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

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

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

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

OUHSD is using surveys to parents, students and community members that assisted in the development of the 2021-2024 Local Control Accountability Plan (LCAP) and in the development of the ESSER III plan. At the beginning of the 2021-2022 school year, OUHSD developed a survey for staff, parents and members of the school community to gather input on the priorities for spending our ESSER III funds. Links to the survey were emailed, posted on our website, and posted on social media. OUHSD also sought input via virtual and in person meetings with groups such as Supportive School Climate Committee, and via survey with the LPO Band Boosters, OUHSD Hall of Fame, and from bargaining units. We also asked members of the Supportive School Climate Committee to circulate the link to the ESSER III survey to their members.

OUHSD provided multiple opportunities to the public to provide input at OUHSD Board meetings, specifically at our June, July, August, September and October Board meetings. These governing board meetings were open to all stakeholders so that those who could not access surveys or attend meetings during the school day could provide input in person. OUHSD has representatives of both Rancherias that reside within district boundaries, the NAACP of Butte County, Hmong Cultural Center, African American Family Cultural Center, Boys and Girls Club of the North Valley, and individuals representing students with disabilities on our Supportive School Climate Committee that serves as the OUHSD Parent Advisory Group.

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

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

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

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

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

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

The Oroville Union High School District uses our LCAP to drive how most of our funds are allocated. The major focus is on providing students with an outstanding high school education aligned to California State Standards in a safe, clean learning environment. Stakeholder input was gathered in the development of the LCAP, the Extended Opportunity Learning Opportunity Plan and the ESSER III plan. After reviewing all of the community input, the following are the top priorities that align with ESSER funding categories:

a. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve air quality and address safety concerns in school facilities.
b. Activities to address the unique needs of low income students, students with disabilities, English Learners, Foster Youth, homeless students, and racial and ethnic minorities.
c. Planning for, coordinating and implementing activities during long term closures.
d. Planning for, coordinating and implementing activities to address learning loss.
e. Purchasing educational technology (including hardware, software and connectivity) for students and children with disabilities, which may include assistive technology or adaptive equipment.
f. Providing mental health services and supports, with the implementation of evidence based and research based practices.
g. Providing safety equipment such as masks and hand sanitizer at each school site.

The majority of the actions in our ESSER III Expenditure Plan align to these priorities, especially in the strategies for continuous safe in person instruction and addressing the impact of lost instructional time categories.

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

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

Introduction

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

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

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

Goal 1

Provide equitable educational opportunities for all students

Rationale

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

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	District Graduation Rate for all students (Priority 5 Pupil Engagement)	19-20 Data 89.5% All 60.3% SWD 100% Foster Youth 82.4% EL's	20-21 Data 83.5% All 68.1%SWD Foster Youth (too small to calculate) 76.9% EL's	94% All 75% SWD 100% Foster Youth 85% EL's
	College/Career Readiness Indicator (Priority 8 College/Career Indicator) for all students deemed "Prepared"	19-20 Data All 26.4 SWD 0% EL 23.5% African American 11% American Indian 14.9% Asian 52.4% Hispanic 20.4% White 25.5% SED 22.9% Homeless 14.8%	N/A	All >40% SWD >40% EL>40% African American >40%% American Indian >40% Asian > 60% Hispanic >40% White >40% SED >40% Homeless >40%
	Chronic Absenteeism Rate for all students (Priority 5 Pupil Engagement)	19-20 Data All 26% SWD 38.89% Foster Youth 42.4% ELs 16.2%	Fall 2021 Data All 41.36% SWD 50.72% Foster Youth 32.14% ELs 28.44%	All <15% SWD <20% Foster Youth <20% ELs <15%
	Student Performance on Advanced Placement Exams (score of "3" or better on all	19-20 Data 68% scored a "3" or better on all exams taken)	20-21 Data 2.8% (13 students) scored a "3" or better on all exams taken.	>75% scored a "3" or better on all exams taken)

