, documented by official transcripts with a minimum overall GPA of 2.5. Teacher Credential Interns shall have passed the subject matter requirement.

3. Each Teacher Intern shall have a minimum of 120 hours of verified pre-service experience with students in educational settings. Each School Psychology Intern shall have a minimum of 400 hours of verified Practicum experience, and each School Counseling Intern shall have a minimum of 100 hours of verified Practicum experience.

4. Each Teacher Intern shall have passed U.S. Constitution coursework or examination.

5. Each Candidate shall be provided adequate supervision, advice, encouragement and support, as appropriate, by University personnel, including but not limited to the University faculty and the University field supervisor as directed by the California Commission on Teacher Credentialing Standards.

6. University Supervisors will observe and evaluate Teacher Interns at least three (3) times during an 8-week term and allocate time with each Intern after each visit to discuss the video observation.

7. Alliant Personnel will interact with District Support Providers at the beginning of the Candidate's field placement in order to establish roles and duties in order to best support the Candidate.

8. For Teacher Education programs, District Support Providers will be required to provide one evaluation per Alliant academic term (8 weeks) using Alliant's evaluative matrix based on the Teacher Performance Expectations (TPE) established by the Commission on Teacher Credentialing (CTC).

9. The University agrees to pay a stipend to master teachers in the amount of $175 per 8-week term.

10. The University understands that all Student Teacher Candidates, Interns, and PPS Students are required to adhere to all state and local health orders.

The District agrees and certifies that:

1. The purpose of the Internship Program is to add to the pool of qualified teachers, school psychologists, or school counselors that the District has continually sought to maintain.

2. The Intern's services shall meet the instructional or service needs of the District.

3. The District and Student Teacher or Intern agree to provide quality educational experience to their students through synchronous, asynchronous, in-person and / or online/ distance learning environments.

4. The District and Student Teacher or Intern understand they will be requested to use Video Progress Assessments, Teacher Candidates are required to show their ability to conduct a lesson to, at minimum, a small group of at least 4 students.

5. Each Intern shall be assigned as an Intern under a contract with an appointment of at least .60 FTE of her/his workday, and placed in a job that shall allow for substantial experience in instructional or service duties.

6. No appointment shall be made unless the prospective Intern provides proof of fingerprint clearance of a criminal background check or a photocopy of a California teaching permit, and verification that he or she is free from tuberculosis.

7. No Intern shall displace any fully credentialed employee in the District.

8. Each Intern shall be provided adequate supervision, advice, encouragement and support, as appropriate, by District personnel, including but not limited to both an immediate field supervisor and an in-district mentor as directed by the California Commission on Teacher Credentialing Standards.

9. The District and the University, in partnership, must provide support for each Intern.

10. The District and University, in partnership, must provide a total of 189 hours annually of support for each teacher intern (45 hours of which will be dedicated to ELL support).

11. The Intern's salary shall not be reduced to pay for the supervision of the Intern.

12. The District/School agrees that Student Teacher Candidates shall not receive compensation for hours accrued during their Clinical Practice course work.

13. District Support Providers will interact with Alliant Personnel at the beginning of the candidate's field placement in order to establish roles and duties in order to best support the candidate.

14. The District Support Provider will observe and evaluate each Intern Teacher at least one time during a term (4 times in an academic year because the candidate is required to complete four 8-week terms of clinical practice over the course of the academic year) and allocate time with each Intern after each visit to discuss

the observation. The District Support Provider will provide evidence of each observation and evaluation to the University Supervisor.

15. District Site Support Providers must hold credentials in the same areas as the Interns they support and/or hold an Administrative Services Credential.

16. All Intern Teachers and Student Teachers must have experience working with diverse student populations including English Language Learners (ELLs), students with disabilities, and students from varying socioeconomic statuses. For Clinical Practice placements, 10% of each area of the student population must be comprised of each of the following: ELLs, students with disabilities, and students from a low socio-economic background. If a candidate is in a Clinical Practice placement that falls short of the 10% threshold in any of the aforementioned areas, the District understands that for each percentage point below that threshold, the candidate will be required to observe for two (2) full days in either an ELL classroom, a Special Education classroom, or a classroom at a Title 1 school, depending on the area or areas, of deficient diverse student population group(s), to gain sufficient experience in those student population groups.

17. District Intern Support Providers, and master teachers must have a minimum of three (3) years' teaching experience, have a Clear Credential in the credential area they are supervising (or an Administrative Service Credential), and have a Master's degree or equivalent. The District confirms that its Intern Support Providers have been adequately trained in their supervisory roles.

18. Should an Intern or Student Teacher subject to this MOU fail to adhere to any of the above expectations, District will work with the University to reach a mutually acceptable outcome. If a mutually acceptable outcome cannot be reached between District and the University, District reserves the right to release any Intern or Student Teacher.

INSURANCE

Alliant International University, Inc. shall maintain commercial general liability insurance from an insurance carrier with an AM Best rating of A- VII or better in the minimum amounts of $1,000,000 per occurrence, $3,000,000 general aggregate, and shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Memorandum of Understanding. Further, University agrees to maintain sexual misconduct liability insurance, at $2,000,000 for each victim, and $4,000,000 for each policy year.

The District shall provide and maintain commercial general liability insurance acceptable to Alliant International University, Inc., or utilize a program of self-insurance in the minimum amounts of $1,000,000 combined single limit, $3,000,000 general aggregate, and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Memorandum of Understanding.

Alliant International University does not furnish workers' compensation for students participating in this program. It is understood that Student Teachers are not employees of the District. Alliant International University, Inc., at its discretion, may maintain at its sole expense workers' compensation and employer's liability for students who are participating in its program.

NON-DISCRIMINATION, HARASSMENT, RETALIATION CLAUSE

The University and the District agree to abide by the requirements of all federal and state laws regarding prohibited discrimination, harassment, and retaliation, as well as equal opportunity, including, but not limited to: Titles VI and VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972, Federal Executive Order 11246, as amended, the Rehabilitation Act of 1973, as amended, the Vietnam Era Veteran's Readjustment Assistance Act of 1974, Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act of 1975, the Americans with Disabilities Act of 1990, the Equal Pay Act, the Fair Employment & Housing Act of 1968, as amended, the California Unruh Civil Rights Act, the California Fair Pay Act, and the California Fair Employment & Housing Act of 1959, as amended.

The University and the District agree not to discriminate in their enrollment and employment practices, and will render services under this Memorandum of Understanding without regard to an individual's age, race, color, religion, creed, sex (including pregnancy, childbirth, breastfeeding, and related medical conditions), sexual orientation, gender, gender expression, gender identification, national origin, ancestry, genetic information, military or veteran status, political affiliation, disabilities, or any other legally protected status. The University and the District will not permit harassment against individuals based on any of the aforementioned characteristics, nor will they permit retaliation against any individual who makes a good faith complaint regarding discrimination or harassment. Any act of discrimination, harassment, or retaliation committed by the University or the District or failure to comply with these statutory obligations when applicable shall be grounds for termination of this Memorandum of Understanding.

MUTUAL HOLD HARMLESS AND INDEMNIFICATION; LIMITATION OF LIABILITY; STUDENT STATUS

The University shall hold harmless, defend and indemnify the District and its officers, employees, and agents from and against any and all losses, demands, claims, damages (including costs and attorneys' fees), or causes of action arising from any negligent act or omission or willful misconduct of the University, its officers, employees, or student teachers, incurred in the performance of this Memorandum of Understanding, but only in proportion in and to the extent that such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the University, its officers, employees and agents.

The District shall hold harmless, defend and indemnify the University and its officers, employees, and agents from and against any and all losses, demands, claims, damages (including costs and attorneys' fees), or causes of action arising from any negligent act or omission or willful misconduct of the District, its officers, employees, or agents, incurred in the performance of this Memorandum of Understanding, but only in proportion in and to the extent that such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the District, its officers, employees and agents.

Except for the indemnifying party's obligations pursuant to the immediately preceding two paragraphs or the other party's gross negligence or willful misconduct: (i) neither party shall be liable to the other party for any special, incidental, consequential, indirect or punitive damages (including loss of (anticipated) profits), and/or reasonable attorneys' fees and costs, arising in any way out of this Memorandum of Understanding, however caused and on any theory of liability.

Subject to the first two paragraphs of this section, a party shall have no liability to the other party for any loss suffered which arises out of any action or inaction if, in good faith, it is determined that such course of conduct was in the best interests of the parties involved and such course of conduct did not constitute gross negligence or intentional misconduct.

The parties to this Memorandum of Understanding hereby assert that no liability is assumed by either party for damages or injuries which arise from participants independently traveling to or from service sites.

The parties understand and agree that Interns are not employees, contractors or agents of the parties. Interns are students of the University. It is understood and agreed that the University's students are not to be considered employees of the District and therefore students are not eligible for worker's compensation insurance and the University does not maintain worker's compensation insurance for student coverage.

The parties to this Memorandum of Understanding also agree that each is responsible only for the actions of their respective officers, agents, and employees. Neither party hereto is to be considered the agent of the other party for any purpose whatsoever, and neither party has any authority to enter into any contract or assume any obligation for the other party or to make any warranty or representation on behalf of the other party.

CONFIDENTIALITY

The parties acknowledge that many student educational records are protected by the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 C.F.R. Part 99, as amended ("FERPA"), and that the permission of students must be obtained before student data can be released to anyone.

The parties' mutual understanding on the treatment of Confidential Information (as defined below) is as follows:

1. The District and the University shall not, and shall not permit any of their respective employees, agents or contractors, to use, reproduce, distribute, publish, disclose, transmit or otherwise transfer, directly or indirectly, to any other person, organization or entity, any Confidential Information of the other party (or any portion thereof), except (i) to the extent necessary to perform its obligations to the other party in connection with this Memorandum of Understanding; or (ii) with the prior written permission of the other party. Each party agrees to disclose the Confidential Information of the other party solely to those of its employees, agents and contractors having a good faith need to know such information. Each party shall protect the Confidential Information of the other party by exercising at least the same measures that such party uses to protect its own confidential information of like character, which shall be no less than a reasonable standard of care. Each party shall be held responsible for any and all breaches of this paragraph by or through any employee, agent or contractor of such party. Each party shall (x) inform all employees, agents and contractors having access to any or all of the Confidential Information of the other party of the existence of this Memorandum of Understanding and the confidentiality obligations set forth herein; and (y) take sufficient steps to cause such employees, agents and contractors to observe the confidentiality obligations set forth herein. If either party or one of their employees, agents or contractors is compelled (by deposition, interrogatory, request for documents, subpoena, civil investigation demand or similar process) to disclose any of the Confidential Information of the other party, that party shall provide the other party with prompt prior written notice of such compulsion so that the other party may seek, at its own expense, a protective order or other appropriate remedy or, if appropriate, waive compliance with the terms of this Memorandum of Understanding.

2. As used herein, "Confidential Information" means all confidential information in documents or other tangible materials clearly marked as proprietary or confidential about, or disclosed by, either party to this Memorandum of Understanding, including knowledge, technical and business information relating to such party's products, research and development, production, costs, engineering processes, artwork, designs, computer software, formulas, methods, ideas, concepts, contemplated new services, improvements, associations with other organizations, profit or margin information, finances, customers, suppliers, marketing, and past, present or future business plans and business arrangements, and information concerning employees (including, in the case of the University and the District, faculty), Interns, and students or prospective students (provided any disclosure relating to any student or prospective student is permitted by and carried out in accordance with FERPA). Notwithstanding the foregoing, no information shall be deemed Confidential Information if such information: (i) is generally known to the public on the date of disclosure of same or becomes generally known to the public after such date through no breach of this Memorandum of Understanding or any other obligation of confidentiality; (ii) was known by the party receiving such information under this Memorandum of Understanding (the "Receiving Party") without any obligation to hold it in confidence at the time of disclosure; (iii) is received by the Receiving Party after the date of disclosure by the other party (the "Disclosing Party") hereunder from a third party without imposition, knowledge or breach of any obligation of confidentiality; (iv) is independently developed by the Receiving Party after the date of disclosure by the Receiving Party without access to Confidential Information of the Disclosing Party; or (v) is approved for release by written authorization of the Disclosing Party.

3. The District and the University acknowledge that the University's use of the internship programs may be subject to the privacy regulations outlined in FERPA, for the handling of such information. The District shall not knowingly disclose Confidential Information to any third party in violation of FERPA. The District represents and warrants that it will comply with FERPA to the extent applicable and will instruct its employees handling Intern student information provided by the University of its obligations under FERPA. The District further agrees that it will prohibit its employees from accessing any records of any student or

prospective students at the University, including Interns, without a valid business reason to access such records.

GENERAL TERMS

This Memorandum of Understanding contains all of the terms and conditions between the parties. This Memorandum of Understanding may be revised or modified only by mutual agreement and written amendment signed by both parties.

Each party represents and warrants to the other party that: (i) it has all requisite power and authority to execute this Memorandum of Understanding and to perform its obligations hereunder; (ii) the execution, delivery and performance of this Memorandum of Understanding have been duly authorized and approved by each party, and will not conflict with any agreement of, or law applicable to, such party; (iii) this Memorandum of Understanding is a valid and binding agreement of each party enforceable in accordance with its terms.

In addition to its representations in the immediately preceding paragraph, the District represents and warrants to the University that:

1. it is and will continue to be in compliance all applicable federal, state, and local laws, including without limitation all privacy, data protection, advertising and marketing laws, and contracts;

2. neither it nor any of its affiliates has been debarred or suspended, or engaged in any activity that is cause for debarment or suspension, pursuant to applicable state law; and

3. it shall take any and all actions, or refrain from or cease such actions, as is necessary to maintain the University's reputation, accreditation, state approvals, Title IV eligibility, and academic integrity, including, but not limited to, adherence with the U.S. Department of Education's misrepresentation regulations provided at 34 C.F.R. Part 668 Subpart F.

Neither party may, without written approval of the other, assign this Memorandum of Understanding or transfer its interest or any part thereof under this Memorandum of Understanding to any third party, except that a party may assign its rights or obligations to a third party in connection with the merger, reorganization or acquisition of stock or assets affecting all or substantially all of the properties or assets of the assigning party.

This Memorandum of Understanding constitutes the entire understanding and agreement among the parties hereto with respect to the subject matter hereof, and there are no agreements, understandings, restrictions or warranties among the parties other than those set forth herein provided for.

