



OROVILLE UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

REGULAR MEETING AGENDA

Wednesday, December 18, 2019

Closed session at 5:30 p.m. followed by open session at approximately 6:00 p.m.

All Regular Meetings Will Take Place at:
Prospect High School, 2060 Second Street, Oroville, CA 95966

District Core Beliefs

We believe:

- Every student can learn and learns at their own pace.
- Active engagement of students by caring adults is key to helping students achieve.
- Every student should have access to services and supports to enhance their learning experience.
- Every student should be exposed to college and/or career opportunities.
- Every student should learn the skills necessary to succeed in post-secondary education or in a career path.
- Every member of the learning community deserves to be part of a safe, caring and nurturing learning environment and should be treated with respect, dignity and worth.

BOARD MEMBERS:

Scott Damon, President
Bonnie King, Vice President
Nannette Walker, Clerk
Amber Englund, Trustee
Ray Sehorn, Trustee

DISTRICT ADMINISTRATION:

Dr. Corey Willenberg, Superintendent
Susan Watts, Asst. Superintendent/CBO
Kevin Simas, Director of Education
Jeff Ochs, Director of Alternative Education
Dan Ramos, Principal, Las Plumas High School
Cristi Tellechea, Principal, Oroville High School
Tim Drury, Continuation School Principal

Agenda materials are available on the district's website (ouhsd.org) and for inspection at the following location:

Superintendent's Office
Oroville Union High School District
2211 Washington Avenue
Oroville, CA 95966

In compliance with the American with Disabilities Act, if you need special assistance to participate in these meetings, please contact the Superintendent's Office at 538-2300, ext. 1107. Notification 48 hours prior to the meeting will enable to district to make reasonable arrangements to ensure accessibility to these meetings.

ALL MEETINGS ARE RECORDED

**OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES**

REGULAR MEETING AGENDA

Wednesday, December 18, 2019, 5:30 p.m., Prospect High School, 2060 Second St., Oroville, CA 95966

CALL TO ORDER

ROLL CALL

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

CLOSED SESSION

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

RESULTS OF CLOSED SESSION

PLEDGE OF ALLEGIANCE

CONVENE TO ANNUAL ORGANIZATIONAL MEETING

1. **Election of Board President**
2. **Election of Board Vice President**
3. **Election of Board Clerk**
4. **Establishment of Board Meeting Dates, Time, and Location**
5. **Board Governance Handbook**
Per board bylaws, the handbook must be approved as part of the annual organizational meeting.

APPROVAL OF AGENDA VARIANCE

PUBLIC HEARING (None)

STUDENT REPRESENTATIVES REPORTS

REGULAR BOARD AGENDA FOR DECEMBER 18, 2019

RECOGNITIONS AND PRESENTATIONS

6. Recognition of the Outgoing Board President
7. Student Recognition/Achievement – Las Plumas High School
8. Recognition of Maggie Marler at the Boys & Girls Club Oroville Youth of the Year

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

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

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON AGENDA ITEMS

At this time, the President will invite anyone in the audience wishing to address the Board on a matter that is on the agenda to state their name and the item number on which they wish to speak. When that item comes up on the agenda, the person will be asked to step to the podium, repeat their name and give their presentation. Presentations are **limited to three (3) minutes per person and fifteen (15) minutes per subject**.

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

9. Board Comments
10. Superintendent
11. Administration
12. 2018/2019 Dashboard Indicator Report

OLD BUSINESS (None)

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

13. Minutes from the November 20, 2019 Board Meeting
14. Monthly Financial Report
15. Check Registers Dated 11/12, 11/14, 11/19, 11/21, 11/26, 12/3 and 12/5
16. Donations to the Hall of Fame
17. 20/21 Renewal of Services with the Super Co-Op
18. 19/20 Memorandum of Participation with BCOE for the BASES Learning Center
19. 19/20 Agreement for Special Services with BCOE for Therapeutic Supports for Camp Fire Victims
20. Disposal of Obsolete/Damaged Equipment
21. New “Biology of the Living Earth”, “Chemistry in the Earth System” and “Physics of the Universe” Course Descriptions
22. New “AP 2D Design” and “AP Drawing” Course Descriptions
23. New “PE 10-12 Advanced” Course Descriptions and Revisions to Existing PE Courses
24. High Risk Activity – LPHS JV Boys Basketball to the Lassen High School Basketball Tournament
25. First Reading of Board Policies and Administrative Regulations
 - BP/AR 3250 (Transportation Fees)
 - AR 3320 (Claims and Actions Against the District)
 - BP 4111, 4211, 4311 (Recruitment and Selection)
 - AR 4157.1, 4257.1, 4357.1 (Work-Related Injuries)
 - BP/AR 4158, 4258, 4358 (Employee Security)

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CONSENT CALENDAR (Cont.)

- AR 5131.41 (Use of Seclusion and Restraint)
- BP 5145.3 (Non-Discrimination/Harassment)
- E 5145.6 (Parental Notifications)
- AR 6143 (Courses of Study)
- BP/AR 6152.1 (Placement in Mathematics Courses)
- BP 6154 (Homework/Makeup Work)
- BP/AR 6174 (Education for English Learners)

NEW BUSINESS

26. First Interim Report (Watts)

As required by AB 1200, districts must report their financial conditions at least twice during the year. The adopted budget made various assumptions that now have been updated with more current information.

Recommend certification that the district will be able to meet its financial obligations for the current fiscal year and subsequent two fiscal years

Enclosure

27. Resolution Regarding Accounting of Development Fees for 2018/19 in the Capital Facilities Fund (Watts)

Government Code sections 66001 and 66006 impose detailed requirements on public agencies which levy fees. Each district collecting development fees must make an annual accounting of those fees within 180 days of year end. **Recommend approval of Resolution #8-19/20**

Enclosure

28. 2020/2021 School Year Calendar (Willenberg)

A draft of the calendar was presented as a discussion item at the November 20th board meeting. After the draft was published, Mrs. Watts discovered that the district would lose five days of ADA, or \$500,000, by starting a week later than usual, which would have aligned our calendar with Chico's. Therefore, the start date has been changed from August 19, 2020 to August 12, 2020. **Recommend approval**

Enclosure

29. Personnel Assignment Order

Approval is requested for the following Personnel Assignment Order:

Certificated

Correction

Change Subject Area Coordinator Science to Rich Hogan - \$999 (split stipend) and Alisha Weliver - \$999 (split stipend)

Daniel Weagant
Teacher

Retirement w/District paid benefits until 65 and one-time \$2000 incentive payment
Effective: 6/6/2019

2019/20 Coaches

LPHS

Varsity Boys Basketball Asst.-Johnny Holmes-ASB paid \$500
Varsity Boys Soccer Asst.-Kirk Coon (NP)

Classified

Erika Lopez
Custodian
Placement on 39-month rehire list
Effective 12/01/2019

Mike Baker
Custodian
Voluntary transfer from OHS to Harrison Stadium/OAE-Chico/PHS
Effective: 12/2/2019

Joshua Morton
Custodian
Voluntary transfer from LPHS to OHS
Effective 12/19/2019

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Certificated

Classified (Cont.)

Chelsea Jensen
ATC Para Educator
6.0hrs p/day; SDO+2; Step/Column: 12/A
\$15.18p/hr
Effective 1/6/2020

Substitute Bus Driver

Kristy Ledesma (Johnson)

Substitute Courier

Kristy Ledesma (Johnson)

- 30. Expulsion Case #13-19/20
- 31. Expulsion Case #14-19/20
- 32. Expulsion Case #15-19/20
- 33. Expulsion Case #16-19/20
- 34. Expulsion Case #17-19/20
- 35. Expulsion Case #18-19/20
- 36. Expulsion Case #19-19/20
- 37. Expulsion Case #21-19/20

- 38. Items for Next Agenda

ADJOURNMENT

The meeting will be adjourned to a regular board meeting scheduled for Wednesday, **January 15, 2020,**
5:30 p.m. at Prospect High School.



OROVILLE UNION HIGH SCHOOL DISTRICT

Governance Handbook

Board of Trustees

Scott Damon
Amber Englund
Bonnie King
Ray Sehorn
Nannette Walker

Superintendent

Dr. Corey Willenberg

This handbook reflects the governance team's work on creation of a framework for effective governance. This involves ongoing discussions about unity of purpose, roles, commitment to norms and coming to agreement on protocols/formal structures that will enable the governance team to perform its responsibilities in a way that best benefits all children.

Adopted December 18, 2019

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Effective Governance

There are three dimensions to the effective governance of any organization: the actions of an individual, a group coming together to govern, and the performance of governance responsibilities by the group.

In a school district, the Board and Superintendent work together as a governance team. For a governance team to work together effectively, members need to:

- Maintain a unity of purpose
- Agree on and govern within appropriate roles
- Create and sustain a positive governance culture
- Create a supportive structure for effective governance.

Effective governance tenets encompass the basic characteristics and behaviors that enable governance team members to effectively create a climate for excellence in a school district and maintain the focus on improved student learning and achievement.

Governance – A Definition

School district governance is the act of transforming the needs, wishes and desires of the community into policies that direct the community's schools.

Board of Trustees **Professional Governance Standards**

1. Keep the district focused on learning and achievement for all students

- Recognize that students come to school with diverse educational needs.
- Base decisions on the district's vision, student needs, research, empirical data and a balance of community expectations, legal constraints and resources.
- Ensure that the district has established academic standards and regularly measures growth in achievement for all students.
- Ensure that the district provides opportunities for all students to succeed.

2. Communicate a common vision and mission

- Develop and adopt a written statement of the district vision and mission along with other direction-setting documents using collaborative processes that involve the staff and community.
- Ensure that procedures are in place to periodically review the Strategic Plan and other direction-setting documents.
- Demonstrate commitment to the vision, mission and goals by regularly communicating them to staff and the community.
- Exhibit behaviors and make decisions that support achievement of the district vision, mission and goals.
- Keep current on trends and emerging needs in education in order to proactively participate in renewing or reviewing the district's direction and policies.
- Support board decisions.
- Speak with a common voice.

3. Operate openly, with trust and integrity

- Conduct district business in a fair, respectful and responsible manner.
- Consider the concerns and interests of the staff and community.
- Encourage thorough debate, seek to engage in dialogue for clarification and withhold judgment until all perspectives are heard.
- Ensure that all members of the Board have the same information—no secrets or surprises among members of the governance team.
- Clearly communicate decisions to all those who are affected by them.
- Keep confidential information confidential.

4. Govern in a dignified and professional manner, treating everyone with civility and respect

- Treat the Superintendent, staff, students, parents and community with dignity and respect.
- Listen openly and respectfully to each other, to staff, students, parents and members of the community.
- Welcome open discussion of different points of view.
- Demonstrate ability to disagree on issues and still maintain trust, respect and dignity.
- Work together to build consensus for decisions.

5. Govern within board-adopted policies and regulations

- Develop, update and approve policies and regulations that are understood and followed.
- Understand the distinctions between the role of the Board and that of the Superintendent and staff.
- Do not become involved in the day-to-day operations of the district.
- Have agreed-upon norms and protocols to carry out Board responsibilities.

6. Take collective responsibility for the Board's performance

- Assume collective responsibility for Board conduct, behavior and conflict management.
- Function as a governance team with the Superintendent.
- Demonstrate a commitment to continually improving governance efforts.
- Take responsibility for the orientation of all new members.

7. Periodically evaluate the Board's effectiveness

- Have procedures in place for regular, on-going self-evaluation.
- Ensure meeting agendas provide for a sound order of business and facilitate maximum focus on matters related to student achievement.
- Have norms and protocols in place to ensure that individual Board members do not get involved in the day-to-day management of the district.

8. Ensure opportunities for the diverse range of views in the community to inform Board deliberations

- Ensure board policy enables parents, staff and the public to participate in district discussions, school programs and activities in meaningful ways.
- Consider the concerns and interests of all segments of the community in deliberations.

Unity of Purpose

Unity of Purpose is a common vision, overarching goals, and the values and beliefs governance team members share about children, the district and public education that help them transcend their individual differences to fulfill a greater purpose.

Core Beliefs

We believe:

- Every student can learn and learns at their own pace.
- Active engagement of students by caring adults is key to helping students achieve.
- Every student should have access to services and supports to enhance their learning experience.
- Every student should be exposed to college and/or career opportunities.
- Every student should learn the skills necessary to succeed in post-secondary education or in a career path.
- Every member of the learning community deserves to be part of a safe, caring and nurturing learning environment and should be treated with respect, dignity and worth.