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	exams taken) (Priority 4 Pupil Achievement)			
	School Facilities in "Good Repair" per CDE Facility Inspection Tool (FIT) Priority 1 Basic)	Average FIT score for all facilities is 90.28%	Average FIT score for all facilities is 92.07%	>Over 90% average for all facilities
	Teachers Fully Credentialed and Appropriately Assigned (Priority 1 Basic)	100% appropriately credentialed and assigned as measured by Williams Act criteria.	Currently two vacancies (OHS-English and LPHS-ITECH)	100% appropriately credentialed and assigned as measured by Williams Act criteria.
	Standards aligned instructional materials for all students (Priority 1 Basic)	All students have standards aligned instructional materials.	All students have standards aligned instructional materials.	Continue to have all students with standards aligned instructional materials as measured by Williams Act.
	Parent engagement and parent input (Priority 3 Parent Involvement)	Engage parents and community members in school district by using dialer/community newsletters/social media. An average of 2,041 people have viewed the OUHSD Community Newsletter. District held five Zoom meetings for parents and community members to provide input on the LCAP, Expanded Learning Grant and disciplinary practices.	Engage parents and community members in school district by using dialer/community newsletters/social media. To date, the district has held two Supportive School Climate Committee meetings via Zoom. District will hold LCAP stakeholder, DELAC, ELAC and Site Council meetings in the Spring.	Continue to engage parents and community members in school district by using dialer/community newsletters/social media. The goal is to increase an average of 2,500 views on Community Newsletters. Increase the number of informational meetings via in-person and Zoom to ten yearly.
	Attendance Rate (Priority 5 Pupil Engagement)	19-20 Data OUHSD: 87.5% LPHS:94.7% OHS: 92.5% PHS: 75.4%	Fall 2021 Data OUHSD: 88.73% LPHS:90.24% OHS: 88.76% PHS: 66.70%	OUHSD: >90% LPHS: >95% OHS: >95% PHS: >80%
	High School Dropout (Priority 5 Pupil Engagement)	20-21 Data OUHSD: 33	20-21 Data OUHSD: 33	<10 dropouts district-wide

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		LPHS: 7 OHS: 3 CDS: 5 PHS: 18	LPHS: 7 OHS: 3 CDS: 5 PHS: 18	
	Implementation of CA state Standards including how EL's will access the CCSS and ELD standards (Priority 2).	Full implementation of State Standards as observed by administration using informal walkthrough form.	Full implementation of State Standards as observed by administration using informal walkthrough form.	Full implementation of State Standards as observed by administration using informal walkthrough form.
	% of EL's who progress in English proficiency (Priority 4)	19-20 Data 4 out of 29 (13.7%) ELL's showed improvement on the ELPAC.	20-21 Data 13.98% of 87 ELL students tested were determined to be "well developed."	>20% of ELL's will show improvement on the ELPAC.
	Reclassification Rate for English Learners	19-20 Data 4 (7.0%) total for OUHSD	20-21 Data 11 (15.9%) total for OUHSD	>16% of ELL's will be reclassified