If any of the sections of this Memorandum of Understanding shall be deemed invalid, void, or for any reason unenforceable, that section shall be deemed severable and shall not affect the validity and enforceability of any remaining section.

Except for ancillary measures in aid of arbitration and for proceedings to obtain provisional or equitable remedies and interim relief, including, without limitation, injunctive relief, any controversy, dispute or claim arising out of or in connection with or relating to this Memorandum of Understanding, or the breach, termination or validity thereof or any transaction contemplated hereby (any such controversy, dispute or claim being referred to as a "Dispute"), shall be finally settled by arbitration administered by Judicial Arbitration & Mediation Services, Inc. ("JAMS"), pursuant to its Comprehensive Arbitration Rules & Procedures (the "JAMS Rules"). The parties understand and agree that, by signing this Agreement, they are expressly waiving, to the fullest extent permitted by law, any and all rights to a trial before a judge or jury or hearing before an adjudicative agency, regarding any disputes and claims which they now have or which they may in the future have that are subject to arbitration under this Agreement. There shall be one neutral arbitrator that shall be mutually agreed to by the parties or, if the parties do not agree, then one shall be appointed pursuant to JAMS's procedures, in each case, within 30 business days of receipt of the demand for arbitration by the respondent(s) in any such proceeding. An arbitration pursuant to this paragraph

shall take place in San Diego, California. A final award shall be rendered as soon as reasonably possible. The Arbitrator shall permit both parties to engage in reasonable pre-hearing discovery to obtain information to prosecute or defend the asserted claims. The arbitration decision or award shall be in writing. The arbitrator shall have the authority to award any relief authorized by law in connection with the asserted claims or disputes. Judgment on the decision or award rendered by the arbitrator may be entered and specifically enforced in any court having jurisdiction thereof. All arbitrations commenced pursuant to this Memorandum of Understanding, or any other related agreement or document, shall be consolidated and heard by the initially appointed arbitrator. The arbitration award or ruling shall provide for payment by the losing party of the fees and costs of the arbitration, including without limitation, the reasonable attorneys' fees and attorneys' costs incurred by the prevailing parties.

This Memorandum of Understanding, and any controversy arising out of or relating to this Memorandum of Understanding, shall be governed by and construed in accordance with the internal laws of the State of California, without regard to conflict of law principles that would result in the application of any law other than the law of the State of California.

This Memorandum of Understanding may be executed and delivered by facsimile signature and in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument and each of which may be executed by less than all parties, each of which shall be enforceable against the parties actually executing such counterparts, and all of which together shall constitute one instrument.

The titles and subtitles used in this Memorandum of Understanding are used for convenience only and are not to be considered in construing or interpreting this Memorandum of Understanding.

All notices and other communications given or made pursuant to this Memorandum of Understanding shall be in writing and shall be deemed effectively given: (a) upon personal delivery to the party to be notified, (b) when sent by confirmed facsimile if sent during normal business hours of the recipient, and if not so confirmed, then on the next business day, (c) five (5) days after having been sent by registered or certified mail, return receipt requested, postage prepaid, or (d) one (1) business day after deposit with a nationally recognized overnight courier, specifying next business day delivery, with written verification of receipt. All communications shall be sent to the respective parties at their address as set forth on the signature page hereto, or to such facsimile number or address as subsequently modified by written notice given in accordance with this paragraph.

The Sections titled "Non-Discrimination, Harassment, and Retaliation Clause," "Mutual Hold Harmless and Indemnification; Limitation of Liability; Student Status," "Confidentiality," and "General Terms" shall survive the termination of this Memorandum of Understanding.

The obligations of the parties to this MOU are subject to prevention by causes beyond the parties' control that could not be avoided by the exercise of due care, including, but not limited to, natural disasters, riots, wars, epidemics, pandemics, or any other similar cause.

(*Signatures on following page*)

IN WITNESS WHEREOF, and intending to be legally bound, the parties have duly executed this Memorandum of Understanding by their authorized representatives as of the date first written above.

Alliant International University, Inc.:

Dr. Kristy Pruitt, Dean
California School of Education
Alliant International University, Inc.

Date

Address:

10455 Pomerado Rd.
San Diego, CA 92131

Oroville Union High School District:

Dr. Corey Wilenberg

Oroville Union High School District

7.28.22

Date

Address:
2211 Washington Avenue
Oroville, CA 95966

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

COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT

APPENDIX

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

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

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

1. CCAP AGREEMENT

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

1.1.1. COLLEGE BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 8/11/21	Appendix: 8/10/22

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Public Comment and Approval Board Meeting Date:	Agreement: 7/28/21	Appendix: 8/17/22

2. POINTS OF CONTACT

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

COLLEGE

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

SCHOOL DISTRICT

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

3. STUDENT SELECTION

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

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

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

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

PROGRAM YEAR:	2022/23	EDUCATIONAL PROGRAM:	CCAP Dual Enrollment
SCHOOL DISTRICT:	Oroville Union High School District	HIGH SCHOOL:	Las Plumas High

TOTAL NUMBER OF STUDENTS TO BE SERVED: 155	**TOTAL PROJECTED FTES: 15.5**

COURSE NAME	COURSE NUMBER	TERM	# of Sections	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Music Appreciation	MUS 1	FA22	1	8:30-3:30	M-F	M. Paim	☒ HS	☒ HS
Music Appreciation	MUS 1	SP23	1	8:30-3:30	M-F	M. Paim	☒ HS	☒ HS
Intro to Automotive Technology	AUT 1	FA22	1	8:30-3:30	M-F	W. Upton	☒ HS	☒ HS
Intro to Animal Science	AGS 40	FA22	1	8:30-3:30	M-F	L. LaFayette	☒ HS	☒ HS
Careers in Agriculture, ES, NR	AB 20	SP23	1	8:30-3:30	M-F	L. Lafayette	☒ HS	☒ HS
Intro to Agriculture Business	AB 26	SP23	1	8:30-3:30	M-F	L. Lafayette	☒ HS	☒ HS
Color Photography	PHO 4	FA22	2	8:30-3:30	M-F	J. Tooker	☒ HS	☒ HS
Career, Education & Life Choices	CLP 101	SP23	2	8:30-3:30	M-F	A. Grundy	☒ HS	☒ HS
							☒	☒ HS

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

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

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
Music Appreciation	Music: An Appreciation	$0	None	$0
Music Appreciation	Music: An Appreciation	$0	None	$0
Intro to Automotive Technology	Modern Automotive Technology	$0	None	$0
Intro to Animal Science	Veterinary Assisting: Fundamentals & Applications	$0	None	$0
Careers in Agriculture, ES, NR	Online Resources	$0	None	$0
Intro to Agriculture Business	Principles of Agribusiness Management	$0	None	$0
Color Photography	Photo & Digital Editing	$0	None	$0
Career, Education & Life Choices	Career Choices & Changes	$0	None	$0

6. **REIMBURSEMENT.**

6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: **400.00 per completed section.**

6.2. The College will pay School District for each School District instructor attending the College's Dual Enrollment Orientation and Training as follows: **$100.00 per instructor.**

6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. FACILITIES USE.

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

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

BUILDING	CLASSROOM	DAYS	HOURS
LPHS	BR	M-F	8:30 – 3:30
LPHS	2001	M-F	8:30 – 3:30
LPHS	623	M-F	8:30 – 3:30
LPHS	1500	M-F	8:30 – 3:30
LPHS	1010	M-F	8:30 – 3:30
LPHS	TBD	M-F	8:30 – 3:30

8. APPENDIX APPROVAL

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

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

[SIGNATURE PAGE FOLLOWS]

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

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

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

Name: Andrew B. Suleski

Title: Vice President for Administration

Date:_____

OROVILLE UNION HIGH SCHOOL DISTRICT

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

Name: Corey Willenberg

Title: Superintendent

Date:_____

List of Attachments
Course Descriptions

TO BE COMPLETED BY COLLEGE ONLY The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	SCHOOL RELATIONS	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	OROVILLE UNION HIGH SCHOOL DISTRICT		Vendor ID:		
PO Description *(Max. 25 characters)*:	CCAP APPENDIX – Las Plumas High 2022/23				
Budget Code:	12.418.700.1.640000.55890	PO Amount: $4,500	(10@400=$4,000 5@100=$500)		
Contract Monitor Name *(Person Who Approves Invoices)*:	TANNA NEILSEN			Phone:	7586
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
Business Contracts Approval:		**Purchase Order Number:**			

CAREER AND COLLEGE ACCESS PATHWAYS APPENDIX
ATTACHMENT 1
COURSE DESCRIPTIONS

The course description(s) for each course offered as part of this CCAP Agreement Appendix are attached and incorporated herein as Attachment 1.

Catalog Description

MUS 1 - Music Appreciation

Transfer Status: CSU/UC

Unit(s): 3.00
Contact Hours: 51.00 Lecture
Out of Class Hours: 102.00
Total Course Hours: 153.00

Course Description:
This course is a study of the music of western culture from antiquity to the present for understanding through informed listening, analysis, evaluation, and discernment of musical elements, forms, styles, repertoire and the role of music and musicians in the western world. (C-ID MUS 100).

Objectives

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

1. Use appropriate musical terminology to describe the elements of music.
2. Recognize and describe the various forms employed in Western music.
3. Recognize and describe the major style periods of Western music and be able to classify a given piece of music within its specific style group.
4. Identify major composers of the various style groups.
5. Identify musical instruments and ensembles.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Introduction and Terminology	3.00
Identification of Musical Instruments	3.00
Evaluation of Live Performances	3.00
Medieval Period/Renaissance	3.00
Early Baroque Period	3.00
Vivaldi, Scarlatti, Handel, Bach	3.00
Classical Forms	3.00
Classical Genre; Haydn, Mozart	3.00
Beethoven	6.00
Early Romantic Period	3.00
Romantic Opera, Nationalism	6.00
Late Romanticism	3.00
20th Century Art Music	3.00
20th Century American Popular Music	6.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read a biography of a composer of your choice and write a short outline on the composer's life and work. Be prepared to share with the class.
2. Pick a course appropriate musical instrument and read the article on that instrument in Grove's Encyclopedia of Music. Be prepared to discuss in

1. Listen to an example of music from each of the assigned eras and prepare a 2 page critical analysis of the music. Be prepared to discuss your findings in class.
2. Attend a concert of appropriate music for the class, and prepare a written analysis of the music and performance.

Out-of-Class Assignments

1. Form a small percussion ensemble and using music supplied by the instructor prepare the piece for performance in class.
2. Working in small groups, select and research an era of music and prepare an in-class presentation. In your presentation focus on the evolution of forms and the use of musical instruments.

Recommended Materials of Instruction

Wright, C. (2013). Listening to Music. *Cengage Learning, 7th.*
Charles Hofer. (2015). Music Listening Today. *Schirmer, 6th.*
Jan Swafford. (1992). The Vintage Guide to Classical Music. *Random House, 1st.*

Other Learning Materials
Reading/handouts

Recordings/Video

Reference books in library

Methods of Instruction

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

Methods of Evaluation

A. Exams/Tests
B. Research Projects
C. Class participation
D. Final Examination
E. Written Assignments
F. Class Discussion

Created/Revised by: Heimlich, Ryan

Date:11/05/2018

Catalog Description

AUT 1 - Introduction to Automotive Technology

Transfer Status: CSU

Unit(s): 4.00
Contact Hours: 68.00 Lecture
Out of Class Hours: 136.00
Total Course Hours: 204.00

Course Description:
This course introduces students to the automotive field and the electrical/mechanical systems found in today's automobile. This course will cover safety related practices, the principles of operation and system service procedures for all systems found on today's cars.

Objectives

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

1. Identify and describe the function of various parts in a 4-cycle gas engine.
2. Identify and describe the function of various parts related to automatic transmissions/transaxles.
3. Identify and describe the function of various parts related to suspension and steering systems.
4. Identify and describe the function of various parts related to the brake system.
5. Identify and describe the function of various parts in the electrical/electronic system.
6. Identify and describe the function of various parts in the heating and air conditioning system.
7. Identify and describe the function of various parts related to engine performance.
8. Identify and describe the personal protective equipment used in the automotive industry.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Automotive industry, safety procedures and automotive history	2.00
Tools, tool usage and safety; Fasteners and identification of fasteners	2.00
Engine repair and operation	8.00
Automatic transmission/transaxle theory, operation and repair	8.00
Manual drive train and axles theory, operation and repair	8.00
Suspension and steering theory, operation and repair	8.00
Brake system theory, operation and repair	8.00
Electrical/Electronics systems theory, operation and repair	8.00
Heating and air conditioning system theory, operation and repair	8.00
Engine performance systems theory, operation and repair	8.00
Total Hours:	68.00

Examples of Assignments

Reading Assignments

1. In the "Classroom Manual", read the chapter on the 4-cycle process. Answer the end of chapter questions.
2. Using the assigned vehicle locate and read the procedure for replacing the front brake pads. Be prepared to demonstrate the procedure on the mock-up in class.

1. In the "Key Notes" work book answer the questions and fill in the blanks about the heat exchange process in air conditioning systems.
2. After completing the required assignment on bedding brake pads, summarize the procedure in your work book.

Out-of-Class Assignments

1. Use All Data to look up the fill capacities and fluid requirements for your personal vehicle. Be prepared to share your findings with the instructor.
2. Complete this week's quiz and assigned reading and submit to the instructor.

Recommended Materials of Instruction

Hadfield, Chris. (2014). Today's Technician, Basic Automotive Service and Systems. *Cengage Learning, 5th.* 9781418021.

Other Learning Materials
Safety Glasses

Methods of Instruction

A. Class Activities
B. Collaborative Group Work
C. Discussion
D. Field Trips
E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
F. Lecture
G. Multimedia Presentations
H. Reading Assignments

Methods of Evaluation

A. Exams/Tests
B. Research Projects
C. Oral Presentation
D. Group Participation
E. Class participation
F. Mid-term and final examinations

Created/Revised by: Kielb, Craig

Date:11/02/2015

Catalog Description

AGS 40 - Introduction to Animal Science

Transfer Status: CSU/UC

Unit(s): 3.00
Contact Hours: 34.00 Lecture/51.00 Lab
Out of Class Hours: 68.00
Total Course Hours: 153.00

Course Description:
This course is a scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. There will be special emphasis on the origin, characteristics, adaptation and contributions of farm animals to the global agriculture industry. Analysis of the economic trends and career opportunities in animal agriculture will be covered. (C-ID AG-AS 104).