Vision and Mission Statements

Vision

OUHSD will provide a variety of quality educational experiences for students of all learning styles, in a safe and nurturing environment to prepare them to be critical thinkers and consumers in the 21st century in a fiscally responsible manner. Learning communities will provide programs and experiences that promote academic achievement and personal and social growth of every student.

We expect:

- All students to graduate.
- Strategic establishment of positive relationships with all students in the class.
- Teachers to engage students in the learning process the active learning process, which includes participation, discussion, writing, hands-on activities and experiential learning opportunities.
- Teaching, modeling and ~~reinforcing~~ reinforcement of prosocial classroom skills (following directions the first time, actively listening, waiting patiently, sharing with others, etc.).
- Classroom behavioral expectations to be posted, taught, reviewed and known by every student.
- Students and teachers to use technology to enhance the educational experience.
- Staff involvement and engagement in ~~utilizing~~ professional learning communities to support development in all curricular areas.
- Curriculum and instructional practices to be aligned with the Common Core State Standards and the Standards for the Teaching Profession.
- Our schools to actively pursue, encourage and welcome increased family and community involvement.

Mission

Preparing Students for the future today.

Governance Team Unity of Purpose

- We will provide high quality educational opportunities for all students.
- We will build trust and confidence with our community, our staff and our students.
- We will function as an effective team.
- We will understand our collective responsibilities to our heritage, current challenges and community values.
- We will be a team with a common vision and act as a catalyst for the focused efforts of employees and the community.
- We will be partners with the staff in carrying out the mission of OUHSD.
- We will oversee the continuous development of quality programs, staff and facilities.
- We will perpetuate a legacy of positive culture.
- We will support our staff as they endeavor to enhance the lives of our students.

Governance Role and Responsibilities

Citizen oversight of local government is the cornerstone of democracy in the United States. The role of the trustees who sit on locally elected school Boards is to ensure school districts are responsive to the values, beliefs and priorities of their communities. Boards fulfill this role by performing five major responsibilities: setting direction; establishing an effective and efficient structure; providing support; ensuring accountability; and providing community leadership as advocates for children, the school district and public schools.

These five responsibilities represent core functions that are so fundamental to a school system's accountability to the public that they can only be performed by an elected governing body. Authority is granted to the Board as a whole, not each member individually. Therefore, Board members fulfill these responsibilities by working together as a governance team with the Superintendent to make decisions that will best serve all the students in the community. The Board carries out these responsibilities in each of the following job areas:

- Setting the District's Direction
- Student Learning and Achievement
- Finance
- Facilities
- Human Resources
- Policy
- Judicial Review
- Collective Bargaining
- Community Relations and Advocacy

The Superintendent assists the Board in carrying out its responsibilities in each of the job areas, and leads the staff toward the accomplishment of the agreed upon district vision and goals. The following page provides more detail on how the Board performs its governance responsibilities in each job area. It is important to remember that Boards who inadvertently get involved in staff functions undercut their ability to hold the Superintendent accountable for the results of those efforts.

Duties and Responsibilities

The Superintendent shall have the discretion to organize, reorganize, and arrange the administrative and supervisory staff, including instruction, personnel, and business affairs, which in his/her judgment best serve the interests of the district.

The board recognizes that it is a collective body and each board member recognizes that his/her power as a board member is derived from the collective deliberation and action of the board as a whole in a duly constituted meeting.

Performing Governance Responsibilities

We agree with the responsibilities of school Boards as described below by the California School Boards Association:

Set the direction for the community's schools

- Focus on student learning
- Assess needs/obtain baseline data
- Generate, review or revise setting direction documents (beliefs, vision, priorities, strategic goals, success indicators)
- Ensure an appropriate inclusive process is used
- Ensure these documents are the driving force for all district efforts

Establish an effect and efficient structure for the school district

- Employ and support the Superintendent
- Establish a human resources framework that includes policies for hiring and evaluating other personnel
- Oversee the development of and adopt policies
- Set a direction for and adopt the curriculum and require data-producing assessment systems
- Establish budget priorities, adopt the budget and oversee facilities issues
- Provide direction for and vote to accept collective bargaining agreements

Provide support through our behavior and actions

- Act with professional demeanor that models the district's beliefs and vision
- Make decisions and provide resources that support mutually agreed upon priorities and goals
- Uphold Board-approved district policies and support staff implementation of Board direction
- Ensure a positive working climate exists
- Be knowledgeable enough about district efforts to explain them to the public

Ensure accountability to the public

- Evaluate the Superintendent
- Monitor, review and revise policies
- Serve as a judicial and appeals body
- Monitor student achievement and program effectiveness and require program changes as indicated
- Monitor and adjust district finances and periodically review facilities issues

- Monitor the collective bargaining process

Act as community leaders

- Speak with a common voice about district priorities, goals and issues
- Engage and involve the community in district schools and activities
- Communicate clear information about policies, programs and fiscal condition of the district
- Educate the community and the media about the issues facing students, the district and public education
- Advocate for children, district programs and public education to the general public, key community members and local, state and national leaders

Positive Governance Team Culture

Culture is the positive or negative atmosphere created by the way people in an organization treat each other. Teams have unwritten (implicit) or written (explicit) agreements about how they will behave with each other and others. These behavioral ground rules, often called norms, enable teams to build and maintain a positive culture or shift a negative one.

Because the community elects school Board members to set and monitor the direction of the school district, and the district Superintendent translates all efforts into action, it is vital that the Board and Superintendent have a respectful and productive working relationship based on trust and open communications.

Governance Norms and Protocols

We agree to:

- Focus on students' best interest
- Consider the welfare of all stakeholders (students, staff and community)
- Respect each other's opinions
- Listen "actively" to each member's ideas
- Value each member's point of view
- Be open to new ideas
- Exhibit positive body language
- Not interrupt, nor monopolize
- Encourage everyone to verbalize
- Disagree agreeably
- Recognize the positive
- Be willing to compromise
- Focus on process, not personalities
- Act by building on the thought of a fellow governance team member
- Arrive to meetings on time and prepared
- Commit time necessary to govern effectively
- Commit to open communication, honesty, no surprises
- Maintain confidentiality

Structures and Processes to Support Effective Governance

Effective governance teams discuss and agree on the formal structures and processes used by the trustees and the Superintendent in their functioning as a team (e.g., processes or structures for agenda setting, set-up of Board room and table, agenda structure, handling complaints or concerns from the community, bringing up a new idea); how governance teams operate, and how they do business. These agreements about how groups will operate are often called protocols.

The following protocols were developed to support and promote the effectiveness of our governance team.

Self-monitoring of Governance Team Effectiveness

We will schedule a workshop every January to review governance team agreements and processes by reviewing the Governance Handbook.

New Board Member Orientation

We will provide opportunities for new board members to attend training and meet with the Superintendent.

Visiting Schools

Visits are encouraged. As a professional courtesy, trustees will call the principal ahead of time to arrange the visit. Trustees will also be cautious about encroaching on the learning environment. To assist in this matter, the Superintendent will ensure principals and teachers know that a teacher does not need to interrupt his/her lesson when a Board member visits a classroom.

Handling Concerns from the Public and Staff

When someone brings a concern to the Board, we will listen carefully, remembering we are only hearing one side of the story, and will then direct that individual to the employee in the district most appropriate and able to help them resolve their concern. We will make sure they understand the appropriate order of who to contact (i.e., teacher, then principal, then district staff) and are aware of any formal forms or policies that might assist them (e.g., written complaint form). The Superintendent and principal(s) will be copied on correspondence. This will ensure everyone is treated fairly, equally and expeditiously and that the processes and procedures of the district are upheld. It will also clarify that one Board member has no individual authority to fix a problem. As a representative of the public, it is important that the Board member invite the person with the complaint to ultimately get back to him if the issue is not resolved.

Individual Board Member Requests for Information

When an individual Board member requests information pertaining to an agenda item, it will be provided to all Board members.

An individual Board member will – insofar as possible – work to let the Superintendent and staff know ahead of time when a request for information will be made in public so the staff can be prepared to provide a thorough answer.

Individual Board members will self-monitor to ensure one person's request for information does not divert an inappropriate amount of time from staff efforts to achieve district goals.

Individual Board Member Requests for Action

The only authority to direct action rests with the full Board sitting at the Board table. A majority vote sets such direction.

Individuals may request an item for a future agenda by explaining their interest in a particular course of action and working to get a Board majority to support moving in that direction.

When a majority of the Board, sitting in a formal meeting requests action, it should be done in the context of the intended results. It is the duty of OUHSD staff to determine the methods used to achieve those results.

Board Meeting Management

We understand that Board meetings are meetings of the Board held in public, not open forum town hall meetings.

We will keep this in mind as we conduct our meetings, allowing the public to provide input at the time allotted to ensure the multiple voices of the community inform Board deliberations. However, when the Board deliberates, it will be a time for the Board to listen and learn from each other, taking the public input into consideration, not a time to re-engage with the public. We will consistently abide by our formal processes relating to this issue so that all persons are treated fairly and equally.

We will review our policies, bylaws and protocols relating to Board meeting management (e.g., time limits on input from members of the public), revising or reaffirming them as appropriate.

Email

We will use email carefully to insure that we do not violate the Brown Act, which prohibits Board members from exchanging facts to:

- Develop collective concurrence
- Advance or clarify an issue
- Facilitate agreement or compromise

- Advance ultimate resolution

We understand that:

- Board members shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendaized Board meeting.
- Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication.
- A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that his/her response does not necessarily reflect the views of the Board as a whole.
- Like other writings concerning district business, a Board member's electronic communication may be subject to disclosure under the California Public Records Act.

Role and Responsibilities of the Trustees, Board President and Clerk

Our Beliefs:

- We have an obligation to set an example of good government in action for our community.
- We will model dignified problem solving for our community and our children.
- The Board President works with the Superintendent to ensure Board meeting effectiveness.
- We intend that our Board meetings proceed professionally, efficiently and effectively and that district staff will have the opportunity to provide necessary background materials and information to the Board in a respectful environment.
- Each Board member must have the opportunity to express his or her viewpoint during Board deliberation.
- Everyone in attendance at Board meetings will be treated with dignity and respect.
- The Board president has a facilitation role relative to Board meetings, and acts as a spokesperson for the Board. S/he has no more authority than any other Board member outside of Board meetings.

Our Agreement:

The role of the Board president is to:

- Attend CSBA Board President's Workshop or other appropriate trainings if serving as president for the first time
- Chair meetings
- Work with the Superintendent as necessary to help ensure Board members have the necessary information and materials to make wise decisions
- Make sure that pending agenda items are addressed appropriately
- Confer with the Superintendent before meetings to prepare, as necessary for the upcoming meeting
- Model the tone and behavior the Board wishes to convey to the community

As meeting chair, the Board president will:

- Open and preside over meetings
- Introduce agenda items, providing some background information as appropriate, different from background information that is provided by staff (e.g., "This is an item we have had on our agendas four times in the last three months. We have given it a great deal of consideration and appreciate all of the input we have received from the public and the information staff has provided on the issue. Tonight we will receive additional public input, deliberate further and hope to make a final decision.").
- Call on speakers
- Make sure all Board members have a chance to share in deliberation
- Work to facilitate effective deliberation
- Interpret and clarify for understanding to ensure that all Board members have an accurate understanding as the deliberation proceeds
- Wait until all other Board members who wish to speak on an issue have done so before adding his or her own comments
- Call for a vote restating the motion, clarify and authenticate all action, order and procedures of the Board
- Adjourn meetings
- Remind the governance team and audience members of any meeting guidelines and Professional Governance Standards the Board has adopted, as necessary.
- Work with the Superintendent to make sure there is appropriate follow-up and clarification of possible options for the Board following the Board meeting.
- Serve as the spokesperson for the Board – always bearing in mind the direction and commitment of the Board given during Board meetings.

The role of the Board Vice President is to:

- Assume the duties of the Board President in his/her absence.