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	**Technology Replacement and Repair** Repair and replace Chromebooks, upgrade Internet connectivity at all sites, purchase interactive boards, and provide professional development for staff.	21-22, 22-23 and 23-24	No	Other State 289,508	LCFF 161,263 Other State -500 Local 56,000	$506,271.00	$56,821.00
1.2	**Professional Development for all Staff** Focus professional development on CR-PBIS, Professional Learning Communities (PLC), Universal Design for	21-22, 22-23 and 23-24	Yes	LCFF 152,992 Other State 187,159 Federal 149,986		$490,137.00	$241,435.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Learning, strategies for assisting ELL's and ELD, technology and curriculum. OUHSD teachers have four additional contract days for professional development and collaboration.						
1.3	**Intervention for 5th Year Seniors** Students continuously enrolled in OUHSD schools that need extra time and support to complete High School diploma requirements.	21-22, 22-23 and 23-24	No		LCFF 0	$0.00	$0.00
1.4	**Purchase Assessment Software for Targeted Support** Use MAP assessment as a universal screener to ensure appropriate placement in math and English classes as well as target interventions. IO Education Assessment Platform to identify student needs and targeted support.	21-22, 22-23 and 23-24	Yes		LCFF 30,000	$30,000.00	$29,442.00
1.5	**Maintain and Expand Library Services** Provide library supervision during and after school, ensure library resources are current and in good condition, and use Follett software for library management.	21-22, 22-23 and 23-24	Yes	LCFF 130,775 Federal 4,500	LCFF 12,000	$147,275.00	61,318.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.6	**Outreach for Foster Youth by Social Workers and BCOE School Ties Program** Social Workers and Targeted Case Managers will provide outreach to Foster Youth and Homeless students and support services to assist them in completing a high school graduation requirements.	21-22, 22-23 and 23-24	No		Federal 2,000	$2,000.00	$0.00
1.7	**Advisory Period** The Advisory Period will be used to provide lessons on bullying, harassment, bias, suicide prevention and high school skills.	21-22, 22-23 and 23-24	No		LCFF 0	$0.00	$0,00
1.8	**Math, English, and Positive Behavior Interventions** Teachers on Special Assignment (TOSA) will assist with PBIS implementation and will monitor California School Dashboard Indicators and activities to assist students in improving math and English Language Art skills. We will fund intervention periods for math and English.	21-22, 22-23 and 23-24	Yes	LCFF 722,637 Federal 77,493	LCFF 10,000	$810,130.00	$619,673.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.9	**Tutorial Support and Push In Support for Students with Disabilities** Tutorial Support (push-in) for students with disabilitiies. Differentiation of instruction for diverse learners. Additional assistance for students is provided by classified Para-Educators in the classroom and one-on-one settings.	21-22, 22-23 and 23-24	No	Other State 1,698,977 Federal 747,160		$2,446,137.00	$965,426.00
1.10	**District ELD Coordinator** EL Coordinator - 20% (1 section)	21-22, 22-23 and 23-24	Yes	LCFF 26,500		$26,500.00	$10,671.00
1.11	**Supplemental English Language Development Support Classes for all ELD students** Supplemental English Language Development support classes for EL students.	21-22, 22-23 and 23-24	Yes	LCFF 229,010		$229,010.00	$95,809.00
1.12	**Extended Instructional Hours from 15/week to 30/week at Prospect High School** Extended instructional hours from 15/week to 30/week at PHS gives students more opportunities to earn credits and graduate on time.	21-22, 22-23 and 23-24	Yes	LCFF 443,736	LCFF 23,750	$467,486.00	$247,713.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.13	**College Connection Program** Provide College Connection program to seniors who wish to complete their senior year at Butte College. Students can earn up to 11 credits per semester towards their AA/AS degree or transfer credits.	21-22, 22-23 and 23-24	Yes	LCFF 150,021	LCFF 10,500	$160,521.00	$70,864.00
1.14	**Maintain Facilities in Good Repair** Ensure all facilities are in good repair and are clean and safe as defined in the Williams Act Requirements.	21-22, 22-23 and 23-24	No	LCFF 519,414 Federal 915,027	LCFF 611,017 Federal 162,000	$2,207,458.00	$1,113,560.00
1.15	**Teachers and Staff are Appropriately Assigned and Credentialed** Ensure staff and teachers are appropriately assigned and credentialed as defined in the Williams Act Requirements	21-22, 22-23 and 23-24	No		LCFF 0	$0.00	$0.00
1.16	**Sufficient Instructional Materials** Ensure all students have sufficient instructional materials as defined in the Williams Act Requirements	21-22, 22-23 and 23-24	No		Other State 105,000	$105,000.00	$227,503.00
1.17	**Collaborate with Butte College** Work with Butte College to offer concurrent and dual enrollment classes as well	21-22, 22-23 and 23-24	No		LCFF 0	$0.00	$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	as the College Connection program.						
1.19	**Credit Recovery and Summer School** Credit recovery opportunities will be offered throughout the school year as well as a summer session for students to make up credits. Purchase Edgenuity software for credit recovery and independent study.	21-22, 22-23, 23-24	Yes	LCFF 46,332 Federal 50,002	LCFF 121,000	$217,334.00	$182,520.00
1.20	**Provide Outreach to Incoming 9th Graders to Assist Them in Transitioning to High School** The district will provide outreach and supports to incoming 9th graders through campus visits and freshman orientation.	21-22, 22-23 and 23-24	Yes	LCFF 10053	LCFF 3600	$13,653.00	$5,259.00
1.21	**Provide Facilities to the Boys and Girls Club of the North Valley** The Boys and Girls Club of the North Valley has clubhouses on each comprehensive high school campus. They collaborate with the district to provide tutoring, social emotional supports and career exploration opportunities to our students.	21-22, 22-23 and 23-24	Yes		LCFF 52,000	$52,000.00	$26,000.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.22	**Expand the Independent Study Program** Prior to the 20-21 school year, the independent study program was limited to 120 students. Beginning with the 21-22 school year, the independent study/digital learning program will be expanded to accommodate 420 students.	21-22, 22-23 and 23-24	No	Other State 220,705 Federal 1,026,411		$1,247,116.00	$434,974.00
1.23	**Addition of Online Geography and Independent Study PE** With the addition of Online Geography and Independent Study PE, students can access Band, Spanish or CTE courses.	21-22, 22-23 and 23-24	Yes	LCFF 48,025		$48,025.00	$21,948.00
1.24	**Additional Paths to a Diploma for Students with Disabilities** Review policies and procedures to explore additional pathways to a diploma and process for reducing Certificates of Completions.	21-22, 22-23 and 23-24	No		LCFF 0	$0.00	$0.00