Objectives

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

1. Identify animal contributions to the development of human civilizations.
2. Describe economically significant breeds of animals and their unique adaptations.
3. Describe the function of the major body systems.
4. Identify reproductive cycles and biotechnological principles of animal reproduction.
5. Analyze genetic change through artificial/natural selection.
6. Discuss nutritional needs for various body functions.
7. Describe animal behavior as it relates to animal domestication, health and performance.
8. Explain basic strategies for disease control, prevention and management.
9. Utilize the scientific method to collect data, calculate production parameters and make scientifically-based management decisions.
10. Identify and discuss current issues affecting animal agriculture.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	**Lec Hrs**
Introduction to animal agriculture a. Career opportunities b. Importance of domestic animals to the world and to the United States c. Economic importance of animal agriculture d. Animal contributions to human needs e. Ethnic and cultural contributions to animal domestication	4.00
Unique adaptations of various species a. Natural selection vs artificial selection b. Meat animal use and production c. Fiber production d. Dairy production e. Recreational and companionship use of animals	4.00
Anatomy and physiology a. Identification of external anatomy for various species b. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory	3.00
Animal reproduction a. Animal breeding systems b. Reproductive management and technology c. Fertility assessment	3.00

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

Lab

Topics	**Lab Hrs**
Beef and Dairy	3.00
Sheep and Swine	3.00
Meats lab, safety and processes	3.00
Grocery store - meat, cheese, butter, ice cream	3.00
Purebred Beef - Expected Progeny Differences (EPD)	3.00
Commerical cattle operation - weaning, castration	3.00
Dairy farm - production cycle	3.00
Milk processing - cheese plant	3.00
Sheep - lambing and handling	3.00
Purebred Sheep - production cyle	3.00
Swine - vaccination, selection, management	3.00
Poultry - quality of carcasses and eggs	3.00
Horse - production cycle	3.00
Selection workshop	3.00
Biotechnology and environmental workshop	3.00
North Valley Livestock Tour	6.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

pork and lamb.

Writing Assignments

1. Read the chapter on animal behavior and and write a 2-3 page paper on the fields of animal behavior and systems of animal behavior.
2. Read an article from a trade magazine on the issues in animal agriculture and write 2 page paper on animal welfare.

Out-of-Class Assignments

1. Visit any livestock operation in the local area and be prepared to share with the class, the breeds, total numbers and management practices utilized at the operation.
2. Use the Internet to check current pricing on the major market animals as well as breeding stock for swine, sheep, beef and dairy cattle. This information will be shared with the class.

Recommended Materials of Instruction

Taylor, R. (2012). Scientific Farm Animal Production. *Prentice Hall, 10th.*
Knights, Marlon. (2014). Animal Science Lab Manual. *Kendall Hunt Publishing, 1st.*

Other Learning Materials
Materials: 3 ring notebook, proper clothing for labs

Methods of Instruction

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

Methods of Evaluation

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

Created/Revised by: Adams, Denise

Date:02/25/2019

Catalog Description

AB 20 - Careers in Agriculture, Environmental Science and Natural Resources

Transfer Status: CSU

Unit(s): 1.00
Contact Hours: 17.00 Lecture
Out of Class Hours: 34.00
Total Course Hours: 51.00

Course Description:
This course is a study of the agriculture, environmental science and natural resources industries with a focus on career opportunities, self evaluation, and skills necessary for successful job procurement. Topics include job trends, resumes and cover letters, interviewing skills, and the types of careers available in agriculture, environmental science, and natural resources.

Objectives

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

1. Identify career opportunities in agriculture, environmental science, and natural resources.
2. Define their career goals and create an educational plan to achieve these goals.
3. Prepare an effective resume and cover letter and demonstrate effective job interviewing skills.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Introduction	1.00
Employment Trends	1.00
Establishing Goals	1.00
Sources of Employment Information	3.00
Placement and Interest Testing	2.00
Personal Inventory	1.00
Personal Education Plan	1.00
Resumes, Cover Letters	3.00
Job Interviews	2.00
Career Options	1.00
Self Evaluation	1.00
Total Hours:	17.00

Examples of Assignments

Reading Assignments

1. Read the examples of effective cover letters provided by the instructor. Identify the three primary components of an effective cover letter. Be prepared to discuss in class.
2. Read the examples of effective resumes provided by the instructor. Identify the five primary sections and their sequence in an effective resume. Be prepared to discuss in class.

Writing Assignments

1. Prepare a professional resume. Highlight your employment objective(s), academic qualifications, and work history.

interview.

Out-of-Class Assignments

1. Visit the Butte College Career Development Center. Take the "career assessment" activity to identify potential career fields that correspond to your interests. Be prepared to share what you learned in class.
2. Use the Eureka computer database in the Butte College Career Center to identify the education requirements, job duties, and pay range for three job categories of interest to you.

Recommended Materials of Instruction

Yena, D.. (2020). Career Directions: New Paths to Your Ideal Career. *McGraw-Hill Education, Seventh* . 9781259712371.

Methods of Instruction

A. Lecture
B. Demonstrations
C. Guest Speakers
D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture

Methods of Evaluation

A. Quizzes
B. Portfolios
C. Papers
D. Homework
E. Mid-term and final examinations
F. Essays and research papers

Created/Revised by: Vazquez, Jacob

Date:12/06/2021

Catalog Description

AB 26 - Introduction to Agriculture Business

Transfer Status: CSU

Unit(s): 3.00
Contact Hours: 51.00 Lecture
Out of Class Hours: 102.00
Total Course Hours: 153.00

Course Description:
This course provides students with a basic understanding of the business and economics of the agricultural industry; an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system; management principles encountered in the day to day operation of an agricultural enterprise as they relate to the decision making process. (C-ID AG-AB 104).

Objectives

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

1. Explain how economic principles relate to commodity marketing sub sectors in agriculture.
2. Recognize and describe agricultural business organizational structures including; sole proprietorships, partnerships, corporations, franchises, and cooperatives. Identify and explain the four functions of management and how they relate to the agribusiness organization.
3. Develop an awareness of the basic laws, regulations, and regulatory agencies that interact with the agriculture community.
4. Describe various styles of leadership.
5. Identify the role of the agricultural manager.
6. Recognize, evaluate, and propose solutions to problems in personnel, ethics and communication.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
The role and organization of the agribusiness a. The place of agribusiness in California, United States, and the global economy b. Types of agribusiness c. The organization of an agribusiness d. Types of business structure e. Managing the agribusiness	8.50
Management a. Planning b. Leading c. Organizing d. Controlling	8.50
Managerial Problem Solving in Agriculture a. Diagnosis of the situation b. Generating alternative c. Evaluating alternatives d. Selecting the best alternative e. Implementing the alternative f. Evaluation of results	8.50
Financial Management and Control of Agribusiness a. General business economics b. Overview of financial statements	8.50

a. The role of the agriculture manager
b. Agriculture employee motivation
c. Team and team building
d. Labor relations

8.50

Business Land and Ethics in Agriculture
a. Agriculture values
b. Agriculture business ethnics
c. Personal values
d. Agricultural Law and the regulatory environment

8.50

Total Hours: 51.00

Examples of Assignments

Reading Assignments

1. Read and interpret an article pertaining to current events in agriculture, posted on the class portal. Be prepared to discuss the issues and take a pro/con position.
2. Read the case study in your text dealing with "Going Broke While Making a Profit". Identify how this happened and how it could have been avoided.

Writing Assignments

1. Write a 7-10 page Business Plan for an agricultural endeavor of your choice. The Business Plan should include a description of the business, a marketing plan, and financial statements.
2. Write a two-three research page paper covering the management style of the Simplot Corporation. Identify the companies approach to hiring, advancement, and outlook on the future.

Out-of-Class Assignments

1. Locate two examples of advertising for an agricultural commodity. One should be commodity based and the other product specific. Be prepared to discuss in class.
2. Interview an individual currently working in your proposed field of employment. Write a two page paper discussing the nature of the work, the best and worst parts of the job, and the employment outlook. Be prepared to discuss in class.

Recommended Materials of Instruction

Barnard, F., Foltz, J., Yeager, E., Brewer, B.. (2020). Agribusiness Management. *Routledge, Sixth.* 9780367341947.

Methods of Instruction

A. Group Discussions
B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
C. Lecture
D. Reading Assignments

Methods of Evaluation

A. Quizzes
B. Oral Presentation
C. Projects
D. Homework
E. Short papers
F. Essays and research papers

Created/Revised by: Vazquez, Jacob

Date:12/06/2021

Catalog Description

PHO 4 - Beginning Digital Photography

Transfer Status: CSU

Unit(s): 3.00
Contact Hours: 34.00 Lecture/51.00 Lab
Out of Class Hours: 68.00
Total Course Hours: 153.00

Course Description:
An introductory digital course presenting the origins and history of photography, camera and lens use, exposure, metering, printing procedures, print presentations, composition and standards of quality. Emphasis is placed on print quality along with content, composition and personal expression.

Objectives

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

1. Execute the camera techniques necessary for using digital photography as a creative tool.
2. Analyze and discuss the concept of digital photography as an art form.
3. Critique contemporary digital photography.
4. Effectively apply professional image editing software and proper digital workflow to create quality digital prints.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Introduction to Digital Imaging	1.00
Introduction to Digital Cameras and Lenses	2.00
Basic Camera Controls	2.00
Exposure, Light Meters and Histograms	2.00
Introduction to the Lightroom Workspace	2.00
Image Capture and Import to Lightroom	2.00
Digital Darkroom Workflow	2.00
Developing Images in Lightroom	2.00
Overview of the History of Photography	4.00
Composition and Design	2.00
Color Principles and Theory	2.00
Color Balance and Adjustment	2.00
Printers/Papers	1.00
Print Presentation	1.00
Other Lightroom Tools	2.00
Assignment Introduction	4.00
Final Portfolio Introduction	1.00
Total Hours:	34.00

Lab

Topics	Lab Hrs
Introduction to the Lightroom Workspace	3.00

Introduction to Lightroom Workflow		3.00
Developing Photos in Lightroom		12.00
Digital File Management		5.00
Other Lightroom Tools		5.00
Exporting Images		2.00
Print Presentation		3.00
Printing		2.00
Assignment Critique		8.00
Final Critique		3.00
	Total Hours:	51.00

Examples of Assignments

Reading Assignments

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

Writing Assignments

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

Out-of-Class Assignments

1. Research a beginning Lightroom tutorial on the Internet. Demonstrate the technique to the class.
2. Read the chapter in the textbook about light and color temperature. Create four color images using four different light sources to demonstrate the differences in color temperature depending on the light source.

Recommended Materials of Instruction

London, B. and Stone, J. (2018). A Short Course in Digital Photography. *Prentice Hall, 4th.*
Hirsh, R. (2015). Exploring Color Photography. *Routledge, 6th.*

Methods of Instruction

A. Discussion
B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
C. Lecture
D. Multimedia Presentations
E. Reading Assignments
F. Demonstrations

Methods of Evaluation

A. Exams/Tests
B. Portfolios
C. Projects
D. Homework
E. Class participation
F. Performance Examinations

Created/Revised by: Donnelly, Daniel
Date:12/07/2020

Catalog Description

CLP 101 - Career, Education and Life Choices

Transfer Status: NT

Unit(s): 3.00
Contact Hours: 51.00 Lecture
Out of Class Hours: 102.00
Total Course Hours: 153.00

Course Description:
This is an introductory personal development course where students learn the skills for goal setting, budget projection, career and educational research, decision-making, and personal management. The course culminates in a 10-year action plan to fulfill educational and career goals.

Objectives

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

1. Identify interests, lifestyle preferences and aptitudes that influence career, education and life choices.
2. Conduct preliminary career research using online and in-person resources such as the Occupational Outlook Handbook and informational interviews.
3. Use a basic problem-solving techniques to overcome obstacles and refine personal goals.
4. Create plans and use self-directed strategies for career changes and lifelong learning.
5. Develop and maintain a 10-year action plan that includes appropriate experiences, skills, training and education required to attain stated career goal.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics	Lec Hrs
Envisioning your future	2.00
Setting goals and creating plans	4.00
Career research	6.00
Budgeting for your envisioned lifestyle	5.00
Rubrics for making informed education, career, and life choices	4.00
Transitioning through post-secondary education into the workforce	4.00
Long-range plans for educational and training opportunities	8.00
Strategies for making career and life changes	3.00
Self-mastery skills and resiliency strategies	4.00
Connecting your education and career decisions with the planning process	4.00
Designing and maintaining your 10-year plan	7.00
Total Hours:	51.00

Examples of Assignments

Reading Assignments

1. Read the chapter in your text on the traits of those who succeed, and prepare to present in class the characteristics of people you would like to hire if you were the manager of a company.
2. Read the section in your text on the six E's of excellence, and prepare to share in class a person you know that embodies these traits.

Writing Assignments

2. Write a budget for the envisioned lifestyle using the template provided by your instructor.

Out-of-Class Assignments

1. Complete an online inventory that details the skills you have and the skills you need to learn for your chosen career path. Submit a one-page summary of your findings.
2. Using your skills inventory chart, develop an education plan for your career path. Prepare to share your plan during a small-group discussion in class.

Recommended Materials of Instruction

Bingham, Mindy & Stryker, Sandy. (2013). Career Choices and Changes: Discover Who You Are, What You Want, and How to Get It. *Academic Innovations, 5th.*
Bingham, Mindy. (2013). Career Choices and Changes: Workbook and Portfolio. *Academic Innovations, 5th.*

Other Learning Materials
My10yearPlan.com® Interactive, Academic Innovations, 2012.

Online inventories that measure interests, personality, values, skills, learning styles, and lifestyle

Instructor may decide to assign additional self-measurement tools outside of the course text/materials, as needed.

Methods of Instruction

A. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
B. Lecture
C. Multimedia Presentations
D. Class Activities
E. Group Discussions
F. Guest Speakers

Methods of Evaluation

A. Portfolios
B. Projects
C. Homework
D. Class participation
E. Written Assignments

Created/Revised by: Donnelly, Brian

Date:10/31/2016

To: Oroville Union High School Board of Trustees
From: Jacqueline Deadmore, Food Service Director
Date: 7/29/2022
Subject: Local School Wellness Policy, Updated after Triennial Assessment

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Background Information: Districts are required to conduct an assessment of our Local School Wellness Policy (LSWP) every 3 years. Last year we did not have to complete the assessment due to submitting a waiver (COVID 19).