The role of the Board Clerk is to:

- Lead the Pledge of Allegiance
- Make the motion on expulsion cases
- Sign documents on behalf of the district
- Sign the minutes of Board meetings following their approval
- Serve as presiding officer in the absence of the president and vice president

Designated Spokesperson(s)

Our Beliefs:

It is essential that important information be communicated to members of the Board, the staff and the community in as timely a fashion as possible. Board Members and the Superintendent have an obligation to speak with a common voice about district issues to the staff and community. We recognize that some situations have legal or other considerations that may place restrictions on

what may be told to the media or public. Confidential issues must remain confidential. It is important that we speak with one voice in order to maintain the trust of our community.

Our Agreement:

In most cases, everyone is comfortable having the press contact any Board member. However, occasionally an issue requires there be one chief spokesperson. The Board member who fills this role may vary from year to year and from issue to issue. The designated spokesperson will vary depending on the issue or situation:

Crisis: The Superintendent will be the primary spokesperson and may involve the Board president at his/her discretion.

Meeting Information (e.g., Board meetings, agenda items, study sessions): The Board President and the Superintendent will serve as primary spokespersons.

Core Beliefs / Vision / District Priorities / General District Information: All governance team members may serve as spokespersons utilizing developed and agreed upon key messages. When speaking on behalf of the district or the School Board, Board members have an obligation to adhere to agreed upon key messages. Examples of District Key Messages:

- Core Beliefs
- District Mission / Vision
- Progress Toward District Goals
- Student Learning Goals
- Budget Objectives / Financial Plan
- Parent Involvement
- Facilities

During the Annual Governance Workshop in January the governance team will discuss which team members are going to be networking with which community groups and organizations. If a Board member is invited to speak to a community group or organization, s/he will make sure other team members know about the invitation, will ask for agreed upon key messages and any updated district information from the Superintendent, and will communicate back to the governance team after the presentation.

OUHSD Governance Team Agreements to Facilitate Governance Leadership

A major difference between groups and teams is that teams have clear agreements (norms that identify expectations for behavior, and protocols that describe how the team will operate) set by the team's members. Once developed, these norms and protocols shape how team members behave with each other and how they perform their responsibilities.

Group expectations help a group work together to not only address difficult issues in an objective and consistent way, but also to confirm what each member will do in the normal course of business to help the team succeed. - CSBA

OUHSD Governance Team Norms and Protocols

The Board of Education for the Oroville Union High School District is entrusted by the community to uphold the Constitutions of California and the United States, to protect the public interest in schools, and to ensure that a high quality education is provided to each student.

To effectively meet district challenges, the Board and Superintendent must function together as a governance leadership team. Agreed upon behaviors (or norms) and operating procedures (or protocols) support consistent behaviors and actions among team members. The purpose of the OUHSD governance team agreements is to ensure a positive and productive working relationship among Board members, the Superintendent, district staff, students, and the community. The protocols were developed for and by the members of the governance team, and may be modified over time as needed.

We have reviewed and agree to follow the aforementioned governance team norms and protocols in order to support a positive and productive working relationship among the Oroville Union High School District Board of Trustees, staff, students and the community. We shall renew this agreement at the Annual Governance Workshop of the OUHSD Board of Trustees held in January.

**OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING
November 20, 2019**

MINUTES

CALL TO ORDER

Board President, Mr. Damon, called the meeting to order at 5:30 p.m. on Wednesday, November 20 2019, at Prospect High School.

ROLL CALL

Board Members Present: Scott Damon, Amber Englund, 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]
- **Graduation Requirement Waiver – California Education Code Section 51225.3**
- **Pupil Discipline—California Education Code Sections 48918/35146**

RESULTS OF CLOSED SESSION

At 6:00 p.m., the board reconvened to open session. No action was taken.

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

#40-19/20: On a motion by Mrs. Walker, seconded by Mr. Sehorn, the board accepted an amended Personnel Assignment Order by the following vote:

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

PUBLIC HEARING (None)

STUDENT REPRESENTATIVE REPORTS

Ritter Steinmann, OHS Student Board Rep, reported on ASB making Bell Game posters, Tiger of the Month awards and working with LP on the upcoming formal.

Madison Knauth, LP Student Board Rep, reported on a successful Bell Game Spirit Week, having over 40 donors at a recent blood drive, T-Bird Pride Week taking place the week after Thanksgiving, working with OHS on the upcoming formal, Link Crew visiting freshmen geography and health classes to discuss prioritizing, and upcoming events including a Holiday Spirit Week, brainstorming for Basketball homecoming themes and winter sports goodie bags and senior night posters.

MINUTES OF REGULAR MEETING NOVEMBER 20, 2019

RECOGNITIONS AND PRESENTATIONS

1. Student Recognition/Achievement – Alternative Education

Tim Drury introduced teacher Lisa Johnson and students Destiny Kervin and Ines Montanez. Ms. Kervin discussed an English 10 call to action project to eat less meat. They researched different topics on global warming, made posters and made beef, veggie and Beyond Meat meatballs. A Google form was created for students to vote after taste testing each sample. The board was given samples of the veggie and Beyond Meat meatballs and all chose the veggie version as their favorite. Ms. Montanez reported that students preferred the beef meatballs. She described the Beyond Meat product and reported where the product could be found locally. She encouraged the board to view the posters they made that give facts on each product. Mr. Drury stated that there are a lot of good things going on. Their fourth student this year met the graduation requirement yesterday and they are expecting another four of five students to be able to graduate by Christmas break. SAP awards were held yesterday. Twelve students were recognized for earning 12.5 credits and six students were recognized for earning 15 credits in the last block. They are busy preparing for their annual school-wide Thanksgiving feast on Friday. This may be the only Thanksgiving meal for some students. A few CDS students went on a field trip to Ron's Reptiles as a reward. They are focusing their professional development on crisis prevention and de-escalation techniques. They have been working on grade level issues and technology during collaboration time. Mr. Drury stated that their counselors and Social Workers are awesome! Students have many opportunities to get help. He appreciates his teachers for covering classes when they are short on subs. He thanked Mr. LaGrone and the maintenance staff who have already completed some of the items discussed during their facility walkthrough. They are hoping to get some painting done this summer. He is working to declutter some areas and wants to create a comfortable atmosphere.

2. Recognition of Retirees

The District recognized Roxann Callow and Kevin Simon for 14 years of service to the district and Charlene Trinnaman for five years of service to the district. Those in attendance received the traditional school bell.

3. Presentation on Teaching Children of Poverty by Celeste Dunn

Celeste Dunn attended a three day conference in Texas and came back to present to 25 district teachers after school. She covered the acute/chronic stress topic. Stress can be seen in students daily when they have a lack of control over situations. Students exposed to more intense and longer lasting stressors can have fewer coping mechanisms and experience adverse childhood experiences that can lead to neurological problems, health issues and early death. Students may be very reactive or act like they don't care about anything. The brain can change over time. Students may experience a stressful event and go back to their normal set point while others cannot. They may appear hyperactive or apathetic. Teacher need to focus on their own stress management as well as students. The training has made her more mindful this year and she feels this will have a positive lasting effect.

HEARING OF INDIVIDUALS ON NON-AGENDA ITEMS

Teisha Hase, OHS Teacher, read a letter from Cristian Bruce regarding his support for reducing English 9 classes. He stated that LPHS had 25:1 English 9 classes when he was hired, which allowed teachers to give more attention to students. Their test scores took a hit when class size went back to 36:1. Mrs. Hase distributed a handout on the benefits of class size reduction. Lower class size ranked high on a study on challenges for new teachers. Mr. Damon asked Dr. Willenberg if this subject should be a site decision rather than individual teacher making requests. Dr. Willenberg agreed that the request should be coming from site administration if it is a priority to them. Mr. Damon asked if reducing class size is an additional expense. Dr. Willenberg responded that reducing class size would definitely be an increased cost. Jennifer Anderson distributed a handout on the benefits of class size reduction and discussed its benefits.

Michael Walker, Band Teacher, thanked the board for their ongoing support and invited them to the fundraiser dinner on Friday as well as the Winter Concert at the State Theatre on December 6th at 7:00 p.m. The jazz band will be playing and there will be a vocalist and skits. They are also doing a fundraiser for \$20 each to preview the new Star Wars movie at 7:00 p.m. on December 19th at the Feather River Cinemas.

MINUTES OF REGULAR MEETING NOVEMBER 20, 2019

Laurie Sousa stated that Harrison Stadium pinked out for the breast cancer walk on October 5th. She thanked the board for reducing the cost. They had 250 walkers participate. They earned \$5258 that will go toward helping people in our community with mammograms and other breast cancer-related expenses. Mr. Sehorn commended Mrs. Sousa for her work. Mrs. Sousa stated that the stadium is top notch and she was glad to hold the event there. She hopes this was the first of many years to come.

HEARING OF INDIVIDUALS ON AGENDA ITEMS

Jeff Reid and Julie Heath asked to speak on item #15

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

4. Board Comments

Mr. Sehorn stated that the band sounded great at the Bell Game.

5. Superintendent

Dr. Willenberg reported that winter sports have started. Eight of the 24 member on the OHS wrestling team are females. The number of females participating has increased over the past few years. He referred to a handout on board training on January 11th and asked members to let him know if they would like to attend. He could also have a trainer brought here. He testified at the state senate on Monday regarding the effect of power outages on schools. He informed the board that the district is anticipating a \$600,000 deficit next year due to over estimating the number of students enrolled/loss of students since the school year started, which has left us overstaffed.

6. Administration

Mrs. Watts reported that she has been going through the audit reviews. There were no findings or adjustments needed.

7. First Draft of the 20/21 School Year Calendar

Dr. Willenberg stated that the district was considering starting school a week later but recently found that we would lose five days of attendance, which equates to a \$500,000 loss. We are still seeking input from stakeholders.

OLD BUSINESS (None)

CONSENT CALENDAR

8. Minutes from the October 16, 2019 Board Meeting

9. Monthly Financial Report

10. Check Registers Dated 10/8, 10/10, 10/15, 10/17, 10/22, 10/24, 10/29, 10/31, 11/5 and 11/7

11. Donation of \$50 from Oroville Safe, Lock & Door to the LPHS Chess Club

12. Three Year Paid Internship Agreement with CSU, Chico

13. First Reading of Board Policies and Administrative Regulations

- BP 0410 (Non-Discrimination in District Programs and Activities)
- BP 1312.3 (Uniform Complaint Procedure)
- AR/E 5145.13 (Response to Immigration Enforcement)
- BP 5141.52 (Suicide Prevention)
- BP 5145.7 (Student Sexual Harassment)
- AR 6020 (Parent Involvement)
- BP 6145 (Extracurricular and Co-curricular Activities)
- AR 6145.2 (Athletic Competition)

#41-19/20: On a motion by Mr. Sehorn, seconded by Mrs. Walker, the board approved the consent calendar as presented and waived the second reading of item #13 by the following vote:

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

MINUTES OF REGULAR MEETING NOVEMBER 20, 2019

NEW BUSINESS

14. Set Date for the Annual Organizational Meeting

#42-19/20: On a motion by Mrs. Englund, seconded by Mrs. Walker, December 18, 2019 was selected as the date of the Annual Organizational Meeting by the following vote:

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

15. 2019 Call to Climate Action Resolution

Jeff Reid, OHS Teacher and Environmental Club Advisor, stated that they are teaching students to speak scientifically. Passing this resolution is an incredible opportunity for the board to step up. He thanked the Environmental Club students and their parents in the audience for attending. Julie Heath from the School 4 Climate Action group stated that she appreciates this item being on the agenda. Similar resolutions have been passed by 107 other organizations. Mr. Damon stated that he is fine with citizens being good stewards of the environment but he doesn't appreciate some of the wording in the resolution that is fear mongering.

#43-19/20: On a motion by Mrs. Walker, seconded by Mrs. Englund, Resolution #7-19/20 was approved as presented by the following vote:

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

16. Out-of-State Travel Request #1

Dr. Willenberg stated that Las Plumas has added two female students to this trip, who will be funded by ASB. Mrs. Earley will be the female chaperone on the trip.