Goal 2

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

Rationale

OUHSD believes every student deserves a high school education in a safe, nurturing and culturally responsive environment. Students will likely attend school regularly and graduate on time in a safe, positive and nurturing learning environment. Reducing suspensions and expulsions will reduce the number of days students are excluded from school due to disciplinary issues.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	California Healthy Kids Survey question on school being a supportive and inviting place for students to learn). (Priority 6 School Climate)	71% agree (17/18 data)	69% agree (20/21 data)	85% agree
	Implementation of PBIS (Priority 6 School Climate)	Implementation of PBIS 19-20	Continued implementation of PBIS	Full implementation of PBIS all schools.
	Suspension Rate (Priority 6 School Climate)	All 8.7% SWD 15.48%	98 suspensions during Fall 2021	<2% for all students and SWD
	Expulsion Rate (Priority 6 School Climate)	All .25%	4 expulsions as of 1/18/22	,.25% for all students

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	**Monitor for Implementation of CR-PBIS** Independent Monitor to oversee implementation of the Department of Justice agreement and assisting the district in implementing CR-PBIS.	21-22, 22-23 and 23-24	No		LCFF 30,000	$30,000.00	$16,375.00
2.2	**Social, Emotional and Health Supports** Provide additional Social Workers, School Nurse, School Psychologist, and Speech Therapist to assist students in addressing	21-22, 22-23 and 23-24	Yes	LCFF 222,298 Other State 436,503 Federal 96,739	LCFF 47,500 Other State 88,000 Federal 189,963	$1,081,003.00	$466,124.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	barriers that could interfere in their school success.						
2.3	**School Resource Officer/Deputy and Campus Security** Contract with the Oroville Police Department and Butte County Sheriff's Office for a School Resource Officer/Deputy services. Hire campus security for each 9-12 campus.	21-22, 22-23 and 23-24	No	LCFF 519,656 Other State 11,610	Federal 237,500	$768,766.00	$264,791.00
2.4	**Targeted Case Manager/Family Liaison** This new position would assist Las Plumas High School, Oroville High School and Prospect High School unduplicated students with instructional and mental health needs as well as pursuing opportunities to increase and improve parent and community engagement.	21-22, 22-23 and 23-24	Yes	LCFF 223,590		$223,590.00	$119,071.00
2.5	**Extra Curricular and Co-Curricular Opportunities** Offer athletics, clubs and other activities	21-22, 22-23 and 23-24	Yes	LCFF 597,056	LCFF 220,365	$817,421.00	$239,288.00
2.6	**Home to School Transportation**	21-22, 22-23 and 23-24	Yes	LCFF 152,724		$152,724.00	$116,478.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	The district will provide home to school transportation						
2.7	**Incentives** The district will provide incentives for student attendance and positive behavior.	21-22, 22-23 and 23-24	Yes		LCFF 15,000	$15,000.00	$2,765.00
2.8	**School Attendance and Achievement Review Team** The Superintendent will assemble a team of school staff and community members to assist students in addressing barriers to reduce truancy.	21-22, 22-23 and 23-24	No		LCFF 0	$0.00	$0.00
2.9	**Provide Nutritious Meals** The district will provide meals to all students at no cost to the student.	21-22, 22-23 and 23-24	Yes	LCFF 225,391 Other State 85,000 Local 25,000 Federal 272,620	Federal 648,238	$1,256,249.00	$467,112.00
2.10	**Parent and Family Engagement** Improve communication with parents with social media, website and informational bulletins and newsletters.	21-22, 22-23 and 23-24	Yes		LCFF 92,800 Federal 7,217	$100,017.00	$54,900.00