With board approval, we will post the updated version of the LSWP to the website as well as the results from the assessment. Households will be notified as well. The district will conduct an assessment again in three years.

Financial Impact: None.

Recommendation: Approval

Based on the grading rubric our district's current policy scored the following:

Section 1: Nutrition Education
Our comprehensiveness score is great at 100. Our strength score, 55, is lower than it could be due to the wording (language) used in the LSWP (Local School Wellness Policy).

Section 2: Standards for USDA Child Nutrition Programs and School Meals
Our comprehensiveness and strength scores are great; both 80. Only one of the Federal Requirements was not met because the LSWP did not discuss the Free & Reduced Price meal applications due to us operating under CEP (Community Eligibility Provision)

Section 3: Nutrition Standards for Competitive and Other Foods and Beverages
Both scores were the same, 85, and could easily improve by providing information on a few topics that have not been addressed in the LSWP. However, the Federal Requirements have all been met and scored the highest possible.

Section 4: Physical Education Physical Activity
With stronger language or more details pertaining to these topics both scores can improve. Comprehensiveness score: 69 and Strength score: 30

Section 5: Wellness Promotion and Marketing
The only Federal requirement of this section is fulfilled. To increase our scores we would need to provide more information about details that we have generally covered or have not covered at all such as marketing. Comprehensiveness score: 50 and Strength score: 25

Section 6: Implementation, Evaluation and Communication
All Federal requirements are fulfilled. Comprehensiveness score: 87.5 and Strength score: 50

Overall District Policy Score
Comprehensiveness score: 78.5
Strength score: 56

By adding more information and/or using stronger language we can easily improve our scores. The most important factor is Federal requirements have been met.

Examples of how we were able to improve or can improve scores:

- Include USDA standards in the policy or provide a web link to the USDA website
- Include a link for CACFP meal patterns
- Include a link for "Request for Special Meals and/or Accommodations" form
- Include statements similar to "the cafeterias are cashless - all students, regardless of the type of payment they make for school meals, or the food being purchased (meal or a la carte) are given a code to enter at the cash register." Also, "schools must serve students a reimbursable meal, regardless of whether the student has money to pay or owes money"
- Include a statement like "the district is in compliance with all federal or state nutrition standards for all food served in schools"
- Address nutrition standards for all foods and beverages served to students after the school day
- Address family and community engagement in physical activity opportunities at all schools

- Address active transport for all K-12 students who live within walkable/bikeable distance

Information and links added to updated LSWP

School Breakfast Program Meal Pattern
Breakfast Meal Pattern (Grades K-12) - Healthy Eating & Nutrition Education (CA Dept of Education)

National School Lunch Program Meal Pattern
Lunch Meal Pattern (Grades K-12) - Healthy Eating & Nutrition Education (CA Dept of Education)

Smart Snacks resources
Smart Snacks | Alliance for a Healthier Generation

Board Policies related to Physical Education and Activity
OROVILLE UNION HIGH SCHOOL DISTRICT BP 6142.7 (a) Instruction

More information can be found here for Community Relations
OROVILLE UNION HIGH SCHOOL DISTRICT BP 1325 (a) Community Relations

Information regarding physical education exemptions, temporary and permanent.
OROVILLE UNION HIGH SCHOOL DISTRICT BP 6142.7 (a) Instruction

Additional opportunities for physical activity
OROVILLE UNION HIGH SCHOOL DISTRICT BP 6142.7 (a) Instruction

Meal Pattern Requirements for At Risk Afterschool Suppers
eCFR :: 7 CFR 226.20 -- Requirements for meals.

Request for Meal Accommodations
Food Service / Request for Special Meals and/or Accommodations

WellSAT 3.0

Wellness School Assessment Tool

DISTRICT SCORECARD

Federal Requirement | Farm to School | CSPAP

Section 1: Nutrition Education		
		Rating
NE1	Includes goals for nutrition education that are designed to promote student wellness.	2
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	2
NE3	All elementary school students receive sequential and comprehensive nutrition education. Use N/A if no elementary schools in district.	N/A
NE4	All middle school students receive sequential and comprehensive nutrition education. Use N/A if no middle schools in district.	N/A
NE5	All high school students receive sequential and comprehensive nutrition education. Use N/A if no high schools in district.	1
NE6	Nutrition education is integrated into other subjects beyond health education	2
NE7	Links nutrition education with the school food environment.	1
NE8	Nutrition education addresses agriculture and the food system.	1
Subtotal for Section 1	**Comprehensiveness Score:** Count the number of items rated as "1"or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	100
	Strength Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	60

Section 2: Standards for USDA Child Nutrition Programs and School Meals		
		Rating
SM1	Assures compliance with USDA nutrition standards for reimbursable school meals.	2
SM2	Addresses access to the USDA School Breakfast Program.	2
SM3	District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	0
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	0
SM5	Specifies how families are provided information about determining eligibility for free/reduced priced meals	2
SM6	Specifies strategies to increase participation in school meal programs.	2
SM7	Addresses the amount of "seat time" students have to eat school meals.	2
SM8	Free drinking water is available during meals.	2
SM9	Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	2
SM10	Addresses purchasing local foods for the school meals program.	2
Subtotal for Section 2	**Comprehensiveness Score:** Count the number of items rated as "1"or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	80
	Strength Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	80

Section 3: Nutrition Standards for Competitive and Other Foods and Beverages		
		Rating
NS1	Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.	2
NS2	USDA Smart Snack standards are easily accessed in the policy.	2
NS3	Regulates food and beverages sold in a la carte.	2
NS4	Regulates food and beverages sold in vending machines.	2
NS5	Regulates food and beverages sold in school stores.	2
NS6	Addresses fundraising with food to be consumed during the school day.	2
NS7	Exemptions for infrequent school-sponsored fundraisers.	0
NS8	Addresses foods and beverages containing caffeine at the high school level. Use N/A if no high schools in district.	0
NS9	Regulates food and beverages served at class parties and other school celebrations in elementary schools. Use N/A if no elementary schools in district.	N/A
NS10	Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming.	2
NS11	Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.	2
NS12	Addresses food not being used as a reward.	0
NS13	Addresses availability of free drinking water throughout the school day.	2
Subtotal for Section 3	**Comprehensiveness Score:** Count the number of items rated as "1"or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	85
	Strength Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	85

Section 4: Physical Education Physical Activity		
		Rating
PEPA1	There is a written physical education curriculum for grades K-12.	2
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	2
PEPA3	Physical education promotes a physically active lifestyle.	1
PEPA4	Addresses time per week of physical education instruction for all elementary school students. Use N/A if no elementary school in district.	N/A
PEPA5	Addresses time per week of physical education instruction for all middle school students. Use N/A if no middle school in district.	N/A
PEPA6	Addresses time per week of physical education instruction for all high school students. Use N/A if no high school in district.	1
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	2
PEPA8	Addresses providing physical education training for physical education teachers.	2
PEPA9	Addresses physical education exemption requirements for all students.	0
PEPA10	Addresses physical education substitution for all students.	0
PEPA11	Addresses family and community engagement in physical activity opportunities at all schools.	1

PEPA12	Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	1
PEPA13	Addresses recess for all elementary school students. Use N/A if no elementary schools in district.	N/A
PEPA14	Addresses physical activity breaks during school.	1
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	0
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	0
Subtotal for Section 4	**Comprehensiveness Score:** Count the number of items rated as "1"or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	69
	Strength Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	30

Section 5: Wellness Promotion and Marketing		
		Rating
WPM1	Encourages staff to model healthy eating and physical activity behaviors.	1
WPM2	Addresses strategies to support employee wellness.	2
WPM3	Addresses using physical activity as a reward.	0
WPM4	Addresses physical activity not being used as a punishment.	2
WPM5	Addresses physical activity not being withheld as a punishment.	2
WPM6	Specifies marketing to promote healthy food and beverage choices.	1
WPM7	Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	1
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	0
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	0
WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers, etc.).	0
WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, on school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, or announcements on the public announcement (PA) system).	0
WPM12	Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products).	0
Subtotal for Section 5	**Comprehensiveness Score:** Count the number of items rated as "1"or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	50
	Strength Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	25

Section 6: Implementation, Evaluation, and Communication		
		Rating
IEC1	Addresses the establishment of an ongoing district wellness committee.	1
IEC2	Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.	1
IEC3	Identifies the officials responsible for the implementation and compliance of the local wellness policy.	2
IEC4	Addresses making the wellness policy available to the public.	2
IEC5	Addresses the assessment of district implementation of the local wellness policy at least once every three years.	1
IEC6	Triennial assessment results will be made available to the public and will include: 1. The extent to which schools under the jurisdiction of the LEA are in compliance with the local school wellness policy; 2. The extent to which the LEA's local school wellness policy compares to model local school wellness policies; 3. A description of the progress made in attaining the goals of the local school wellness policy.	2
IEC7	Addresses a plan for updating policy based on results of the triennial assessment.	2
IEC8	Addresses the establishment of an ongoing school building level wellness committee.	0
Subtotal for Section 6	**Comprehensiveness Score:** Count the number of items rated as "1"or "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	87.5
	Strength Score: Count the number of items rated as "2." Divide this number by the total number of items, excluding those that are not applicable (N/A). Multiply by 100.	50

Overall District Policy Score		
		Score
	Comprehensiveness Score: Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	78.5
	Strength Score: Add the strength scores for each of the six sections above and divide this number by 6.	56

Oroville Union High School District

Wellness Policy

2022-2023

Oroville Union High School District Wellness Policy

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Oroville Union High School District Wellness Policy

Preamble

Oroville Union High School District (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.[1,2,3,4,5,6,7] Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.[8,9,10] In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.[11,12,13,14]. Finally, there is evidence that adequate hydration is associated with

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[1] Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, Journal of Adolescent Health. 2013; 52(5):523–532.

[2] Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. American Journal of Diseases of Children. 1989;143(10):1234–1239.

[3] Murphy JM. Breakfast and learning: an updated review. Current Nutrition & Food Science. 2007; 3:3–36.

[4] Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. Archives of Pediatrics and Adolescent Medicine. 1998;152(9):899–907.

[5] Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. American Journal of Clinical Nutrition. 1998; 67(4), 804S–813S.

[6] Rampersaud GC, Pereira MA, Girard BL, Adams J, Metzl JD. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. Journal of the American Dietetic Association. 2005;105(5):743–760, quiz 761–762.

[7] Taras, H. Nutrition and student performance at school. Journal of School Health. 2005;75(6):199–213.

[8] MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. Canadian Journal of Dietetic Practice and Research. 2008;69(3):141–144.

[9] Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. Journal of Nutrition Education. 1997;29(1):12–20.

[10] Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. Preventive Medicine. 1996;25(5):497–505.

[11] Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance.* Atlanta, GA: US Department of Health and Human Services, 2010.

[12] Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment.* Arch Pediatr Adolesc Med, 2012; 166(1):49-55.

better cognitive performance. [15,16,17]

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the District. Specific measureable goals and outcomes are identified within each section below.

I. School Wellness Committee

Committee Role and Membership

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[13] Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väisto J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children.* PLoS ONE, 2014; 9(9): e107031.

[14] Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function.* Pediatrics 2014; 134(4): e1063-1071.

[15] Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds.* Retrieved from http://changelabsolutions.org/publications/district-policy-school-food-ads

The District will utilize each school's School Site Council (hereto referred to as SSC) as the Wellness Committee. The SSC meets monthly to review school site issues. The SSC will establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The SSC membership will represent the high school district and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, nurses, speech therapists and mental health and social services staff [e.g., school counselors, psychologists, social workers, or behavioral specialists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-Ed). To the extent possible, the SSC will include representatives that reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the SSC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

The designated official for oversight is: Jacqueline Deadmore, Food Services Director jdeadmore@ouhsd.org

Name	**Title / Relationship to the School or District**	**Email address**	**Role on Committee**
Jacqueline Deadmore	Food Service Director	jdeadmore@ouhsd.net	Assists in the evaluation of the wellness policy implementation
	Director of Education		Assists in the evaluation of the

			wellness policy implementation
Kristen Wiedenman	OHS Principal	kwiedenman@ouhsd.net	Assists in the evaluation of the wellness policy implementation
Dr. Lamar Collins	LPHS Principal	Lamarcollins@ouhsd.net	Assists in the evaluation of the wellness policy implementation
Matt Kermen	PHS Principal	mkermen@ouhsd.net	Assists in the evaluation of the wellness policy implementation
Teachers, Parents, Students, Community Members	Teachers, Parents, Students, Community Members		Assists in the evaluation of the wellness policy implementation

At each school the principal or his /her designee will serve as the school wellness policy coordinator, who will ensure compliance with the policy.

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools

Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy can be found on the District's website (www.ouhsd.org)

Recordkeeping

The Food Service Director will retain records to document compliance with the requirements of the wellness policy. Documentation maintained will include but will not be limited to:

- The written wellness policy
- Documentation of efforts to review and update the wellness policy
- Documentation demonstrating the most recent assessment on the implementation of the wellness policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The person responsible for managing the triennial assessment and contact information is Jacqueline Deadmore, Food Service Director, jdeadmore@ouhsd.net and Director of Education & Student Services,

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The wellness policy will be updated based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of SSC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the District's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The district prioritizes operating in compliance with all federal or state nutrition standards for all food served in schools. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), and the School Breakfast Program (SBP). The guidelines for the NSLP and SBP can be found at: Breakfast Meal Pattern (Grades K-12) - Healthy Eating & Nutrition Education (CA Dept of Education) and Lunch Meal Pattern (Grades K-12) - Healthy Eating & Nutrition Education (CA Dept of Education) All schools within the District are committed to offering school meals through the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and other applicable federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations.
- Promote healthy food and beverage choices using at least ten of the following from the Smarter Lunchroom Techniques website:
  - Whole fruit and vegetable options are displayed in attractive manner
  - Daily fruit options are displayed in a location in the line of sight and reach of students.
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
  - A reimbursable meal can be created in any service area available to students (e.g., snack rooms, etc.).
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
  - Announcements are used to promote and market menu options.