#44-19/20: On a motion by Mr. Sehorn, seconded by Mrs. Englund, Mr. Close and two students were approved to attend a Livestock Judging Contest in Arizona from December 29th – 31st as presented by the following vote:

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

17. Out-of-State Travel Request #2

#45-19/20: On a motion by Mrs. Walker, seconded by Mrs. Englund, seven math teachers were approved to attend a PLC conference in Atlanta, GA, from December 11th – 13th as presented by the following vote:

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

18. Amended Personnel Assignment Order

#46-19/20: On a motion by Mr. Sehorn, seconded by Mrs. Walker, the amended Personnel Assignment Order was approved by the following vote:

MINUTES OF REGULAR MEETING NOVEMBER 20, 2019

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

(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

2019/20 Coaches

LPHS

JV Soccer Asst. Coach-Tiffanie Hancock (NP)
JV Football Asst. Coach-Change Doug Hunt from ABS Paid \$500 to Split Stipend with Joe Hothan \$1,624
Resignation of Brian Riley-Frosh Football Asst.
Frosh Boys Basketball Head Coach-Trent Thompson-\$2,998
Varsity Girls Soccer Asst. Coach-Ron Lorimor (NP)
JV Boys Soccer Head Coach-Parker Paul-\$3,497

OHS

Varsity Boys Basketball Asst Coach-Josh Osborn (NP)
JV Girls Soccer Head Coach-Stephanie Adams-\$3,497
Varsity Boys Soccer Asst.-Rich Hogan ASB Paid-\$1,000
Varsity Girls Soccer Head Coach-Cal McCarthy-\$4,247
Flag Coordinator – Hana Kipnis - \$1,185.23
Wrestling Asst.-Samantha Muntifering-\$1,748.50 (split stipend)
Wrestling Asst.-Matthew Mentz- \$1,748.50 (split stipend)
Change Patrick Cleary from Frosh Boys Basketball Head to JV Boys Basketball Head Coach- \$3,497
Basketball Assistant Coach-Daniel Mooney (NP)

Jeff Reid
Correction to unit move effective date
Change effective date from 10/1/2019
To 8/12/2019

Nicole Eads
Home & Hospital Teacher
\$29.23 p/hr
Effective 11/21/2019

Classified

Kevin Simon
Universal Support Staff
Retirement with continuation of District paid Benefits at current cap until age 65
Effective 10/3/2019

Substitute Para Educator

Kristin Collins
Megan Potts

Chris Lowery
Request for unpaid General Leave of Absence for remainder of 2019/20
Without Benefits
Effective 10/24/2019

Megan Adams
ATC Para Educator
6.0hrs p/day; SDO+2;
Step/Column 12/A \$15.18 p/hr
Effective 10/25/2019

Terry Rossetta
Special Education Clerical Aide
1.75 hrs p/day; SDO
Step/Column 12/F07 \$18.98 p/hr
Effective 11/4/2019

Debra Bradford
Para Educator
3.0 hrs p/day; SDO
Step/Column 12/E05 \$18.43 p/hr
Effective 11/4/2019

Tamara Hart
Administrative Secretary
Food Service Dept.
3.9 hrs p/day; 240 days p/year
Step/Column 18/A \$17.57 p/hr
Effective 11/13/2019

Timon Hard
Mechanic
8.0hrs p/day; 260 days p/yr
Step/Column 22/A \$19.38 p/hr
Effective 11/21/2019

MINUTES OF REGULAR MEETING NOVEMBER 20, 2019

Certificated (Cont.)

2019/20 Substitute Teachers

Cameron Scott
Michelle Medford
Wesley Juel

Classified (Cont.)

Jacob Deadmore
Universal Support Staff
8.0 hrs p/day; 260 days p/yr
Step/Column 15/A \$16.31 p/hr
Effective 11/21/2019

Leonard Stafford
Campus Supervisor
Resignation
Effective 11/20/2019

Heather Byers
ATC – Para Educator
Resignation
Effective 11/19/2019

Student Storekeeper Substitute

Kristi Olson

Food Service Substitute

Rhonda Morris

Custodial Substitute

Rhonda Morris

19. Expulsion Case #7-19/20

#47-19/20: On a motion by Mrs. Walker, seconded by Mrs. Englund, the terms of the expulsion case were approved by the following vote:

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

- Be expelled for the remainder of the 19/20 school year.
- Be referred to Community Day School to continue their education as set forth in the student's Rehabilitation Plan:
 - Follow all district and school rules
 - Make positive academic progress
 - Student is to maintain positive attendance including no cutting of classes and no unexcused absences.
 - Student is not allowed to be on any other OUHSD campus or to attend an extra or co-curricular events, including games and dances.

20. Expulsion Case #8-19/20

#48-19/20: On a motion by Mrs. Walker, seconded by Mrs. Englund, the terms of the expulsion case were approved by the following vote:

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

MINUTES OF REGULAR MEETING, NOVEMBER 20, 2019

- Be expelled for the remainder of the 19/20 school year.
- Be referred to LEAD to continue their education as set forth in the student's Rehabilitation Plan:
 - Follow all district and school rules
 - Make positive academic progress
 - Student is to maintain positive attendance including no cutting of classes and no unexcused absences.
 - Student is not allowed to be on any other OUHSD campus or to attend an extra or co-curricular events, including games and dances.

21. Expulsion Case #9-19/20

#49-19/20: On a motion by Mrs. Walker, seconded by Mr. Sehorn, the terms of the expulsion case were approved by the following vote:

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

- Be expelled for the remainder of the 19/20 school year and said expulsion be suspended.
- Be referred to Community Day School to continue their education as set forth in the student's Stipulated Expulsion Order and Rehabilitation Plan, dated and executed on October 15, 2019:
 - Follow all district and school rules
 - Make positive academic progress
 - Student is to maintain positive attendance including no cutting of classes and no unexcused absences.
 - Student is not allowed on or near any other district campus during the expulsion period except for boarding the transfer bus to and from Community Day School. This includes any extra or co-curricular events including games and dances. Location of campuses has been discussed with the student, and the student has been given a list of those campuses including street addresses.

22. Expulsion Case #10-19/20

#50-19/20: On a motion by Mrs. Walker, seconded by Mrs. England, the terms of the expulsion case were approved by the following vote:

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

- Be expelled for the remainder of the 19/20 school year and said expulsion be suspended.
- Be returned to Las Plumas High School to continue their education as set forth in the student's Stipulated Expulsion Order and Rehabilitation Plan, dated and executed on October 16, 2019:
 - Follow all district and school rules
 - Make positive academic progress
 - Student is to maintain positive attendance including no cutting of classes and no unexcused absences.

23. Expulsion Case #11-19/20

#51-19/20: On a motion by Mrs. Walker, seconded by Mrs. England, the terms of the expulsion case were approved by the following vote:

MINUTES OF REGULAR MEETING, NOVEMBER 20, 2019

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

- Be expelled for the remainder of the 19/20 school year.
- Be referred to Community Day School to continue their education as set forth in the student's Rehabilitation Plan:
 - Follow all district and school rules
 - Make positive academic progress
 - Student is to maintain positive attendance including no cutting of classes and no unexcused absences.
 - Student is not allowed to be on any other OUHSD campus or to attend an extra or co-curricular events, including games and dances.

24. Expulsion Case #12-19/20

#52-19/20: On a motion by Mrs. Walker, seconded by Mrs. Englund, the terms of the expulsion case were approved by the following vote:

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

- Be expelled for the remainder of the 19/20 school year and said expulsion be suspended.
- Be referred to Prospect High School to continue their education as set forth in the student's Stipulated Expulsion Agreement and Rehabilitation Plan, dated and executed on October 23, 2019:
 - Follow all district and school rules
 - Make positive academic progress
 - Student is to maintain positive attendance including no cutting of classes and no unexcused absences.
 - Student is not allowed on or near any other district campus during the expulsion period except for boarding the transfer bus to and from Prospect High School. This includes any extra or co-curricular events including games and dances. Location of campuses has been discussed with the student, and the student has been given a list of those campuses including street addresses.

25. Items for Next Agenda (None)

ADJOURNMENT

On a motion by Mrs. Walker, seconded by Mr. Sehorn, the meeting adjourned at 7:03 p.m.

(Signature of Board Official)

ATTEST:

Secretary to the Board of Trustees

Fund 01 - General Fund

Fiscal Year 2019/20 Through December 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	LCFFStateAid-CurrentYear	15,820,595.00	15,820,595.00	8,562,316.00	7,258,279.00	54.12
8012	EduProtectionAccountStAidCurYr	3,349,964.00	3,349,964.00	974,610.00	2,375,354.00	29.09
8021	Homeowners'Exemptions	107,488.00	107,488.00		107,488.00	
8022	TimberYieldTax	57,254.00	57,254.00		57,254.00	
8029	OtherSubventionsIn-LieuTaxes	2,076.00	2,076.00		2,076.00	
8041	SecuredRollTaxes	6,424,698.00	6,424,698.00		6,424,698.00	
8042	UnsecuredRollTaxes	362,080.00	362,080.00	436,090.26	74,010.26-	120.44
8043	PriorYears'Taxes	14,529.00	14,529.00	4,301.87	10,227.13	29.61
8044	SupplementalTaxes	99,781.00	99,781.00		99,781.00	
8045	EducInRevenueAugmentationFund	1,219,904.00-	1,219,904.00-		1,219,904.00-	
8047	CommunityRedevelopmentFunds	1,046,392.00	1,046,392.00		1,046,392.00	
8096	Trns2ChrtSchlnInLieuOfPropTaxes	257,398.00-	257,398.00-	98,004.00-	159,394.00-	38.07
Total LCFF Revenue Sources		25,807,555.00	25,807,555.00	9,879,314.13	15,928,240.87	38.28
Federal Revenue						
8181	SpecialEducation-Entitlement	248,673.00	248,673.00		248,673.00	
8285	InteragencyContractBetweenLEA			7,148.52	7,148.52-	NO BDGT
8290	AllOtherFederalRevenue	1,141,911.00	1,305,306.00	299,550.09	1,005,755.91	22.95
Total Federal Revenue		1,390,584.00	1,553,979.00	306,698.61	1,247,280.39	19.74
Other State Revenues						
8311	OtherStateApportionmentsCurYr	733,494.00	733,494.00	258,392.00	475,102.00	35.23
8550	MandatedCostReimbursements	125,000.00	125,000.00	124,854.00	146.00	99.88
8560	StateLotteryRevenue	431,000.00	431,000.00	12,957.84	418,042.16	3.01
8590	AllOtherStateRevenue	1,145,072.00	1,184,990.00	222,223.03	962,766.97	18.75
Total Other State Revenues		2,434,566.00	2,474,484.00	618,426.87	1,856,057.13	24.99
Other Local Revenue						
8650	LeasesandRentals	9,000.00	9,000.00	5,507.94	3,492.06	61.20
8660	Interest	92,000.00	92,000.00	27,150.14	64,849.86	29.51
8677	InteragencySrvcBetweenLEAs	611,137.00	752,424.00	33,278.88	752,424.00	38.57
8699	AllOtherLocalRevenue	86,280.00	86,280.00	132.00	53,001.12	0.07
8792	TrnsfrApportionmentFrmCntyOffics	179,225.00	179,225.00		179,093.00	
Total Other Local Revenue		977,642.00	1,118,929.00	66,068.96	1,052,860.04	5.90
Total Year To Date Revenues		30,610,347.00	30,954,947.00	10,870,508.57	20,084,438.43	35.12

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)							
					ESCAPE	ONLINE	Page 1 of 27