Goal 3

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

Rationale

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

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Priority 4 Rate of students meeting UC/CSU requirements (a-g)	19-20 Data All 16% Asian 42% African American 5% Hispanic 9% White 14% SED 14% ELs 18% Homeless 5%	20-21 Data All 10.7% Asian 28.2% African American 0% Hispanic 12.5% White 7.5% SED 9.6% SWD 0.0% ELs 7.7% Homeless 4.8%	All Students >30% Asian >50% African American> 30% Hispanic >30% White >30% SED >30% ELs >30% Homeless >30%
	Priority 4 Rate of students completing a CTE pathway	19-20 Data All 9% American Indian 13% African American 5% Asian 6% Hispanic 10% White 11% ELs 18% SED 9% SWD 5%	20-21 Data All 12.1% American Indian 9.8% African American 5.9% Asian 7.1% Hispanic 14.2% White 14.3% ELs 3.8% SED11.1% SWD 5.3%	All Students >25% American Indian >25% African American >25% Asian >25% Hispanic >25% White >25% ELs >25% SED >25% SWD >25%
	Priority 4 % of pupils prepared for college by the EAP - ELA (11th grade CAASPP 3 or higher)	19-20 Data 54%	20-21 Data 48.65%	% of pupils prepared for college by the EAP - ELA (11th grade CAASPP 3 or higher) will be >65%
	Priority 4 % of pupils prepared for college by the EAP - Math (11th grade CAASPP 3 or higher)	19-20 Data 21%	20-21 Data 18.70%	% of pupils prepared for college by the EAP - Math (11th grade CAASPP 3 or higher) will be >40%.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Priority 7 Course Access Number of CTE pathways Number of AP classes	20-21 Data 8 AP Courses OHS 9 AP Courses LPHS 4 CTE Pathways OHS 9 CTE Pathways LPHS	N/A	9 AP Courses OHS 10 AP Courses LPHS or more 5 CTE Pathways OHS 10 CTE Pathways LPHS
	Priority 4 Students completing a CTE pathway and met CSU/UC requirements.	19-20 Data 2/448 students or .45%	20-21 Data 4/571 students or .7%	>10% of students will complete a CTE pathway and meet CSU/UC requirements.

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	**Counselling Staff** Counselors, and counseling office staff will assist students with college/career readiness, developing four year plans and providing interventions for the schools' CR-PBIS program.	Ongoing	Yes	LCFF 1,105,111 Other State 207,416 Federal 21,902	LCFF 33,000	$1,367,429.00	$497,434.00
3.2	**College/Career Guidance Technician** This new position will assist comprehensive high schools with college/career readiness, assisting students and parents with completing college applications, applying for FAFSA, scholarship information, and supporting counseling departments to provide excellent service to our students and families.	Beginning 2021-2022 school year	Yes	LCFF 117,189		$117,189.00	$57,273.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.3	**Purchase Naviance Software** The district purchased a two-year Naviance software license to facilitate four year academic plans and assist students with ACT, SAT and AP test preparation.	Beginning 2021-2022 school year	Yes		LCFF 33,000	$33,000.00	$32,951.00
3.4	**Provide High Quality CTE Courses** The district will provide CTE courses and pathways at all schools.	21-22, 22-23 and 23-24	No	LCFF 1,302,249 Other State 197,862 Federal 13,864	LCFF 6,750 Other State 76,269 Federal 72,702	$1,669,696.00	$717,778.00
3.5	**Provide Additional Section Funds to Career and Technical Education and Visual and Performing Arts Classes** The district will provide additional funding to Career Technical Education and Visual and Performing Arts sections for materials, field trips and professional development.	21-22, 22-23 and 23-24	Yes		LCFF 53,400	$53,400.00	$17,265.00