- Menus will be posted on the District website or individual school websites

- Menus will be created/reviewed by a nutrition professional
- The District child nutrition program will accommodate students with a completed Food Service / Request for Special Meals and/or Accommodations form.
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated
- Students are served lunch at a reasonable and appropriate time of day.
- Lunch will follow the recess period to better support learning and healthy eating.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.
- The District will implement the following Farm to School activities
  - Local and/or regional products are incorporated into the school meal program;
  - Messages about agriculture and nutrition are reinforced throughout the learning environment;

The meal pattern for the At Risk Afterschool Suppers program can be found here: eCFR :: 7 CFR 226.20 -- Requirements for meals.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

- Water cups with jugs will be available in the cafeteria when a drinking fountain is not present.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at

a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthy foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

The District will encourage schools to offer foods on campus that meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. Healthy party ideas are available from the Alliance for a Healthier Generation and from the USDA.
2. Classroom snacks brought by parents. The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools state nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas [*examples from the Alliance for a Healthier Generation and the USDA*].

Sale of frozen pizza, cookie dough and other items preordered and distributed in a precooked state or in bulk quantities (multiple servings in a package) for consumption at home is not required to meet the standards. For example, boxes of preordered Girl Scout cookies intended for consumption at home would not be subject to the standards. Students could take orders and deliver them during the school day for consumption outside of school.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Encouraging 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at http://www.foodplanner.healthiergeneration.org/.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);

- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach

students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by encouraging advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

The District encourages schools to strive to market and promote foods and beverages to students on the school campus during the school day that will meet or exceed the state nutrition standards

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.[15] This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy. The Superintendent, principal, or

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designee shall not accept for distribution, or allow on school property, any materials or advertisements that promote during the school day any food or beverage that does not comply with state nutritional standards pursuant to Education Code 49430-49434, including a corporate incentive program that offers free or discounted foods or beverages that do not meet nutritional standards as rewards for students who reach certain academic goals. This prohibition does not include advertising on clothing with brand images worn on school grounds, advertising contained in product packaging, or advertising of infrequent school fundraising events involving food or beverages that do not meet the nutritional standards. (Education Code 49431.9) (cf. 3550 - Food Service/Child Nutrition Program) (cf. 5030 - Student Wellness) More information can be found here OROVILLE UNION HIGH SCHOOL DISTRICT BP 1325 (a) Community Relations

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move!* Active Schools (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason. This does not include participation on sports teams that have specific academic requirements. The District will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The Governing Board of the District recognizes the positive benefits of physical activity on student health and academic achievement. The district shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The district's physical education and activity programs shall support the district's coordinated student wellness program and encourage students' lifelong fitness. Board Polices related to Physical Education and Activity can be found at: OROVILLE UNION HIGH SCHOOL DISTRICT BP 6142.7 (a) Instruction

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.
- All physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education.

Exemptions:

Information regarding physical education exemptions, temporary and permanent, for all students can be found at: OROVILLE UNION HIGH SCHOOL DISTRICT BP 6142.7 (a) Instruction

Essential Physical Activity Topics in Health Education

The district will require students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Additional Opportunities for Physical Activity

The Superintendent or designee shall implement strategies for increasing opportunities for physical activity outside the physical education program, which may include, but not be limited to

Classroom Physical Activity Breaks

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, the District will encourage teachers to offer periodic opportunities for students to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom times at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

Active Academics

Teachers will be encouraged to incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will be encouraged to serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through participation in sports. The District will encourage students to be involved in the sports program.

V. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with

and complementary of the wellness policy, including but not limited to ensuring the involvement of the School Site Councils.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will continue to encourage developing relationships with community partners (e.g., hospitals, universities/colleges, local businesses) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

Through the newsletters and/or website updates and social media updates, the District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The District's Human Resource Technician will focus on staff wellness issues, will identify and disseminate wellness resources and perform other functions that support staff wellness.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary:

Extended School Day – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Oroville Union High School District

Wellness Policy

2022-2023

Oroville Union High School District Wellness Policy

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Oroville Union High School District Wellness Policy

Preamble

Oroville Union High School District (hereto referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.[1,2,3,4,5,6,7] Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.[8,9,10] In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.[11,12,13,14]. Finally, there is evidence that adequate hydration is associated with

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[1] Bradley, B, Green, AC. Do Health and Education Agencies in the United States Share Responsibility for Academic Achievement and Health? A Review of 25 years of Evidence About the Relationship of Adolescents' Academic Achievement and Health Behaviors, Journal of Adolescent Health. 2013; 52(5):523–532.

[2] Meyers AF, Sampson AE, Weitzman M, Rogers BL, Kayne H. School breakfast program and school performance. American Journal of Diseases of Children. 1989;143(10):1234–1239.

[3] Murphy JM. Breakfast and learning: an updated review. Current Nutrition & Food Science. 2007; 3:3–36.

[4] Murphy JM, Pagano ME, Nachmani J, Sperling P, Kane S, Kleinman RE. The relationship of school breakfast to psychosocial and academic functioning: Cross-sectional and longitudinal observations in an inner-city school sample. Archives of Pediatrics and Adolescent Medicine. 1998;152(9):899–907.

[5] Pollitt E, Mathews R. Breakfast and cognition: an integrative summary. American Journal of Clinical Nutrition. 1998; 67(4), 804S–813S.

[6] Rampersaud GC, Pereira MA, Girard BL, Adams J, Metzl JD. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. Journal of the American Dietetic Association. 2005;105(5):743–760, quiz 761–762.

[7] Taras, H. Nutrition and student performance at school. Journal of School Health. 2005;75(6):199–213.

[8] MacLellan D, Taylor J, Wood K. Food intake and academic performance among adolescents. Canadian Journal of Dietetic Practice and Research. 2008;69(3):141–144.

[9] Neumark-Sztainer D, Story M, Dixon LB, Resnick MD, Blum RW. Correlates of inadequate consumption of dairy products among adolescents. Journal of Nutrition Education. 1997;29(1):12–20.

[10] Neumark-Sztainer D, Story M, Resnick MD, Blum RW. Correlates of inadequate fruit and vegetable consumption among adolescents. Preventive Medicine. 1996;25(5):497–505.

[11] Centers for Disease Control and Prevention. *The association between school-based physical activity, including physical education, and academic performance.* Atlanta, GA: US Department of Health and Human Services, 2010.

[12] Singh A, Uijtdewilligne L, Twisk J, van Mechelen W, Chinapaw M. *Physical activity and performance at school: A systematic review of the literature including a methodological quality assessment.* Arch Pediatr Adolesc Med, 2012; 166(1):49-55.

better cognitive performance. [15,16,17]

This policy outlines the District's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus– in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

This policy applies to all students, staff and schools in the District. Specific measureable goals and outcomes are identified within each section below.

I. School Wellness Committee

Committee Role and Membership

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[13] Haapala E, Poikkeus A-M, Kukkonen-Harjula K, Tompuri T, Lintu N, Väisto J, Leppänen P, Laaksonen D, Lindi V, Lakka T. *Association of physical activity and sedentary behavior with academic skills – A follow-up study among primary school children.* PLoS ONE, 2014; 9(9): e107031.

[14] Hillman C, Pontifex M, Castelli D, Khan N, Raine L, Scudder M, Drollette E, Moore R, Wu C-T, Kamijo K. *Effects of the FITKids randomized control trial on executive control and brain function.* Pediatrics 2014; 134(4): e1063-1071.

[15] Change Lab Solutions. (2014). *District Policy Restricting the Advertising of Food and Beverages Not Permitted to be Sold on School Grounds.* Retrieved from http://changelabsolutions.org/publications/district-policy-school-food-ads

The District will utilize each school's School Site Council (hereto referred to as SSC) as the Wellness Committee. The SSC meets monthly to review school site issues. The SSC will establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The SSC membership will represent the high school district and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, nurses, speech therapists and mental health and social services staff [e.g., school counselors, psychologists, social workers, or behavioral specialists]; school administrators (e.g., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-Ed). To the extent possible, the SSC will include representatives that reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the SSC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

The designated official for oversight is: Jacqueline Deadmore, Food Services Director jdeadmore@ouhsd.org

Name	**Title / Relationship to the School or District**	**Email address**	**Role on Committee**
Jacqueline Deadmore	Food Service Director	jdeadmore@ouhsd.net	Assists in the evaluation of the wellness policy implementation
	Director of Education		Assists in the evaluation of the

			wellness policy implementation
Kristen Wiedenman	OHS Principal	kwiedenman@ouhsd.net	Assists in the evaluation of the wellness policy implementation
Dr. Lamar Collins	LPHS Principal	Lamarcollins@ouhsd.net	Assists in the evaluation of the wellness policy implementation
Matt Kermen	PHS Principal	mkermen@ouhsd.net	Assists in the evaluation of the wellness policy implementation
Teachers, Parents, Students, Community Members	Teachers, Parents, Students, Community Members		Assists in the evaluation of the wellness policy implementation

At each school the principal or his /her designee will serve as the school wellness policy coordinator, who will ensure compliance with the policy.

II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools

Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy can be found on the District's website (www.ouhsd.org)

Recordkeeping

The Food Service Director will retain records to document compliance with the requirements of the wellness policy. Documentation maintained will include but will not be limited to:

- The written wellness policy
- Documentation of efforts to review and update the wellness policy
- Documentation demonstrating the most recent assessment on the implementation of the wellness policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The person responsible for managing the triennial assessment and contact information is Jacqueline Deadmore, Food Service Director, jdeadmore@ouhsd.net and Director of Education & Student Services,

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The wellness policy will be updated based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of SSC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the District's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The district prioritizes operating in compliance with all federal or state nutrition standards for all food served in schools. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), and the School Breakfast Program (SBP). The guidelines for the NSLP and SBP can be found at: Breakfast Meal Pattern (Grades K-12) - Healthy Eating & Nutrition Education (CA Dept of Education) and Lunch Meal Pattern (Grades K-12) - Healthy Eating & Nutrition Education (CA Dept of Education) All schools within the District are committed to offering school meals through the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and other applicable federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations.
- Promote healthy food and beverage choices using at least ten of the following from the Smarter Lunchroom Techniques website:
  - Whole fruit and vegetable options are displayed in attractive manner
  - Daily fruit options are displayed in a location in the line of sight and reach of students.
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
  - A reimbursable meal can be created in any service area available to students (e.g., snack rooms, etc.).
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
  - Announcements are used to promote and market menu options.

- Menus will be posted on the District website or individual school websites

- Menus will be created/reviewed by a nutrition professional
- The District child nutrition program will accommodate students with a completed Food Service / Request for Special Meals and/or Accommodations form.
- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated
- Students are served lunch at a reasonable and appropriate time of day.
- Lunch will follow the recess period to better support learning and healthy eating.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.
- The District will implement the following Farm to School activities
  - Local and/or regional products are incorporated into the school meal program;
  - Messages about agriculture and nutrition are reinforced throughout the learning environment;

The meal pattern for the At Risk Afterschool Suppers program can be found here: eCFR :: 7 CFR 226.20 -- Requirements for meals.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

- Water cups with jugs will be available in the cafeteria when a drinking fountain is not present.
- All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at

a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthy foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

The District will encourage schools to offer foods on campus that meet or exceed the USDA Smart Snacks in School nutrition standards including through:

1. Celebrations and parties. Healthy party ideas are available from the Alliance for a Healthier Generation and from the USDA.
2. Classroom snacks brought by parents. The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools state nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas [*examples from the Alliance for a Healthier Generation and the USDA*].

Sale of frozen pizza, cookie dough and other items preordered and distributed in a precooked state or in bulk quantities (multiple servings in a package) for consumption at home is not required to meet the standards. For example, boxes of preordered Girl Scout cookies intended for consumption at home would not be subject to the standards. Students could take orders and deliver them during the school day for consumption outside of school.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Encouraging 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at http://www.foodplanner.healthiergeneration.org/.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);

- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach

students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by encouraging advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

The District encourages schools to strive to market and promote foods and beverages to students on the school campus during the school day that will meet or exceed the state nutrition standards

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.[15] This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy. The Superintendent, principal, or

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designee shall not accept for distribution, or allow on school property, any materials or advertisements that promote during the school day any food or beverage that does not comply with state nutritional standards pursuant to Education Code 49430-49434, including a corporate incentive program that offers free or discounted foods or beverages that do not meet nutritional standards as rewards for students who reach certain academic goals. This prohibition does not include advertising on clothing with brand images worn on school grounds, advertising contained in product packaging, or advertising of infrequent school fundraising events involving food or beverages that do not meet the nutritional standards. (Education Code 49431.9) (cf. 3550 - Food Service/Child Nutrition Program) (cf. 5030 - Student Wellness) More information can be found here OROVILLE UNION HIGH SCHOOL DISTRICT BP 1325 (a) Community Relations

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move!* Active Schools (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason. This does not include participation on sports teams that have specific academic requirements. The District will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The Governing Board of the District recognizes the positive benefits of physical activity on student health and academic achievement. The district shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The district's physical education and activity programs shall support the district's coordinated student wellness program and encourage students' lifelong fitness. Board Polices related to Physical Education and Activity can be found at: OROVILLE UNION HIGH SCHOOL DISTRICT BP 6142.7 (a) Instruction

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.
- All physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education.

Exemptions:

Information regarding physical education exemptions, temporary and permanent, for all students can be found at: OROVILLE UNION HIGH SCHOOL DISTRICT BP 6142.7 (a) Instruction

Essential Physical Activity Topics in Health Education

The district will require students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Additional Opportunities for Physical Activity

The Superintendent or designee shall implement strategies for increasing opportunities for physical activity outside the physical education program, which may include, but not be limited to

Classroom Physical Activity Breaks

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, the District will encourage teachers to offer periodic opportunities for students to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom times at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

Active Academics

Teachers will be encouraged to incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will be encouraged to serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through participation in sports. The District will encourage students to be involved in the sports program.

V. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with

and complementary of the wellness policy, including but not limited to ensuring the involvement of the School Site Councils.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will continue to encourage developing relationships with community partners (e.g., hospitals, universities/colleges, local businesses) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

Through the newsletters and/or website updates and social media updates, the District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The District's Human Resource Technician will focus on staff wellness issues, will identify and disseminate wellness resources and perform other functions that support staff wellness.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary:

Extended School Day – the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Oroville Union High School District
Textbook/Novel Evaluation Form

Date: 8/8/22 School: OHS

Grade: 12 Course: AP Lit

Title: Born a Crime

Author: Trevor Noah

Publisher: One World Year/Edition: 2019 Reprint

ISBN#: 0399588191

The textbook adoption committee has found this textbook/novel to be accurate in subject matter, appropriate in vocabulary and style, and adequate with respect to study aids, illustrative materials, and bibliography. When controversial issues are presented, they represent more than one point of view and they are treated objectively. The comparative cost and construction of the texts have been considered.