Fund 01 - General Fund

Fiscal Year 2019/20 Through December 2019

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Certificated Teachers Salaries	7,491,749.00	8,515,626.00	5,209,535.02	3,303,055.50	3,035.48	38.79
1101	Teacher Sub Pay	240,784.00	242,046.00		73,532.27	168,513.73	30.38
1102	Teacher Extra Pay	155,455.00	162,148.00		74,503.24	87,644.76	45.95
1200	Certificd Pupil Support Salaries	859,611.00	929,088.00	558,449.78	361,810.18	8,828.04	38.94
1202	Pupil Support Extra Pay	16,696.00	16,996.00		18,481.17	1,485.17	108.74
1300	Certificd Suprvsr Admnstrtr Slry	1,099,313.00	1,134,438.00	666,546.65	467,891.84	49	41.24
1301	Cert Admin Sub				1,277.00	1,277.00	NO BDGT
1302	Cert Admin Extra Pay	41,113.00	40,481.00		22,874.68	17,606.32	56.51
1900	Other Certificated Salaries	54,938.00	62,622.00	44,147.11	27,267.52	8,792.63	43.54
1902	Other Certificated Extra Pay	251,050.00	271,290.00		35,133.93	236,156.07	12.95
Total Certificated Salaries		10,210,709.00	11,374,735.00	6,478,678.56	4,385,827.33	510,229.11	38.56
Classified Salaries							
2100	Classified Instructional Salary	761,672.00	792,599.00	469,459.06	278,159.63	44,980.31	35.09
2101	Para Ed Sub Pay	34,500.00	34,500.00		14,494.20	20,005.80	42.01
2102	Para Ed Extra Pay	62,000.00	62,000.00		7,092.90	54,907.10	11.44
2200	Classified Support Salaries	1,702,438.00	1,701,245.00	943,838.48	631,805.92	125,600.60	37.14
2201	Class Support Sub Pay	128,000.00	128,000.00		73,916.73	54,083.27	57.75
2202	Class Support Extra Pay	79,099.00	79,856.00		46,457.14	33,398.86	58.18
2300	Class Suprvsr Administrators Slry	303,154.00	303,154.00	176,839.88	126,314.20	.08	41.67
2400	Clericl Technicl Offic Staff Slrys	1,302,482.00	1,268,770.00	743,094.87	475,599.63	50,075.50	37.49
2401	Clerical Sub Pay	5,000.00	5,000.00		14,018.55	9,018.55	280.37
2402	Clerical Extra Pay	14,963.00	14,090.00		10,208.66	3,881.34	72.45
2900	Other Classified Salaries	41,459.00	41,459.00	26,271.49	15,187.28	.23	36.63
2901	Other Classified Sub Pay				1,321.11	1,321.11	NO BDGT
2902	Other Classified Extra Pay				67,917.62	67,917.62	NO BDGT
Total Classified Salaries		4,434,767.00	4,430,673.00	2,359,503.78	1,762,493.57	308,675.65	39.78
Employee Benefits							
3101	STRS Certificated Positions	2,626,626.00	2,815,919.00	1,099,634.20	730,783.99	985,500.81	25.95
3102	STRS Classified Positions	10,211.00	10,774.00	7,020.51	4,084.21	330.72	37.91
3202	PERS Classified Positions	848,329.00	853,445.00	443,604.22	293,365.54	116,475.24	34.37
3301	OASDI Medcrl Altrmtv Certific Positns	905.00	3,030.00		1,941.39	1,088.61	64.07
3302	OASDI Medcrl Altrmtv Clas Position	259,706.00	258,803.00	136,375.62	102,751.39	19,675.99	39.70
3311	Medicare Certificated	144,498.00	162,457.00	91,446.66	62,034.35	8,975.99	38.19
3312	Medicare Classified	61,880.00	61,758.00	32,645.97	24,562.19	4,549.84	39.77
3401	Hlth Wfr Benefits Certific Positn	2,597,360.00	2,636,523.00	1,672,668.01	936,585.65	27,269.34	35.52

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Fund 01 - General Fund

Fiscal Year 2019/20 Through December 2019

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3402	HlthWfarBenefitClasifidPositn	1,152,345.00	1,179,230.00	684,122.56	437,393.94	57,713.50	37.09
3501	StUnemplmntInsurncCrtPositns	10,756.00	11,380.00	3,198.49	3,599.11	4,582.40	31.63
3502	StUnemplmntInsurncCrtPositns	2,133.00	2,128.00	1,127.47	847.89	152.64	39.84
3601	WCInsuranceCertificatdPositns	251,609.00	280,120.00	155,364.19	105,176.40	19,579.41	37.55
3602	WCCompensnInsurnceClassPositn	109,303.00	109,201.00	56,583.01	42,192.16	10,425.83	38.64
3701	OPEBAllocatedCertificatdPositn	457,622.00	446,132.00	292,836.88	197,836.61	44,541.49	44.34
3702	OPEBAllocatedClassifiedPositn	200,451.00	200,266.00	106,649.68	80,003.91	13,612.41	39.95
Total Employee Benefits		8,733,734.00	9,031,166.00	4,783,277.47	3,023,158.73	1,224,729.80	33.47
Books and Supplies							
4100	ApprvdTxbookCorCurriculaMterl	267,000.00	364,960.00	15,739.41	120,449.06	228,771.53	33.00
4200	BooksandOtherReferenceMaterial				780.42	780.42	NO BDGT
4300	MaterialsandSupplies	728,424.00	1,137,120.00	240,979.59	215,053.45	681,086.96	18.91
4360	TransportationGenSupplies	24,000.00	24,000.00		5,207.40	18,792.60	21.70
4361	TransportationFuel	105,000.00	105,000.00		46,346.63	58,653.37	44.14
4362	TransportationOilGrease	8,000.00	8,000.00		1,223.80	6,776.20	15.30
4363	TransportationParts	59,000.00	59,000.00		16,981.36	42,018.64	28.78
4364	TransportationTires	15,000.00	15,000.00		1,078.42	13,921.58	7.19
4400	NoncapitalizedEquipment	2,590.00	48,890.00	21,243.88	126,457.71	98,811.59	258.66
Total Books and Supplies		1,209,014.00	1,761,970.00	277,962.88	533,578.25	950,428.87	30.28
Services and Other Operating Expenditures							
5200	TravelandConferences	138,894.00	181,948.00	7,821.35	42,421.76	131,704.89	23.32
5300	DuesandMemberships	29,100.00	29,100.00	499.00	26,507.52	2,093.48	91.09
5450	OtherInsurance	381,227.00	381,227.00		379,610.00	1,617.00	99.58
5501	GasElectricity	414,909.00	414,909.00		163,924.23	250,984.77	39.51
5502	PestControl	6,400.00	6,400.00	2,371.24	1,470.00	2,558.76	22.97
5503	SewerFees	61,000.00	61,000.00		44,324.69	16,675.31	72.66
5505	Water	64,000.00	64,000.00		43,819.16	2,548.23	68.47
5506	WasteDisposal	47,200.00	47,200.00	22,729.07	43,819.16	2,548.23	47.65
5601	FacilitiesRent	6,000.00	6,000.00		22,491.72	23,357.01	81.18
5602	CopierPostageMeterRents	43,300.00	43,300.00	37,545.47	4,871.00	1,129.00	62.15
5603	CopierMaintenance	35,505.00	35,505.00	7,529.11	5,588.18	22,387.71	15.74
5620	EquipmentRentalsAndRepairs	99,348.00	97,250.00	81.19	59,209.08	37,959.73	60.88
5630	ComputerMaintenanceRepairs	36,600.00	36,600.00		9,654.50	26,945.50	26.38
5640	BuildingAndSiteRepairs	221,000.00	314,506.00	3,450.00	227,984.58	83,071.42	72.49
5750	TransfersDirectCostsInterfund	20,308.00	20,308.00		639.07	19,668.93	3.15

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Fund 01 - General Fund

Fiscal Year 2019/20 Through December 2019

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5800	ProfConsultingSrvcsandOperExpnd	887,860.00	1,157,511.00	445,703.38	221,154.79	490,652.83	19.11
5801	LegalFees	85,000.00	85,000.00		23,347.73	61,652.27	27.47
5804	PreEmploymentTesting	10,000.00	10,000.00		4,499.70	5,500.30	45.00
5806	Advertising	26,000.00	26,000.00		4,495.00	21,505.00	17.29
5850	SoftwareMaintenanceAndLicences	176,300.00	176,300.00	8,469.01	124,634.22	43,196.77	70.69
5900	Communications	32,000.00	32,000.00	5,844.31	15,173.86	10,981.83	47.42
	Total Services and Other Operating Expenditures	2,781,335.00	3,185,448.00	590,108.42	1,451,455.37	1,143,884.21	45.57
Capital Outlay							
6400	Equipment	10,000.00	51,000.00		75,653.71	24,653.71-	148.34
	Total Capital Outlay	10,000.00	51,000.00	.00	75,653.71	24,653.71-	148.34
Tuition							
7141	OfTutExsCstDfctPmt2DisChrrSch	18,000.00	18,000.00			18,000.00	
7142	OthuitnExcsCstsDfctPy2CntyOff	1,205,199.00	1,205,199.00			1,205,199.00	
	Total Tuition	1,223,199.00	1,223,199.00	.00	.00	1,223,199.00	
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	102,171.00-	102,171.00-			102,171.00-	
	Total Transfers of Indirect/direct support costs	102,171.00-	102,171.00-	.00	.00	102,171.00-	
Debt Service							
7438	DebtService-Interest	15,073.00	15,073.00		15,073.00		100.00
7439	OtherDebtService-Principal	303,594.00	303,594.00		156,224.43	147,369.57	51.46
	Total Debt Service	318,667.00	318,667.00	.00	171,297.43	147,369.57	53.75
	Total Year To Date Expenditures	28,819,254.00	31,274,687.00	14,489,531.11	11,403,464.39	5,381,691.50	36.46
Other Financing Sources							
Other Financing Sources							
8919	OthrAuthorizdIntrFundTrnsfrsln	13,000.00	13,000.00		1,549.28	11,450.72	11.92
	Total Other Financing Sources	13,000.00	13,000.00		1,549.28	11,450.72	11.92
	Total Year To Date Other Financing Sources	13,000.00	13,000.00		1,549.28	11,450.72	11.92
Other Financing Uses							
Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used

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

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Fund 01 - General Fund

Fiscal Year 2019/20 Through December 2019

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Other Financing Uses (continued)							
Interfund Transfers Out							
7616	FromGenFundToCafeFund	156,144.00	156,144.00			156,144.00	NO BDGT
7619	OthrAuthrizdInterFndTrnsfrsOut				165,128.09	165,128.09-	
	Total Interfund Transfers Out	<u>156,144.00</u>	<u>156,144.00</u>	<u>.00</u>	<u>165,128.09</u>	<u>8,984.09-</u>	<u>105.75</u>
	Total Year To Date Other Financing Uses	<u>156,144.00</u>	<u>156,144.00</u>	<u>.00</u>	<u>165,128.09</u>	<u>8,984.09-</u>	<u>105.75</u>

Fund 01 - General Fund

Fiscal Year 2019/20 Through December 2019

Revenues, Expenditures, and Changes in Fund Balance		Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Description							
A. Revenues		30,610,347.00	30,954,947.00		10,870,508.57	20,084,438.43	35.12
B. Expenditures		28,819,254.00	31,274,687.00	14,489,531.11	11,403,484.39	5,381,691.50	36.46
C. Subtotal (Revenue LESS Expense)		1,791,093.00	319,740.00-		532,955.82-	14,702,746.93	
D. Other Financing Sources and Uses							
Sources		13,000.00	13,000.00		1,549.28	11,450.72	11.92
LESS Uses		156,144.00	156,144.00		165,128.09	8,984.09-	105.75
E. Net Change in Fund Balance		1,647,949.00	462,884.00-		696,534.63-	14,723,181.74	
F. Fund Balance:							
Beginning Balance (9791)							
Audit Adjustments (9793)		4,914,011.00	5,976,768.00		5,976,767.65		
Other Restatements (9795)							
Adjusted Beginning Balance		4,914,011.00	5,976,768.00		5,976,767.65		
G. Calculated Ending Balance		6,561,960.00	5,513,884.00		5,280,233.02		
*Components of Ending Fund Balance							
Legally Restricted (9740)							
Other Designations (9780)							
Undesign/Unapprop (9790)		6,561,960.00	5,513,884.00				
Other					14,489,531.11		

Fund 11 - Adult Education Fund

Fiscal Year 2019/20 Through December 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8290	All Other Federal Revenue	87,101.00	87,101.00	20,607.00	66,494.00	23.66
	Total Federal Revenue	87,101.00	87,101.00	20,607.00	66,494.00	23.66
Other State Revenues						
8590	All Other State Revenue	.00	.00	43,952.00	43,952.00-	NO BDGT
	Total Other State Revenues	.00	.00	43,952.00	43,952.00-	NO BDGT
Other Local Revenue						
8660	Interest	13,419.00	13,419.00	4,605.61	8,813.39	34.32
8671	Adult Education Fees	205,851.00	205,851.00	64,187.54	141,663.46	31.18
8677	Interagency Svcs Between LEAs	1,161,598.00	1,161,598.00		1,161,598.00	
8699	All Other Local Revenue	45,862.00	45,862.00	163.99	45,698.01	0.36
	Total Other Local Revenue	1,426,730.00	1,426,730.00	68,957.14	1,357,772.86	4.83
	Total Year To Date Revenues	1,513,831.00	1,513,831.00	133,516.14	1,380,314.86	8.82

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Certificated Teachers Salaries	413,362.00	413,362.00	1,636.50	176,953.40	234,772.10	42.81
1101	Teacher Sub Pay				629.12	629.12-	NO BDGT
1300	Critfield Suprvsr Adminstr Stry	62,143.00	62,143.00	36,208.48	25,934.48	.04	41.73
	Total Certificated Salaries	475,505.00	475,505.00	37,844.98	203,517.00	234,143.02	42.80
Classified Salaries							
2100	Classified Instructional Salary				23,136.41	7,485.23-	53.86
2200	Classified Support Salaries	42,960.00	42,960.00	27,308.82	10,518.99	1,732.84	35.79
2201	Class Support Sub Pay	29,390.00	29,390.00	17,138.17	2,716.19	2,716.19-	NO BDGT
2202	Class Support Extra Pay				150.00	150.00-	NO BDGT
2400	Clerical Technicl Offic Staff Slnys	169,267.00	169,267.00	100,989.35	68,277.80	.15-	40.34
2900	Other Classified Salaries	19,915.00	19,915.00		196.00	19,719.00	0.98
	Total Classified Salaries	261,532.00	261,532.00	145,436.34	104,995.39	11,100.27	40.15
Employee Benefits							
3101	STRS Certificated Positions	81,206.00	81,206.00	6,417.85	34,565.14	40,223.01	42.56
3102	STRS Classified Positions	3,405.00	3,405.00		580.75	2,824.25	17.06
3202	PERS Classified Positions	49,817.00	49,817.00	28,521.71	18,832.06	2,463.23	37.80
3301	OASDI Med cr Altrntv Certfc Positns				20.15	20.15-	NO BDGT

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

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Fund 11 - Adult Education Fund

Fiscal Year 2019/20 Through December 2019

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3302	OASDI Medicare Altmtv Clas Position	15,480.00	15,480.00	8,604.75	6,036.01	839.24	38.99
3311	Medicare Certified	6,895.00	6,895.00	548.70	2,932.56	3,413.74	42.53
3312	Medicare Classified	3,621.00	3,621.00	2,012.43	1,460.80	147.77	40.34
3401	Hlth Wfr Benefits Certific Positn	148,954.00	148,954.00	102,704.91	56,849.27	10,600.18-	38.17
3402	Hlth Wfr Benefit Clasifid Positn	76,163.00	76,163.00	46,146.95	30,016.06	.01-	39.41
3501	StUnemplmntInsurncCertPositns	237.00	237.00	18.96	101.25	116.79	42.72
3502	StUnemplmntInsurncClssifidPos	124.00	124.00	69.44	50.32	4.24	40.58
3601	WC Insurance Certificatd Positns	11,721.00	11,721.00	907.65	4,897.32	5,916.03	41.78
3602	WC Compensn Insurnc Class Positn	6,447.00	6,447.00	3,487.68	2,517.83	441.49	39.05
3701	OPEBA allocated Certificatd Positn	21,492.00	21,492.00	1,710.63	9,223.00	10,558.37	42.91
3702	OPEBA allocated Classified Positn	11,821.00	11,821.00	6,573.77	4,745.52	501.71	40.14
Total Employee Benefits		437,383.00	437,383.00	207,725.43	172,828.04	56,829.53	39.51
Books and Supplies							
4100	Apprvd Txtbook Cor Curricula Mterl				517.33	517.33-	NO BDGT
4300	Materials and Supplies	20,000.00	20,000.00	777.72	6,657.48	12,564.80	33.29
4400	Noncapitalized Equipment	9,000.00	9,000.00		5,108.76	3,891.24	56.76
Total Books and Supplies		29,000.00	29,000.00	777.72	12,283.57	15,938.71	42.36
Services and Other Operating Expenditures							
5200	Travel and Conferences	5,000.00	5,000.00	450.00	3,053.00	1,497.00	61.06
5300	Dues and Memberships	2,000.00	2,000.00		1,660.02	339.98	83.00
5501	Gas Electricity	23,935.00	23,935.00	468.76	6,871.46	17,063.54	28.71
5502	Pest Control				220.00	688.76-	NO BDGT
5503	Sewer Fees				1,346.76	1,346.76-	NO BDGT
5505	Water			2,280.37	1,771.40	4,051.77-	NO BDGT
5506	Waste Disposal			1,734.89	761.40	2,496.29-	NO BDGT
5601	Facilities Rent	54,000.00	54,000.00	470.00	27,000.00	26,530.00	50.00
5602	Copier Postage Meter Rents	1,000.00	1,000.00	116.30	143.70	740.00	14.37
5603	Copier Maintenance	3,000.00	3,000.00	1,929.75	4,270.25	3,200.00-	142.34
5620	Equipment Rentals and Repairs				261.00	261.00-	NO BDGT
5640	Building and Site Repairs	3,500.00	3,500.00		6,889.44	3,389.44-	196.84
5750	Transfers Direct Costs Interfund	18,308.00	18,308.00		540.00	17,768.00	2.95
5800	Prof Consulting Svcs and Oper Expnd	67,000.00	67,000.00	41,671.73	51,972.66	26,644.39-	77.57
5804	Pre Employment Testing	9,500.00	9,500.00		261.00	9,239.00	2.75
5806	Advertising	40,000.00	40,000.00	12,591.00	1,062.00	26,347.00	2.65
5850	Software Maintenance and Licenses	14,625.00	14,625.00	1,009.00	15,283.07	1,667.07-	104.50

Fund 11 - Adult Education Fund

Fiscal Year 2019/20 Through December 2019

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5900	Communications	10,000.00	10,000.00	35,506.25	14,297.81	39,804.06-	142.98
	Total Services and Other Operating Expenditures	251,868.00	251,868.00	98,228.05	137,664.97	15,974.98	54.66
Capital Outlay							
6100	Land	15,000.00	15,000.00			15,000.00	
6200	Building Improvement	15,000.00	15,000.00			15,000.00	
	Total Capital Outlay	30,000.00	30,000.00	.00	.00	30,000.00	
Transfers of Indirect/direct support costs							
7350	Trans Indirect Costs	59,085.00	59,085.00			59,085.00	
	Total Transfers of Indirect/direct support costs	59,085.00	59,085.00	.00	.00	59,085.00	
Debt Service							
7438	Debt Service-Interest	34,076.00	34,076.00		34,076.00		100.00
7439	Other Debt Service-Principal	50,764.00	50,764.00		50,764.00		100.00
	Total Debt Service	84,840.00	84,840.00	.00	84,840.00	.00	100.00
	Total Year To Date Expenditures	1,629,213.00	1,629,213.00	490,012.52	716,128.97	423,071.51	43.96

Fund 11 - AdultEducationFund

Fiscal Year 2019/20 Through December 2019

Description

Revenues, Expenditures, and Changes in Fund Balance

	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
A. Revenues	1,513,831.00	1,513,831.00		133,516.14	1,380,314.86	8.82
B. Expenditures	1,629,213.00	1,629,213.00	490,012.52	716,128.97	423,071.51	43.96
C. Subtotal (Revenue LESS Expense)	115,382.00-	115,382.00-		582,612.83-	957,243.35	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	115,382.00-	115,382.00-		582,612.83-	957,243.35	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	906,985.00	1,200,899.00		1,200,899.23		
Other Restatements (9795)						
Adjusted Beginning Balance	906,985.00	1,200,899.00		1,200,899.23		
G. Calculated Ending Balance	791,603.00	1,085,517.00		618,286.40		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	791,603.00	1,085,517.00				
Other				490,012.52		

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2019/20 Through December 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8220	ChildNutritionPrograms	765,000.00	765,000.00	169,991.82	595,008.18	22.22
	Total Federal Revenue	765,000.00	765,000.00	169,991.82	595,008.18	22.22
Other State Revenues						
8520	ChildNutrition	83,000.00	83,000.00	13,113.03	69,886.97	15.80
	Total Other State Revenues	83,000.00	83,000.00	13,113.03	69,886.97	15.80
Other Local Revenue						
8634	FoodServiceSales	115,000.00	115,000.00	4,284.77	110,715.23	3.73
8660	Interest	100.00-	100.00-	409.62	509.62-	-409.62
8699	AllOtherLocalRevenue	1,000.00	1,000.00		1,000.00	
	Total Other Local Revenue	115,900.00	115,900.00	4,694.39	111,205.61	4.05
	Total Year To Date Revenues	963,900.00	963,900.00	187,799.24	776,100.76	19.48

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Classified Salaries							
2200	ClassifiedSupportSalaries	220,186.00	220,186.00	131,262.74	73,950.06	14,973.20	33.59
2201	ClassSupportSubPay	19,300.00	19,300.00		16,228.85	3,071.15	84.09
2202	ClassSupportExtraPay	12,100.00	12,100.00		4,296.93	7,803.07	35.51
2300	ClassSuprvsrAdministratorsSlry	57,336.00	57,336.00	36,486.59	20,849.48	.07-	36.36
2400	ClericlTechniclOfficStaffSlrys	21,210.00	21,210.00	10,465.35	2,635.41	8,109.24	12.43
2401	ClericalSubPay				2,041.58	2,041.58-	NO BDGT
	Total Classified Salaries	330,132.00	330,132.00	178,214.68	120,002.31	31,915.01	36.35
Employee Benefits							
3202	PERSClassifiedPositions	55,668.00	55,668.00	28,243.04	17,443.85	9,981.11	31.34
3302	OASDIMediclAltrmtvClasPosition	19,653.00	19,653.00	10,486.18	7,144.37	2,022.45	36.35
3312	MedicareClassified	4,595.00	4,595.00	2,452.51	1,670.87	471.62	36.36
3402	HlthWlfarBenefitClasfidPositn	72,000.00	72,000.00	45,818.16	26,181.84		36.36
3502	StUnemplmntInsurncClassfidPos	158.00	158.00	84.63	57.64	15.73	36.48
3602	WCCCompensmtInsurncClassPositn	8,109.00	8,109.00	4,273.85	2,877.78	957.37	35.49
3702	OPEBAlocatedClassifiedPositn	14,759.00	14,759.00	8,055.32	5,424.17	1,279.51	36.75
	Total Employee Benefits	174,942.00	174,942.00	99,413.69	60,800.52	14,727.79	34.75
Books and Supplies							
4300	MaterialsandSupplies	25,000.00	25,000.00	13,039.67	20,615.31	8,654.98-	82.46

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2019/20 Through December 2019

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Books and Supplies (continued)							
4302	SuppersProgNonFood	8,000.00	8,000.00		7.99	7.99-	NO BDGT
4400	NoncapitalizedEquipment	499,850.00	499,850.00	204,240.96	156,716.95	8,000.00	31.35
4700	Food					138,892.09	33.28
	Total Books and Supplies	532,850.00	532,850.00	217,280.63	177,340.25	138,229.12	
Services and Other Operating Expenditures							
5200	TravelandConferences	4,000.00	4,000.00		129.24	3,870.76	3.23
5300	DuesandMemberships	500.00	500.00		160.33	339.67	32.07
5620	EquipmentRentalsAndRepairs	2,000.00	2,000.00			2,000.00	
5750	TransfersDirectCostsInterfund	2,000.00	2,000.00		245.97-	2,245.97	-12.30
5800	ProfConsultngSrvcsandOperExpnd	3,000.00	3,000.00		2,462.00	538.00	82.07
5804	PreEmploymentTesting	2,500.00	2,500.00		701.00	1,799.00	28.04
5806	Advertising	350.00	350.00			350.00	
5850	SoftwareMaintenanceAndLicences	7,000.00	7,000.00		2,617.00	4,383.00	37.39
5900	Communications	500.00	500.00		60.85	439.15	12.17
	Total Services and Other Operating Expenditures	21,850.00	21,850.00	.00	5,884.45	15,965.55	26.93
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	43,086.00	43,086.00			43,086.00	
	Total Transfers of Indirect/direct support costs	43,086.00	43,086.00	.00	.00	43,086.00	
	Total Year To Date Expenditures	1,102,860.00	1,102,860.00	494,909.00	364,027.53	243,923.47	33.01

Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
Other Financing Sources						
Other Financing Sources						
8916	ToCafeFundFromGenFund	156,144.00	156,144.00		156,144.00	
	Total Other Financing Sources	156,144.00	156,144.00	.00	156,144.00	
	Total Year To Date Other Financing Sources	156,144.00	156,144.00	.00	156,144.00	

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2019/20 Through December 2019