A primary consideration in the selection of this textbook/novel was the recommendation of the teacher(s) who will be using it, and who is/are cognizant of the needs and abilities of the student as well as the immediate educational objectives of the subject area and their relationship to the overall goals of the district.

This textbook/novel does not contain sectarian or denominational doctrine contrary to law, or propaganda injurious to the welfare of the public schools (Ed Code 9959), and it upholds confidence and respect for American ideals and institutions. The publisher is one of those who have filed a bond in accordance with the California Educational Code (Ed Code 9951).

This textbook/novel is approved by the following adoption committee members:

1. _____ 2. _____

3. _____ 4. _____

A sample textbook/novel must accompany this form.

Oroville Union High School District
Textbook/Novel Evaluation Form

Date: 8/8/22 School: OHS

Grade: 12 Course: AP Lit

Title: I Am Malala

Author: Malala Yousafzai

Publisher: Little Brown Year/Edition: 2013

ISBN#: 9780316322409

The textbook adoption committee has found this textbook/novel to be accurate in subject matter, appropriate in vocabulary and style, and adequate with respect to study aids, illustrative materials, and bibliography. When controversial issues are presented, they represent more than one point of view and they are treated objectively. The comparative cost and construction of the texts have been considered.

A primary consideration in the selection of this textbook/novel was the recommendation of the teacher(s) who will be using it, and who is/are cognizant of the needs and abilities of the student as well as the immediate educational objectives of the subject area and their relationship to the overall goals of the district.

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This textbook/novel is approved by the following adoption committee members:

1. _____ 2. _____

3. _____ 4. _____

A sample textbook/novel must accompany this form.

Oroville Union High School District
Textbook/Novel Evaluation Form

Date: 8/10/22 School: OHS

Grade: 12 Course: AP Lit

Title: Latehomecomer

Author: Kao Kalia Yang

Publisher: Coffee House Press Year/Edition: 2017, 2nd edition

ISBN#: 1566894786

The textbook adoption committee has found this textbook/novel to be accurate in subject matter, appropriate in vocabulary and style, and adequate with respect to study aids, illustrative materials, and bibliography. When controversial issues are presented, they represent more than one point of view and they are treated objectively. The comparative cost and construction of the texts have been considered.

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This textbook/novel is approved by the following adoption committee members:

1. _____ 2. _____

3. _____ 4. _____

A sample textbook/novel must accompany this form.

Oroville Union High School District
Textbook/Novel Evaluation Form

Date: 8/8/2022 School: OHS

Grade: 12 Course: AP Lit

Title: Persepolis

Author: Marjane Satrapi

Publisher: Pantheon Year/Edition: 2007

ISBN#: 0375714839

The textbook adoption committee has found this textbook/novel to be accurate in subject matter, appropriate in vocabulary and style, and adequate with respect to study aids, illustrative materials, and bibliography. When controversial issues are presented, they represent more than one point of view and they are treated objectively. The comparative cost and construction of the texts have been considered.

A primary consideration in the selection of this textbook/novel was the recommendation of the teacher(s) who will be using it, and who is/are cognizant of the needs and abilities of the student as well as the immediate educational objectives of the subject area and their relationship to the overall goals of the district.

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This textbook/novel is approved by the following adoption committee members:

1. 2.

3. _____ 4. _____

A sample textbook/novel must accompany this form.

May 12, 2022

OUHSD Board of Trustees
2211 Washington Avenue
Oroville, CA 95966

Dear Board of Trustees,

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

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

Sincerely,

Amy Jernigan

tri counties bank
Service With Solutions®
P.O. Box 909, Chico CA 95927

ADDRESS SERVICE REQUESTED

OROVILLE ATHLETIC BOOSTERS CLUB
1535 BRIDGE ST
OROVILLE CA 95966-5060

Statement Ending 07/21/2022

Account Number:191086569

Service With Solutions

Speak with a Banker:	1-800-922-8742
Automated Phone Banking:	1-844-822-2447
Online Banking:	TriCountiesBank.com

Overall Balance Summary

Account Type	Account Number	Ending Balance
Not for Profit Business Chkg	191086569	$870.14

Not for Profit Business Chkg-191086569

Account Summary

Date	Description	Amount
06/22/2022	**Beginning Balance**	**$870.14**
	0 Credit(s) This Period	$0.00
	0 Debit(s) This Period	$0.00
07/21/2022	**Ending Balance**	**$870.14**

This balance is being transferred to their new Golden Valley account.

Golden Valley
BANK
190 Cohasset Road, Suite 170 • Chico, CA 95926
1-530-894-1000

100098648

Jul 31, 2022

OROVILLE HIGH SCHOOL ATHLETIC BOOSTER
1535 BRIDGE ST
OROVILLE CA 95966

0

rivacy Notice-Federal law requires us to tell you how we collect, share, and rotect your personal information. Our privacy policy has not changed and ou may review our policy and practices with respect to your personal nformation at www.goldenvalley.bank/Agreements.aspx or we will mail you a ree copy upon request if you call us at 530-894-1000.

usiness Non-Profit Checking

7/06/2022	Beginning Balance		.00
	4 Deposits/Other Credits	+	1,778.80
	0 Checks/Other Debits	-	.00
7/31/2022	Ending Balance 26 Days in Statement Period		1,778.80

Deposits/Other Credits

7/06/2022	Opening Deposit		50.00
7/07/2022	Mobile Deposit		1,000.00
7/11/2022	Mobile Deposit		50.00
7/26/2022	ACH Deposit	GoFundMe PAYOUT	678.80

	Total For This Period	Total Year-to-Date
Total Overdraft Fees	$ .00	$ .00
Total Returned Item Fees	$ .00	$ .00

Daily Ending Balance

7/06	50.00	07/11	1,100.00	07/26	1,778.80
7/07	1,050.00				

OROVILLE HIGH SCHOOL ATHLETIC BOOSTER
1535 BRIDGE ST
OROVILLE CA 95966

0 JESSICA AYALA, TREASURER
0 AMY JERNIGAN, PRESIDENT
0 TIFFANY MCCARTER, SECRETARY

TIN 98 0211731
Date of Birth
Email
JESSICA.AYALA@NORCALAAA.COM
Work Phone (918)906-3395

Additional

Current Balance	8,935.53
Proof	-327.00
Memo	0.00
Adjusted Ledger	8,608.53
Float (EFAA)	0.00
Current Collected	8,608.53
Hold Amount	0.00
Avail Dep Trfs	0.00
Unused LOC	0.00
Current Available	8,608.53
Current Balance	8,935.53
Chrgs Accrued	0.00
Earnings Due	0.00
Memo/Proof	-327.00
LOC Balance	0.00
Closing Amount	8,608.53
Write Off	0.00

CIF Comments

Location	Not Applicable	Owner	Business
Type	Bus Non-Profit	Account Type Code	NON-PROFIT ORG
Statement Cycle	030	Handling Code	
Officer	Operations	# ATM Cards	ATM(03)

History View: History Date Last Statement: 07/31/2022

Date	M	Description	Check	Good Funds	Credit Amount	Debit Amount	Balance	Reference	
07/06/2022	*	Opening Deposit	0		50.00		50.00		
07/07/2022	*	Mobile Deposit	0		1,000.00		1,050.00		
07/11/2022	*	Mobile Deposit	0		50.00		1,100.00		
07/26/2022	*	ACH Deposit	0		678.80		1,778.80	GoFundMe	PAYO...
08/03/2022		Deposit	0		7,156.73		8,935.53		
		ACH Payment	0			327.00	8,608.53	RVNuccio&Assocs PY	

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 08/04/2022

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

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

PRODUCER
R.V. Nuccio & Associates Insurance Brokers, Inc.
10148 Riverside Drive
Toluca Lake, CA 91602

CONTACT NAME: Robert V. Nuccio
PHONE (A/C, No, Ext): (800) 364-2433 FAX (A/C, No): (818) 980-1595
E-MAIL ADDRESS: support@rvnuccio.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Fireman's Fund Insurance Company	21873
INSURER B : Nationwide Life Insurance Company	66869
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED
Oroville High School Athletic Booster Club
1535 Bridge Street
Oroville , CA 95966

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

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

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY			XPK80998373	8/5/2022	8/5/2023	EACH OCCURRENCE	$ 1,000,000
	✔ COMMERCIAL GENERAL LIABILITY			NANPO0056173			DAMAGE TO RENTED PREMISES	$ 100,000
	☐ CLAIMS-MADE ✔ OCCUR						MEDICAL EXPENSE	$ 5,000
							PERSONAL & ADV INJURY	$ 1,000,000
							GENERAL AGGREGATE	$ 2,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						PRODUCTS - COMP/OP AGG	$ 2,000,000
	✔ POLICY ☐ PRO-JECT ☐ LOC							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT	$
	☐ ANY AUTO						BODILY INJURY (Per person)	$
	☐ ALL OWNED AUTOS ☐ SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	☐ HIRED AUTOS ☐ NON-OWNED AUTOS						PROPERTY DAMAGE (Per accident)	$
								$
	☐ UMBRELLA LIAB ☐ OCCUR						EACH OCCURRENCE	$
	☐ EXCESS LIAB ☐ CLAIMS-MADE						AGGREGATE	$
	☐ DED ☐ RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y / N						WC STATU-TORY LIMITS ☐ OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? ☐ N / A (Mandatory in NH)						E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
A	Directors and Officers			NPODO0063517	8/5/2022	8/5/2023		$1,000,000
A	Sexual Misconduct Liability			NANPO0056173	8/5/2022	8/5/2023		1,000,000

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

Evidence of Insurance Only

CERTIFICATE HOLDER

Evidence of Insurance Only

CANCELLATION

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

AUTHORIZED REPRESENTATIVE
Robert V. Nuccio

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To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: July 27, 2022
Subject: Request Board Approval for MOU with Thrive

Throughout the LCAP process, OUHSD received comments on the education provided to students. Thrive is a non-profit organization that is committed to innovation and equity. They assist school districts in accelerating learning outcomes and building capacity for growth.

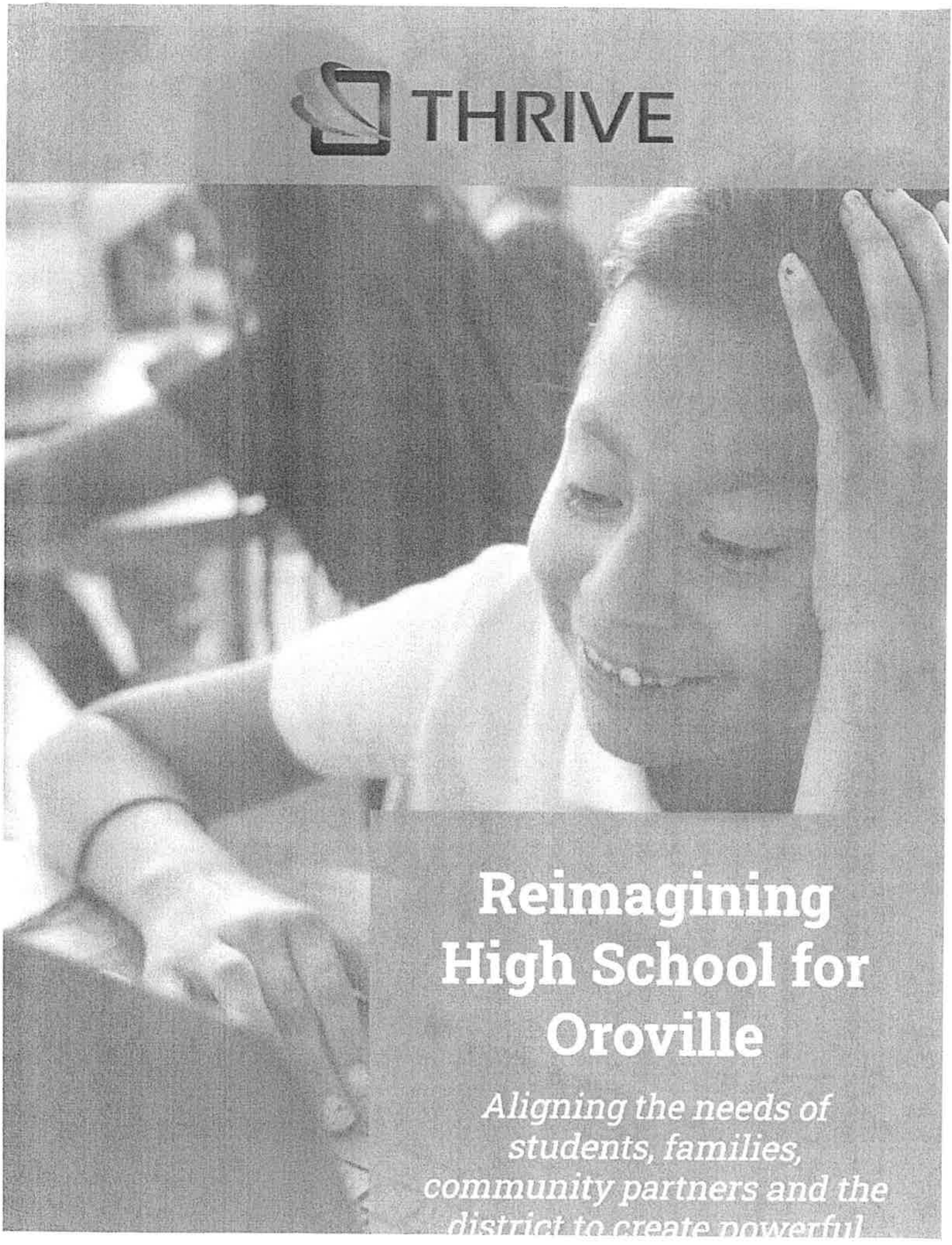
The Superintendent would like to contract with Thrive to assist the district seeking input from various stakeholders and develop a plan to have high schools in Oroville that are responsive to the needs of students, parents, staff and community members. The focus of the work will be:

1. **Understand Community Needs and Opportunities** - Work together to gain insight and understand into the needs, hopes and dreams of community members, businesses, families, learners, and educators in Oroville.