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	963,900.00	963,900.00		187,799.24	776,100.76	19.48
B. Expenditures	1,102,860.00	1,102,860.00	494,909.00	364,027.53	243,923.47	33.01
C. Subtotal (Revenue LESS Expense)	138,960.00-	138,960.00-		176,228.29-	532,177.29	
D. Other Financing Sources and Uses	156,144.00	156,144.00			156,144.00	
LESS Uses						
E. Net Change in Fund Balance	17,184.00	17,184.00		176,228.29-	688,321.29	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)		19,147.00		19,147.44		
Other Restatements (9795)						
Adjusted Beginning Balance	.00	19,147.00		19,147.44		
G. Calculated Ending Balance	17,184.00	36,331.00		157,080.85-		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesign/Unapprop (9790)	17,184.00	36,331.00		494,909.00		
Other						

Fund 25 - Capital Facilities Fund

Fiscal Year 2019/20 Through December 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	4,000.00	4,000.00	2,721.56	1,278.44	68.04
8681	Mitigation/Developer Fees	207,000.00	207,000.00	68,954.16	138,045.84	33.31
	Total Other Local Revenue	211,000.00	211,000.00	71,675.72	139,324.28	33.97
	Total Year To Date Revenues	211,000.00	211,000.00	71,675.72	139,324.28	33.97
Other Financing Uses						
Interfund Transfers Out						
7619	Other Authorized Interfund Transfers Out	13,000.00	13,000.00	1,549.28	11,450.72	11.92
	Total Interfund Transfers Out	13,000.00	13,000.00	1,549.28	11,450.72	11.92
	Total Year To Date Other Financing Uses	13,000.00	13,000.00	1,549.28	11,450.72	11.92

Fund 25 - Capital Facilities Fund

Fiscal Year 2019/20 Through December 2019

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	211,000.00	211,000.00		71,675.72	139,324.28	33.97
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	211,000.00	211,000.00		71,675.72	139,324.28	
D. Other Financing Sources and Uses						
Sources						
LESS Uses	13,000.00	13,000.00		1,549.28	11,450.72	11.92
E. Net Change in Fund Balance	198,000.00	198,000.00		70,126.44	127,873.56	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	592,625.00	642,029.00		642,029.18		
Other Restatements (9795)						
Adjusted Beginning Balance	592,625.00	642,029.00		642,029.18		
G. Calculated Ending Balance	790,625.00	840,029.00		712,155.62		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	790,625.00	840,029.00				
Other						

Fund 26 - RDAFeesFund

Fiscal Year 2019/20 Through December 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8625	ComRdvlpmntFndNotSubject2LCFFDD	119,000.00	119,000.00		119,000.00	
8660	Interest	5,000.00	5,000.00	2,181.28	2,818.72	43.63
Total Other Local Revenue		124,000.00	124,000.00	2,181.28	121,818.72	1.76
Total Year To Date Revenues		124,000.00	124,000.00	2,181.28	121,818.72	1.76

Fund 26 - RDAFeesFund

Fiscal Year 2019/20 Through December 2019

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	124,000.00	124,000.00		2,181.28	121,818.72	1.76
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	124,000.00	124,000.00		2,181.28	121,818.72	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	124,000.00	124,000.00		2,181.28	121,818.72	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	490,966.00	515,849.00		515,848.55		
Other Restatements (9795)						
Adjusted Beginning Balance	490,966.00	515,849.00		515,848.55		
G. Calculated Ending Balance	614,966.00	639,849.00		518,029.83		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	614,966.00	639,849.00				
Other						

Fund 51 - BndIntRdmpntFndA

Fiscal Year 2019/20 Through December 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtdnesLeviHmownrExmptn	5,000.00	5,000.00		5,000.00	
8572	VtdIndbtdnesLevOtrSbvtntnInLuTx	1,000.00	1,000.00		1,000.00	
	Total Other State Revenues	6,000.00	6,000.00	.00	6,000.00	
Other Local Revenue						
8611	VotdIndebtdnesLevieSecurdRol	493,000.00	493,000.00		493,000.00	
8612	VotdIndebtdnesLevieUnscurdRol	20,000.00	20,000.00	26,653.59	6,653.59-	133.27
8613	VotdIndebtdnesLeviePriYrTaxes	1,000.00	1,000.00	226.46	773.54	22.65
8614	VotdIndbtdnesLevieSuplmtntITaxe	5,000.00	5,000.00		5,000.00	
8660	Interest	6,000.00	6,000.00	2,235.84	3,764.16	37.26
	Total Other Local Revenue	525,000.00	525,000.00	29,115.89	495,884.11	5.55
	Total Year To Date Revenues	531,000.00	531,000.00	29,115.89	501,884.11	5.48

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	271,619.00	213,381.00		213,380.60	.40	100.00
7434	BondInterestOtherServiceCharge	213,381.00	271,619.00		271,619.40	.40-	100.00
	Total Debt Service	485,000.00	485,000.00	.00	485,000.00	.00	100.00
	Total Year To Date Expenditures	485,000.00	485,000.00	.00	485,000.00	.00	100.00

Fund 51 - BndIntRdmpFndA

Fiscal Year 2019/20 Through December 2019

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	531,000.00	531,000.00		29,115.89	501,884.11	5.48
B. Expenditures	485,000.00	485,000.00		485,000.00		100.00
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses	46,000.00	46,000.00		455,884.11-	501,884.11	
Sources						
LESS Uses						
E. Net Change in Fund Balance	46,000.00	46,000.00		455,884.11-	501,884.11	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	554,806.00	783,290.00		783,290.39		
Other Restatements (9795)						
Adjusted Beginning Balance	554,806.00	783,290.00		783,290.39		
G. Calculated Ending Balance	600,806.00	829,290.00		327,406.28		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	600,806.00	829,290.00				
Other						

Fund 52 - BndIntRdmpTfndB Fiscal Year 2019/20 Through December 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtdnesLeviHmownrExmptn	6,000.00	6,000.00		6,000.00	
8572	VtdIndbtdnsLevOtrSbvntrnsInLuTx	1,000.00	1,000.00		1,000.00	
	Total Other State Revenues	7,000.00	7,000.00	.00	7,000.00	
Other Local Revenue						
8611	VotedIndebtednssLevieSecurdRol	349,000.00	349,000.00		349,000.00	
8612	VotdIndebtednesLevieUnscurdRol	16,000.00	16,000.00	18,815.97	2,815.97-	117.60
8613	VotdIndebtednesLeviePriYrTaxes	1,000.00	1,000.00	161.04	838.96	16.10
8614	VotdIndbtdnssLevieSuplmtntTaxe	3,000.00	3,000.00		3,000.00	
8660	Interest	13,000.00	4,000.00	1,621.56	2,378.44	40.54
	Total Other Local Revenue	382,000.00	373,000.00	20,598.57	352,401.43	5.52
	Total Year To Date Revenues	389,000.00	380,000.00	20,598.57	359,401.43	5.42

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	212,245.00	147,755.00		147,754.80	.20	100.00
7434	BondInterestOtherServiceCharge	147,755.00	212,245.00		212,245.20	.20-	100.00
	Total Debt Service	360,000.00	360,000.00	.00	360,000.00	.00	100.00
	Total Year To Date Expenditures	360,000.00	360,000.00	.00	360,000.00	.00	100.00

Fund 52 - BndIntRdmpFndIB

Fiscal Year 2019/20 Through December 2019

Description

Revenues, Expenditures, and Changes in Fund Balance

	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
A. Revenues	389,000.00	380,000.00		20,598.57	359,401.43	5.42
B. Expenditures	360,000.00	360,000.00		360,000.00		100.00
C. Subtotal (Revenue LESS Expense)	29,000.00	20,000.00		339,401.43-	359,401.43	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	29,000.00	20,000.00		339,401.43-	359,401.43	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	430,078.00	572,425.00		572,424.98		
Other Restatements (9795)						
Adjusted Beginning Balance	430,078.00	572,425.00		572,424.98		
G. Calculated Ending Balance	459,078.00	592,425.00		233,023.55		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	459,078.00	592,425.00				
Other						

Fund 53 - BndIntRdmpTfndHarrison

Fiscal Year 2019/20 Through December 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtdnesLeviHmownrExmptn	17,000.00	17,000.00		17,000.00	
8572	VtdIndbtdnsLevOtrSbvtntsnLnLuTx	3,000.00	3,000.00		3,000.00	
	Total Other State Revenues	20,000.00	20,000.00	.00	20,000.00	
Other Local Revenue						
8611	VotedIndebtdnssLevieSecurdRol	959,000.00	959,000.00		959,000.00	
8612	VotdIndebtdnesLevieUnscurdRol	43,000.00	43,000.00	55,984.37	12,984.37-	130.20
8613	VotdIndebtdnesLeviePriYrTaxes	1,000.00	1,000.00	446.02	553.98	44.60
8614	VotdIndbtdnssLevieSuplmntlTaxe	10,000.00	10,000.00		10,000.00	
8660	Interest		9,000.00	3,883.98	5,116.02	43.16
	Total Other Local Revenue	1,013,000.00	1,022,000.00	60,314.37	961,685.63	5.90
	Total Year To Date Revenues	1,033,000.00	1,042,000.00	60,314.37	981,685.63	5.79

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	318,250.00	585,000.00		585,000.00		100.00
7434	BondInterestOtherServiceCharge	585,000.00	318,250.00		164,975.00	153,275.00	51.84
	Total Debt Service	903,250.00	903,250.00	.00	749,975.00	153,275.00	83.03
	Total Year To Date Expenditures	903,250.00	903,250.00	.00	749,975.00	153,275.00	83.03

Fund 53 - BndIntRdmptFndHarrison

Fiscal Year 2019/20 Through December 2019

Revenues, Expenditures, and Changes in Fund Balance		Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Description							
A. Revenues		1,033,000.00	1,042,000.00		60,314.37	981,685.63	5.79
B. Expenditures		903,250.00	903,250.00		749,975.00	153,275.00	83.03
C. Subtotal (Revenue LESS Expense)		129,750.00	138,750.00		689,660.63-	828,410.63	
D. Other Financing Sources and Uses							
Sources							
LESS Uses							
E. Net Change in Fund Balance		129,750.00	138,750.00		689,660.63-	828,410.63	
F. Fund Balance:							
Beginning Balance (9791)							
Audit Adjustments (9793)		882,366.00	1,312,024.00		1,312,024.25		
Other Restatements (9795)							
Adjusted Beginning Balance		882,366.00	1,312,024.00		1,312,024.25		
G. Calculated Ending Balance		1,012,116.00	1,450,774.00		622,363.62		
*Components of Ending Fund Balance							
Legally Restricted (9740)							
Other Designations (9780)							
Undesig/Unapprop (9790)		1,012,116.00	1,450,774.00				
Other							

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2019/20 Through December 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	20,000.00	20,000.00	9,747.25	10,252.75	48.74
8699	AllOtherLocalRevenue	23,000.00	23,000.00	18,582.15	4,417.85	80.79
	Total Other Local Revenue	43,000.00	43,000.00	28,329.40	14,670.60	65.88
	Total Year To Date Revenues	43,000.00	43,000.00	28,329.40	14,670.60	65.88
Expenditure Detail						
Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
Services and Other Operating Expenditures						
5800	ProfConsultingSrvcsandOperExpnd	43,000.00	43,000.00	27,150.00	15,850.00	63.14
	Total Services and Other Operating Expenditures	43,000.00	43,000.00	27,150.00	15,850.00	63.14
	Total Year To Date Expenditures	43,000.00	43,000.00	27,150.00	15,850.00	63.14

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2019/20 Through December 2019

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	43,000.00	43,000.00		28,329.40	14,670.60	65.88
B. Expenditures	43,000.00	43,000.00		27,150.00	15,850.00	63.14
C. Subtotal (Revenue LESS Expense)	.00	.00		1,179.40	1,179.40-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		1,179.40	1,179.40-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	1,473,668.00	1,488,965.00		1,488,964.70		
Other Restatements (9795)						
Adjusted Beginning Balance	1,473,668.00	1,488,965.00		1,488,964.70		
G. Calculated Ending Balance	1,473,668.00	1,488,965.00		1,490,144.10		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,473,668.00	1,488,965.00				
Other						

Fund 76 - Warrant/Pass-ThroughFund

Fiscal Year 2019/20 Through December 2019

Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
Other Financing Sources						
Other Financing Sources						
8919	OthrAuthorizdIntrFundTrnsfrsIn			165,128.09	165,128.09-	NO BDGT
	Total Other Financing Sources	.00	.00	165,128.09	165,128.09-	NO BDGT
	Total Year To Date Other Financing Sources	.00	.00	165,128.09	165,128.09-	NO BDGT