2. **Envision Oroville's Unique Learning Models** - Dream and design a bold new model for learning that prepares students for an ever changing future and is responsive to the real challenges facing students in Oroville.

3. **Co-Design the Future of High School** - Engage educators and students to define action steps to reimagine high school in ways that honors existing work and strengths in Oroville and also build on best practices and innovation in the field.

The total cost of the Thrive proposal is $48,280 to be paid out of one time funds. Dr. Assisi will be available to answer any questions.


THRIVE
Reimagining High School for Oroville
Aligning the needs of students, families, community partners and the district to create powerful

Introduction

Thrive is happy to present the following proposal to support Oroville to align strategies and needs for student learning. While many districts have seen a stark drop in enrollment, Oroville' continuous growth beckons the kind of education that families seek and community partners need for a stronger and better future. With a forward thinking and seasoned Superintendent who knows the community well, Oroville is ready to plan for the future with an eye on change that improves the quality of life, education level, economic development, and mindset of students and the community.

Thrive brings forward an integrated approach to the work that combines elements of stakeholder collaboration, design thinking, and reimagining education. It builds on our experience and understanding of educational systems, community partnerships, and the importance of creating synergistic relationships to help our clients move forward. (Plus, we love small districts, and our Co-Founder grew up outside of Sacramento and is a frequent Kayaker on the Feather River.)

Thrive is eager to be your partner in this work and is well-positioned as a thought partner and colleague given our:

1. Team of experienced educators and leaders
2. Experience with strategic planning and designing for the future
3. Excellence in facilitation and community engagement

We understand that over the past years Oroville has considered closing its high school to streamline budgets and create more fiscally sound systems. While we do not want to take this option off the table, we believe that closing a school could push families to seek other educational options and may open the door to charter schools or other neighboring districts serving students. We have extensive experience of working with small school districts and charters to create innovative schools that drive enrollment and better prepare students for their futures. We know this work is not easy, but we also know it is worth it.

The Thrive Team's proposed approach to reimagining high school integrates the hard work Oroville has already done and builds on strengths while also engaging the community in new insightful ways. The plan will be co-developed with Oroville's leadership, with robust input from staff, families, students, and community partners who represent the diverse views and needs of the Oroville community.

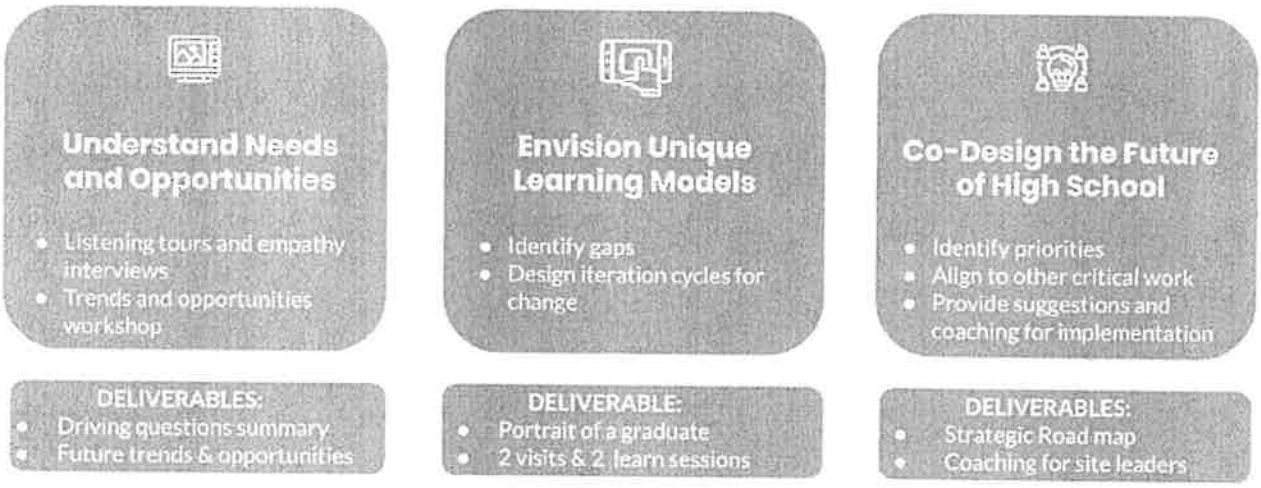
One of our strengths as an organization is being responsive, adaptive, and collaborative. We envision Thrive and Oroville working dynamically as we:

1. **Understand Community Needs and Opportunities** - Work together to gain insight and understand into the needs, hopes and dreams of community members, businesses, families, learners, and educators in Oroville.
2. **Envision Oroville's Unique Learning Models** - Dream and design a bold new model for learning that prepares students for an ever changing future and is responsive to the real challenges facing students in Oroville.
3. **Co-Design the Future of High School** - Engage educators and students to define action steps to reimagine high school in ways that honors existing work and strengths in Oroville and also build on best practices and innovation in the field.

We look forward to working together in creating an outstanding plan for the future of high school in Oroville that is community informed, innovative and empowers every student to be a positive contributor to society.

Scope of Work

Thrive proposes a forward-thinking and student-centric approach to visioning and strategic planning that is also community-inclusive, authentic, collaborative, and real-world relevant. To help Oroville Charter craft a new vision for future-ready education, we suggest a three-phase approach to Oroville's strategic planning process, as follows:



Thrive has found that this incremental approach to school transformation and strategic planning allows for the inclusion of different voices, consideration of different perspectives, and examination of multiple factors (external and internal) ahead of the creation of an impactful long-term plan for success that will not just sit on a shelf in the office but serve as a living document to help guide the future.

Phase 0: Prepare for a successful launch

Objectives: ensure client and team are clear about expected outcomes, processes, and deliverables to assure successful completion of the project.

Process:

- Gain a deeper understanding of client needs and appropriate process for work
- Get up to speed on work to date and desired outcomes / ideal future state
- Develop a detailed project plan including key milestones, deliverables, and communication norms
- Identify key stakeholders and key point person
- Engage in a kick-off meeting to review all of the above
- Identify key stakeholders to engage in the process

Phase 1: Understand Community Needs and Opportunities

Objective: To understand the context Oroville currently operates in (including existing constraints, demands, established practices, emerging trends, and community needs) so as to anchor the planning/reimagining process in the hopes and needs of the organization, ensuring the final plan is a practical tool that can be used by the Oroville team during the year ahead.

Deliverable:

- → Driving questions summary
- → Future trends and unique opportunities

Process:

In order to understand community needs and opportunities, we will work together to gain insight and understanding into the needs, hopes and dreams of community members, businesses, families, learners, and educators in Oroville. We anticipate the following tasks to be completed:

- Alongside Oroville's leadership (board and leaders), we will uncover questions to guide us throughout the work that are mission-aligned and will direct Oroville's future school model planning process.
- Review existing data and materials that provide context to Oroville planning.
- Engage with families, community partners, staff, and leadership to learn about emerging trends via a mix of strategies including focus groups, interviews, material reviews, and survey instruments.

Phase 2: Envision Oroville's Unique Learning Models

Objective: To bring Oroville's vision for students and staff to life by developing a Portrait of a Graduate (rooted in the crucial competencies necessary for students and staff to find success in life, work, and community) and identifying model schools doing similar work that could inspire and inform your future work. This "Northstar" will provide a common language, create clearer priorities and tangible outcomes that will help drive the planning.

Deliverable:

- → Portrait of a graduate
- → Visits to 2 inspirational school models
- → 2 listen and learn sessions

Process:

In order to envision Oroville's unique learning models, we will work with staff to dream and design a bold new model for learning that prepares students for an ever changing future and is responsive to the real challenges facing students in Oroville. We anticipate the following tasks to be completed as part of this effort:

- Conduct online surveys and focus groups with staff on key skills and mindsets that students need for success in a rapidly changing and complex world.
- Engage with the board and leadership on a vision for the Portrait of an Oroville Graduate.
- Use information collected in Phase 1 to create a draft Portrait of a Graduate.
- Identify synergies with other existing schools doing similar work to conduct either listen and learn sessions or school visits.
- Iterate as needed using feedback from visits and learning sessions.
- Finalize the Graduate Portrait.

Phase 3: Co-Design the Future of High School

Objective: To create a roadmap toward Oroville's Northstar that allows staff to successfully bring a new high school model into reality.

Deliverable:

→ Road map with a clear vision and next steps
→ Coaching for site leaders as they execute their strategy

Process:

In order to codesign the future of high school, we will engage educators and students to define action steps to reimagine high school in ways that honors existing work and strengths in Oroville and also build on best practices and innovation in the field. We anticipate the following steps to be completed as part of this effort:

- Thrive and the Planning Committee collaborate to build a draft of a future high school plan based on previous deliverables and input received by the community.
- Solicit feedback and input from staff, cabinet, and other relevant stakeholders as decided by district leadership.
- Iterate on feedback received and produce a new draft for district and site leadership.
- Offer suggestions and recommendations to the Oroville Team on possible action steps and iteration cycles to meet established goals.
- Support site leadership team as they plan action steps for enacting the vision.
- Offer suggested partners and funders to carry the work forward.

Budget

Costs and fees for the scope of work:

Work	Cost
***PHASE 1: Understand Community Needs* (Aug - Nov '22)**	
Objective: To understand the context Oroville currently operates in (including existing constraints, demands, established practices, emerging trends, and community needs) so as to anchor the planning/reimagining process in the hopes and needs of the organization, ensuring the final plan is a practical tool that can be used by the Oroville team during the year ahead. ***Deliverables:*** → Driving questions summary → Future trends → Community meetings with various stakeholder groups	Estimated Touch Points: 9-12 Estimated Hours: 110 Cost: $20,225 **SSDA member rate: $17,191** *(15% discount)*
***PHASE 2: Identify Your Vision* (Nov '22 - Feb '23)**	
Objective: To bring Oroville's vision for students and staff to life by developing a Portrait of a Graduate (rooted in the crucial competencies necessary for students and staff to find success in life, work, and community) and identifying model schools doing similar work that could inspire and inform your future work. This "Northstar" will provide a common language, create clearer priorities and tangible outcomes that will drive toward greater student outcomes. ***Deliverable:*** → Portrait of a graduate → Visits to 2 inspirational school models → 2 listen and learn sessions	*Estimated Touch Points:* 8-12 *Estimated Hours:* 120 Cost: $21,945 **SSDA member rate: $18,653** *(15% discount)*
***PHASE 3: Design Your Strategy* (March - May '23)**	
Objective: To create a roadmap toward Oroville's Northstar that allows staff to successfully bring a new high school model into reality. ***Deliverable:*** → Road map with a clear vision and next steps → Site leadership coaching and strategy support	*Estimated Touch Points:* 7-12 *Estimated Hours:* 80 Cost: $14,630 **SSDA member rate: $12,435** *(15% discount)*

Travel Cost	
While most meetings can be held remotely we understand that some of our clients prefer to meet in person. *We are committed to our home state and want to create a stronger CA education ecosystem. Because of this we do not charge an hourly rate for travel and simply pass through the cost of travel. This means that our CA LEAs only pay for the actual cost of flights, cars, or hotels.* ** Travel is limited to 3 trips per contract but can span multiple days.*	
Project Costs	**$56,800**
SSDA Rate Discount (15%)	**-$8,520**
Total Project Costs *(not including travel)*	**$48,280**

Terms

Scope Flexibility and Expansion

The scope of work is flexible and can be updated, changed, or expanded throughout the project by mutual agreement of Thrive and the Project Lead representing Oroville. Additional work will be scoped, priced, and invoiced separately. No additional work will be performed without your written permission.

Payment Schedule

Payment is due in 3 installments upon completion of each deliverable as scoped out in the three phases above. *Thrive is always committed to being responsive to our clients' needs. If a different payment schedule is needed, please let us know.*

Additional Expenses

Travel expenses, if/when pre-approved by Oroville, will be billed separately and at cost. At this point, we anticipate 3 days of travel. These will be billed at cost and passed on to Oroville. Thrive will work with Oroville to find reasonable accommodations that are within budget.

Selected Team for This Project

Nicole Assisi
Chief Executive Officer

Nicole is the founding CEO for Thrive. She has over 20 years of experience working in innovative education and was a founding leader for multiple high-profile schools. She has been recognized as a "40 under 40" leader in San Diego and was a finalist for CEO of the Year from the San Diego Business Journal. As a coach and consultant, she supports hundreds of aspiring and established leaders and their organizations to increase their capacity. Nicole has grown nonprofits from 2 to over 150 staff members and taught at UCLA, Cal State Dominguez Hills, and the University of San Diego. Nicole holds a Doctorate in Educational Leadership from the University of Southern California as well as two Master's Degrees from the University of San Diego and Point Loma Nazarene University.

Shelli Kurth
Chief Innovation Officer

Shelli is the Chief Innovation Officer at Thrive. Shelli has deep school-site leadership expertise and brings a broad range of experience as a nonprofit founder, grassroots organizer, school leader, and coach. Shelli's passion for the people she serves has made her a sought-after coach, trainer, and consultant. Shelli co-hosts an award-winning state-wide parent education show on UCTV and is driven by a deep belief in equity, access, and opportunity for all through the empowerment of individuals. She is also a national speaker and writer. As a consultant, Shelli brings intuition and joy to her work and is skilled at working through thorny relationships, creating consensus, and moving teams towards greater collaborative outcomes.

About Thrive

Thrive is an educational nonprofit committed to innovation and equity. We enable ambitious educators and school leaders to accelerate learning outcomes and build capacity for growth.

Over the past decade, Thrive has received a California Senate commendation for innovative education, served in an advisory role to the US Secretary of Education, been recognized as a model for inclusion in special education by the Center for Reinventing Public Education. Thrive has also been nationally recognized as one of 50 model programs for social-emotional education, continuously made the list of the nation's top 100 most innovative programs, and been honored with a Telly award for our UCTV series on parenting in a pandemic. More importantly, Thrive is proud to be a trusted partner to school systems across the county. We have dedicated our lives to energizing K-12 education and making an impact on thousands of adults and students in the process.

As award-winning superintendents and educators with decades of experience, we not only deeply understand your most pressing challenges and constraints, but have faced them ourselves.

As trained coaches with expertise in the neuroscience of change, we are equipped to help leaders navigate current challenges and to give them tools that enable healthy, lasting change for the long run.

During the COVID-19 pandemic, our staff collaborated with educators across the state to co-develop the State's distance & hybrid learning playbooks. We were also invited by the Universities of California to create a statewide educational program aimed at supporting families and created an accompanying parent playbook for distance learning and homeschooling.

Some of Our Past Clients and Partners

Tool and Resource Development

ASU Preparatory Academy, Arizona State University
FOUNDERS
GETTING SMART
New Tech Network
Copernicus
The Learning Accelerator
NGLC NEXT GENERATION LEARNING CHALLENGES

Coaching and Professional Development

DENVER PUBLIC SCHOOLS
District Management Group
LOS ANGELES UNIFIED SCHOOL DISTRICT
UC San Diego EXTENSION
MAAC

Strategic Planning and Innovation Support

HAMILTON COUNTY SCHOOLS
CHIEFS for CHANGE
ILO Group
DA VINCI SCHOOLS
LYNWOOD
Achieve CHARTER SCHOOL
SSDA Small School Districts' Association
Carnegie Foundation for the Advancement of Teaching

For more information and more sample projects, please see our portfolio.

Looking forward to our collaboration!

Nicole Assisi Ed.D.
Founder & CEO
+1 (310) 883-3667
nassisi@thriveps.org

To:	Oroville Union High School District Board of Trustees
From:	Corey Willenberg, EdD, Superintendent
Date:	August 5, 2022
Subject:	Request Approval for Professional Services Agreement with 360 Degree

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OUHSD has had a difficult time recruiting qualified paraprofessionals to work with our highest need students. OUHSD will continue to recruit for district employees to fill open positions. In order to be fully staffed on August 16th, the Superintendent is requesting approval of the attached Professional Services Agreement with 360 Degree Customer Inc.

The Professional Services Agreement is attached.

No. _____

PROFESSIONAL SERVICES AGREEMENT

By this agreement made and entered into on the Aug 5th,2022 between the Oroville Unified School District (hereinafter referred to as OUSD) located at 2211 Washington Avenue, Oroville, CA, 95966 and ***360 Degree Customer Inc*** (hereinafter referred to as Consultant) located at 473 Sapena Court # 7 Santa Clara, CA 95054, in consideration of their mutual covenants, the parties hereto agree as follows:

A. DUTIES OF CONSULTANT The Consultant shall provide the following Professional services, studies and/or reports. The Education Specialist will also need to hold IEP meetings, complete IEPs, track and monitor all services, and attend meetings and trainings

Provide direct instruction, recommend equipment to carry out education program in consultation with director, principals, teacher/school staff and parents. Continuous service unless contractor gives 30 day notice or superintendent gives 30 day notice to terminate or amend.

B. CONTRACT PERIOD: The Consultant's work as specified in this agreement shall commence on Date as specified in Addendum A

C. COMPENSATION For the full performance of this agreement, the OUSD shall pay the Consultant as follows: Consultant's Fee :

a.) For Consultant : Name of the Consultant and Rate as Specified in Addendum A
b.) Consultants will work for 5 days per week as per school year calendar

Payment to be made as follows: Payments to be made every month within 45 days of receipt of invoice.

D. GENERAL TERMS AND CONDITIONS

2. INDEMNIFICATION:

a.) Except with regard to professional negligence, as provided in paragraph (b) below, the
b.) Consultant shall indemnify, hold harmless and defend the (OUSD) and each of its, officers, officials, employees, volunteers and agents from any and all loss, liability, fines, penalties, forfeitures, costs and damages (whether in contract, tort or strict liability, including but not limited to personal injury, death at any time and property damage) incurred by OUSD, the Consultant or any other person and from any and all claims, demands and actions in law or equity (including reasonable attorney's fees and litigation expense), arising or alleged to have arisen directly or indirectly out of the active or passive negligence of the Consultant or any of its employees or agents in the performance of this contract. The Consultant's obligations under the preceding sentence shall apply regardless of whether the OUSD or any of its, officers, officials, employees, volunteers or agents are actively or passively negligent, but shall not apply to any loss, liability, fines, penalties, forfeitures, costs or damages caused solely by the active negligence or by the willful misconduct of the OUSD.

c.) Specifically regarding professional negligent errors or omissions, the Consultant shall indemnify, hold harmless, and defend the OUSD, its officers, officials, employees, volunteers or agents, from any and all loss, liability, costs and damages (whether in contract, tort or strict liability, including but not limited to personal injury, death at any time and property damage) incurred by the OUSD, the Consultant or any other person, and from any and all claims, demands and actions in law or equity (including reasonable attorney's fees and litigation expenses) incurred by OUSD, the Consultant, or any other person, to the proportionate extent that it arises out of or in connection with the professional negligent errors or omissions of the Consultant in the performance of this contract.

d.) If the Consultant should subcontract all or any portion of the work to be performed under this agreement, the Consultant shall require each Sub-Consultant to indemnify, hold harmless and defend the OUSD, its officers, officials, employees and agents in accordance with the terms of the preceding paragraphs.

2. NON-DISCRIMINATION No discrimination shall be made in the employment of persons under this agreement because of the race, religion, sex, age, national origin, ancestry, political affiliations, disability, medical condition, marital status, or sexual orientation.

3. CONFLICT OF INTEREST Before executing this agreement, the Consultant shall disclose to the OUSD the identities of any board member, officer, or employee of the OUSD, or relatives thereof, who the Consultant knows of should know will have any financial interest resulting from this agreement.

4. LICENSE AND AUTHORITY: The Consultant will maintain all necessary licenses during the term of this agreement. If other than a natural person, Consultant is duly authorized to enter into this agreement by its governing or controlling body. Evidence or copies of all necessary licenses must accompany this agreement.

5. EQUIPMENT AND FACILITIES OUSD and The Consultant will agree on all necessary equipment and facilities to render services pursuant to this agreement.

6. ASSIGNMENT Without the written consent of the OUSD, this agreement is not assignable by the Consultant.

7. NON-SOLICITATION OF EMPLOYEES: OUSD agrees to not solicit for hire employees of Contractor for a period of not less than 1 (One) Year following the last date of that employee's services to OUSD. After completion of 1 full billable year, OUSD may hire the said employee after paying a referral fee of $18000 to contractor. This fee will be agreed between OUSD and the contractor.

8. SUCCESSORS AND ASSIGNS. This agreement shall be binding on the heirs, executors, administrators, successors, and assigns of the respective parties.

9. GOVERNING LAW. The validity of this agreement and any of its terms or provisions as well as the rights and duties of the parties hereunder shall be governed by the laws of the state of California law.

10. WITHHOLDING. The OUSD shall not withhold or set aside any money on behalf of the Consultant for Federal Income Tax, State Income Tax, Social Security Tax, Unemployment Insurance, Disability Insurance, or any other federal or state fund whatsoever.

11. CHANGES OR ALTERATIONS. No changes, alterations, or variations of any kind to this agreement are authorized without the written consent of the OUSD.

12. HEADINGS. All section headings contained herein are for clarification and convenience of reference only and are not intended to limit the scope of any provision of the agreement.

13. TERMINATION. The OUSD may terminate this agreement and be relieved of the payment of any consideration to the Consultant should the Consultant fail to perform under this agreement. Either party may also terminate this agreement upon 30 days written notice to other party with or without cause. In the event of elective termination (without cause), OUSD agrees to pay Consultant for work completed to date of termination.
14. AMBIGUITY. The language herein shall be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, all parties shall be treated as equally responsible for such ambiguity.

15. COPYRIGHT. Any written or electronic media product produced as a result of this contract shall be a work for hire and shall be the property of the OUSD.

E. VENDOR IS A CONSULTANT AND NOT AN EMPLOYEE

This agreement is not a contract of employment. At all times the Consultant shall be deemed to be an independent Consultant and is not authorized to bind the OUSD to any contracts or other obligations, or to state or imply that he or she is an employee or authorized representative of the OUSD, or to utilize the OUSD's letterhead or logo without the prior consent of the OUSD. Each of the following factors, in addition to other provisions of this Agreement, confirms the Consultant's status as an independent Consultant and not an employee. Except as otherwise set forth herein or agreed to by the parties in writing, the Consultant and OUSD agree to comply with each of the following factors as is necessary to maintain independent Consultant status, each of which shall form a part of this Agreement:

INSTRUCTIONS	The OUSD shall provide job specifications and instructions.
TRAINING	The OUSD would provide training and meetings that the consultant needs to attend
RIGHT TO HIRE OTHERS	The consultant (mentioned below in Addendum - A) would not be allowed to hire others to do their work.
WORK ESSENTIAL TO OUSD	The consultant's work is essential to OUSD in relation to them providing all of the services provided in section
TIME TO PURSUE OTHER WORK	The Consultant may pursue other work during our agreement but not if it interferes with the hours and days worked at OUSD or any other provisions listed in part A.
JOB LOCATION	OUSD controls the job location.
BASIS OF PAYMENT	Payment shall be by the time expended.
WORK FOR MULTIPLE FIRMS	The Consultant may work for multiple firms simultaneously.
MATERIALS, TOOLS & EQUIPMENTS	All Materials, Tools and equipment for the job shall be provided by OUSD.
RIGHT TO TERMINATE	The Consultant may not be terminated except as allowed for under the agreement.
PROGRESS REPORTS	The consultant would have to make progress reports for the students which is a monitoring issue of the goals and services for the student.

F. UNDERSTANDING AND ACCEPTANCE OF THE PARTIES This Agreement constitutes the entire understanding of the parties. The Contract Initiator's and Consultant's signatures below signify both an understanding and acceptance of the contract provisions.

G. CONTRACT INITIATOR (OUSD Representative)

Signature:

Date Signed: 8-7-22

Branch / Dept.: Supt Office

Address (or Mail Code): 2211 Washington Oroville, CA 95966

Phone / Fax: Ph: 530-538-2300 X1107

E-Mail Address: cwillenborg@ousd.org

CONSULTANT

Signature:

Date Signed:

Title: CEO

Company Name & Address: 360 Degree Customer Inc
473 Sapena Court # 7 Santa Clara, CA 95054

Phone / Fax: Ph 408-406-7253,Fx 408-719-9900

E-Mail Address: gulneesh@360customer.com

ADDENDUM – A

Term: 2022-23

Title: Paraprofessionals

Rate: $52/hour

Hours: 30-35 hours/ week

OROVILLE UNION HIGH SCHOOL DISTRICT

RESOLUTION #1-22/23

Approval to Teach in Designated Subject Area

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

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

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

Patrick Cleary to teach **Health** at **Oroville High School**
Kurt Wilkins to teach **Health** at **Las Plumas High School**

PASSED AND ADOPTED by the Board of Trustees of the Oroville Union High School District at its regular meeting held on the 17th day of August, 2022 by the following vote:

Ayes:
Noes:
Abstain:
Absent:

_____
Board President

Attest:

_____
Board Secretary

Philosophy, Goals, Objectives and Comprehensive Plans

Nondiscrimination in District Programs and Activities

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on actual or perceived characteristics of race, color, ancestry, nationality, immigration status, age, ethnicity, religion, parental or pregnancy status, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. For inquiries/complaints, contact our Title IX Coordinator/Equity Officer, Dr. Corey Willenberg, at (530) 538-2300, ext. 1107, or by email at cwillenb@ouhsd.net, or in person at 2211 Washington Avenue, Oroville, CA 95966.

(cf. 1240 - Volunteer Assistance)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4033 - Lactation Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6145 - Extracurricular and Co-curricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)
(cf. 6178 - Career Technical Education)
(cf. 6200 - Adult Education)

District programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Annually, the Superintendent or designee shall review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

(cf. 1330 - Use of Facilities)

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Nondiscrimination in District Programs and Activities (Cont.)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, handbook, application form, or other materials distributed to these groups and, as applicable, to the public. As appropriate, such notification shall be posted in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations and shall be posted on the district's web site and, when available, district-supported social media.

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

(cf. 6163.2 - Animals at School)
(cf. 7110 - Facilities Master Plan)
(cf. 7111 - Evaluating Existing Buildings)

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, note takers, written materials, taped text, and Braille or large print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

(cf. 6020 - Parent Involvement)
(cf. 9320 - Meetings and Notices)
(cf. 9322 - Agenda/Meeting Materials)

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws is hereby designated as the district's ADA coordinator. He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Nondiscrimination in District Programs and Activities (Cont.)

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
48985 Notices to parents in language other than English
51007 Legislative intent: state policy
GOVERNMENT CODE
11000 Definitions
11135 Nondiscrimination in programs or activities funded by state
11138 Rules and regulations
12900-12996 Fair Employment and Housing Act
54953.2 Brown Act compliance with Americans with Disabilities Act
PENAL CODE
422.55 Definition of hate crime
422.6 Interference with constitutional right or privilege
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities in Education Act
1681-1688 Discrimination based on sex or blindness, Title IX
2301-2415 Carl D. Perkins Vocational and Applied Technology Act
6311 State plans
6312 Local education agency plans
UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
2000h-2000h-6 Title IX
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
36.303 Auxiliary aids and services
CODE OF FEDERAL REGULATIONS, TITLE 34
100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:
106.9 Dissemination of policy
Management Resources:
CSBA PUBLICATIONS
Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS
California Law Prohibits Workplace Discrimination and Harassment

Nondiscrimination in District Programs and Activities (Cont.)

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter: Transgender Students, May 2016
Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
Dear Colleague Letter: Title IX Coordinators, April 2015
Dear Colleague Letter: Harassment and Bullying, October 2010
Dear Colleague Letter: Electronic Book Readers, June 29, 2010
Notice of Non-Discrimination, January 1999
Protecting Students from Harassment and Hate Crime, January 1999
Nondiscrimination in Employment Practices in Education, August 1991
U.S. DEPARTMENT OF JUSTICE PUBLICATIONS
2010 ADA Standards for Accessible Design, September 2010
Accessibility of State and Local Government Websites to People with Disabilities, June 2003
WORLD WIDE WEB CONSORTIUM PUBLICATIONS
Web Content Accessibility Guidelines, December 2008
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Department of Fair Employment and Housing: http://www.dfeh.ca.gov
Safe Schools Coalition: http://www.casafeschools.org
Pacific ADA Center: http://www.adapacific.org
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr
U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act: http://www.ada.gov
U.S. Equal Employment Opportunity Commission: http://www.eeoc.gov
World Wide Web Consortium, Web Accessibility Initiative: http://www.w3.org/wai

Adopted: 2/1/90
Amended: 3/1/00, 11/1/06, 8/15/12, 2/19/14, 11/16/16, 6/13/18, 11/20/19