Fund 76 - Warrant/Pass-ThroughFund

Fiscal Year 2019/20 Through December 2019

Description

Revenues, Expenditures, and Changes in Fund Balance

	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
A. Revenues						
B. Expenditures						
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses						
Sources				165,128.09	165,128.09-	NO BDGT
LESS Uses						
E. Net Change in Fund Balance	.00	.00		165,128.09	165,128.09-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance						
G. Calculated Ending Balance	.00	.00		165,128.09		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesign/Unappropri (9790)						
Other						

Checks Dated 11/12/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-161564	11/12/2019	BATTERY SYSTEMS INC.	01-4360	PRO LITHIUM JUMP STARTER		286.86
3005-161565	11/12/2019	BETTER DEAL EXCHANGE	01-4300	MAINT. SUPPLIES/ BILL	44.04	
				MAINT. SUPPLIES/ LEE	81.16	
				MAINT/SUPPLIES/ BILL	27.45	
				MAINT/SUPPLIES/ BRET	411.23	
				MAINT/SUPPLIES/ DEAN	197.41	
				MAINT/SUPPLIES/ JIM	68.18	
				MAINT/SUPPLIES/ JOHNNY	118.27	
				MAINT/SUPPLIES/ MARK	49.12	
				MAINT/SUPPLIES/ RUSSELL	667.15	
				MAINT/SUPPLIES/ SANTOS	151.08	
				MAINT/SUPPLIES/ STEVE	70.31	1,885.40
3005-161566	11/12/2019	BROWERS TOW SERVICE INC	01-5620	BUS 64 TOWING TO OHS GARAGE		65.00
3005-161567	11/12/2019	BUSWEST	01-4363	HOSE ASM	255.45	235.23
3005-161568	11/12/2019	DANIELSEN CO	13-4300	OCT2019 FS- LP	237.81	
				OCT2019 FS- OHS	4,474.85	
			13-4700	OCT2019 FS- LP	870.78	
				OCT2019 FS- LP SUPPERS		
				OCT2019 FS- OHS	4,597.31	10,436.20
3005-161569	11/12/2019	DAY WIRELESS SYSTEMS	01-5900	NOV2019 BILLING		762.00
3005-161570	11/12/2019	GOLD STAR FOODS	13-4700	OCT2019 FS/ LP	5,103.95	
				OCT2019 FS/ LP SUPPERS	3,183.10	
				OCT2019 FS/ OHS	7,420.71	15,707.76
3005-161571	11/12/2019	GRAINGER INC	01-4300	DEFINITE PROPOSE MAINT.		107.89
3005-161572	11/12/2019	LG ENVIRONMENTAL	01-5800	OCT2019 MONTHLY INSPECTION		150.00
3005-161573	11/12/2019	OLIVER PACKAGING & EQUIPMENT COMPANY	13-4300	OCT2019 SUPPLIES/ FS	3,776.30	
				SEPT 2019 SUPPLIES/ FS	2,147.74	5,924.04
3005-161574	11/12/2019	OREILLY AUTOMOTIVE INC	01-4363	AIR BRK TUBE	55.21	
				BRAKEBEST	65.80	
				CORE DEPOSIT	10.00-	
				FLEX PIPE	17.86	
				JULY2019 MICRO V BELT	18.42	
				MAINTAINER	43.29	
				MARINE TERM	5.94	
				MINI LAMP	4.58	
				RETURNED ITEM/ BRAKEBEST	15.69-	
				RETURNED ITEM/ MUFFLER	45.58-	

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

ESCAPE

ONLINE

Checks Dated 11/12/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-161574	11/12/2019	OREILLY AUTOMOTIVE INC	01-4363	WHL SEAL	8.87	
				WIPER BLADES	45.00	193.70
3005-161575	11/12/2019	PG&E	01-5501	OHS SHOP #8353087371-6		992.71
3005-161576	11/12/2019	PROPACIFIC FRESH	13-4700	OCT2019 FS- LP	463.97	
				OCT2019 FS- OHS	352.66	
3005-161577	11/12/2019	RAY MORGAN COMPANY	01-4300	STAPLES J1 OHS OFFICE	76.10	816.63
				STAPLES LP OFFICE	170.75	
			01-5602	10/01/2019-12/31/2019 DO USAGE	121.82	
				10/20/19-01/19/2019 OHS LEASE	1,065.15	
				9/20/19-12/19/19 LP STAFF RM	2,198.19	
			01-5603	07/20/2019-10/19/2019 OHS USAGE	122.92	
				9/20/19-12/19/19 LP MAIN OFFICE	1,193.01	
			11-5603	07/01/2019-9/0/2019 OAS	249.17	
				07/01/2019-9/0/2019 OAS-CHICO	63.67	5,260.78
3005-161578	11/12/2019	REFRIGERATION SUPPLIES DISTRIBUTOR	01-4300	DO- CUSTOMER TRAINING	35.00	
				LP- COILS,THERMO,CHARGING HOSE	694.82	
				LP- COND FAN MOTOR	586.72	
				LP- CONTROL BOARD	854.27	
				LP- FAN MOTOR	185.93	
				OHS- DOOR, FLUSH OFFSET HOOK	159.21	2,515.95
3005-161579	11/12/2019	S&L Meat Sales Company, Inc.	13-4300	OCT2019 FS- LP	752.11	
				OCT2019 FS- OHS	648.90	
				OCT2019 SUPPERS- LP	45.36	
			13-4700	OCT2019 CREDIT FS- LP	35.96-	
				OCT2019 CREDIT FS- OHS	113.70-	
				OCT2019 FS- LP	4,869.55	
				OCT2019 FS- OHS	4,478.90	
				OCT2019 FS- PHS	463.35	
				OCT2019 SUPPERS- LP	2,038.72	
				OCT2019 VENDING- LP	51.14	
				OCT2019 VENDING- OHS	142.47	13,340.84
3005-161580	11/12/2019	TEHAMA TIRE SERVICE	01-4364	TRUCK MOUNT & DISMOUNT	66.15	66.15
3005-161581	11/12/2019	Turf Star Inc.	01-4300	ATOMIC BLADE KIT/ MAINT.	241.12	241.12
Total Number of Checks					18	58,988.26

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), Dec 3 2019
3:02PM

Checks Dated 11/12/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
Fund Summary						
Fund	Description		Check Count		Expensed Amount	
01	GeneralFund		13		12,449.95	
11	AdultEducationFund		1		312.84	
13	CafeteriaSpecialRevenueFund		5		46,225.47	
Total Number of Checks			18		58,988.26	
Less Unpaid Sales Tax Liability					.00	
Net (Check Amount)					58,988.26	

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), Dec 3 2019
3:02PM

Checks Dated 11/14/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-161848	11/14/2019	Ochs, Jeffrey M	11-5200	TRAVEL REIMB. ACSA CONF.		252.00
3005-161849	11/14/2019	Lee, Mee	13-5300	FOOD HANDLER RENEWAL/ LP		7.00
3005-161850	11/14/2019	Deadmore, Jacqueline	13-4300	SUPPLIES/ LP		15.71
3005-161851	11/14/2019	Chilton, Stephanie A	11-4300	SUPPLIES/ ATC		10.50
3005-161852	11/14/2019	Siplin Jr., Durrell B	01-4300	REIMB. STAFF MEETING REFRESHMENTS		57.45
3005-161853	11/14/2019	AMAZONCOM LLC	01-4300	PILOT PEN S.BURKET		19.47
3005-161854	11/14/2019	BAILEY CERAMIC SUPPLY	01-4300	SUPPLIES T.MURPHY/ OHS		885.25
3005-161855	11/14/2019	BATTERY SYSTEMS INC.	01-4363	150RC/65.850CCA		114.98
3005-161856	11/14/2019	JACE CROSSWELL CROSSWELL TRUCKING	01-4300	20 YARD TOP SOIL/ PHS		791.58
3005-161857	11/14/2019	DAN'S ELECTRICAL SUPPLY	01-4300	OCT2019 60A POLE BREAKER		307.69
3005-161858	11/14/2019	FOOD MAXX SAVE MART SUPERMARKETS	01-4300	ATC- SUPPLIES	260.18	
				ILS- SUPPLIES	61.85	322.03
3005-161859	11/14/2019	NORCAL FOOD EQUIPMENT	01-4300	MOTOR REPLACEMENT		190.40
3005-161860	11/14/2019	NORTHAM DISTRIBUTORS INC	13-4700	OCT2019 FS/ LP	2,089.57	
				OCT2019 FS/ LP SUPPERS	708.84	
				OCT2019 FS/ OHS	2,190.12	
3005-161861	11/14/2019	PAC PIZZA LLC	13-4700	OCT2019 FS/ OHS JAZZ	148.72	5,392.95
3005-161862	11/14/2019	PG&E	01-5501	OCT2019 FS/ PHS	255.70	7,459.21
				OCT2019 FS/DW		
				BILLING 09/19/19-10/17/19	26,752.03	
				BILLING 09/19/19-10/17/19	742.10	27,494.13
3005-161863	11/14/2019	RESERVE ACCOUNT	01-5900	POSTAGE REFILL 23836240/ LP		4,000.00
3005-161864	11/14/2019	S&L Meat Sales Company, Inc.	13-4300	OCT2019 FS/PHS	21.95	
				OCT2019 FS/PHS	1,441.75	
				OCT2019 VENDING/PHS	182.84	1,646.54
3005-161865	11/14/2019	SAN DIEGO COUNTY OFFICE OF ED	01-5800	2019/20 TEACHER INDUCTION		9,500.00
3005-161866	11/14/2019	TIM'S DOOR SHOP	01-4300	OCT2019 FLUSH REINFORCED		770.34
3005-161867	11/14/2019	ALAN VON DER MEHDEN	01-4300	REIMB. WINCO COOKING CLASS SUPPLIES		178.84
3005-161868	11/14/2019	GOLD STAR FOODS	13-4700	OCT2019 FS/ LP SUPPERS	.10	
				OCT2019 FS/ OHS	10.00	10.10
3005-161869	11/14/2019	UNITED BLACK STUDENT U.O.C	01-5800	UBSUC Workshop Registration		108.25
3813-161847	11/14/2019	Dawson, Glenn L	76-9544	OVERPAYMENT FOR DECEMBER		34.73
Total Number of Checks					23	59,569.15

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

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ONLINE

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Checks Dated 11/14/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
Fund Summary						
Fund	Description	Check Count	Expensed Amount			
01	GeneralFund	14	43,998.31			
11	AdultEducationFund	3	1,004.60			
13	CafeteriaSpecialRevenueFund	6	14,531.51			
76	Warrant/Pass-ThroughFund	1	34.73			
	Total Number of Checks	23	59,569.15			
	Less Unpaid Sales Tax Liability		.00			
	Net (Check Amount)		59,569.15			

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), Dec 3 2019
3:03PM

Checks Dated 11/19/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-162366	11/19/2019	Isela Ramirez	01-5800	2019 AP REFUND EXAM		94.00
3005-162367	11/19/2019	Jamie Harloe	01-5800	2019 AP REFUND EXAM		94.00
3005-162368	11/19/2019	Jenny Frasier	01-5800	2019 AP REFUND EXAM		94.00
3005-162369	11/19/2019	Jesse Vang	01-5800	2019 AP REFUND EXAM		94.00
3005-162370	11/19/2019	Rob Rodney	01-5800	2019 AP REFUND EXAM		94.00
3005-162371	11/19/2019	Ryan Gailbrath	01-5800	2019 AP REFUND EXAM		94.00
3005-162372	11/19/2019	Will Cotter	01-5800	2019 AP REFUND EXAM		94.00
3005-162373	11/19/2019	Jenkins, Leighton R	01-5200	MEAL REIMB. LP TO NAPA/ BAND		34.50
3005-162374	11/19/2019	Davis, Michael J	01-5200	MEAL REIMB. LP TO NAPA/ BAND		14.00
				MEAL REIMB. OAKDALE TO CHICO FARM		48.50
3005-162375	11/19/2019	Bauer, Patricia A	01-5200	MILEAGE REIMB. REG TO GO MEETING		27.14
3005-162376	11/19/2019	Weliver, Alisha M	01-4300	REIMB. SCHOOL SUPPLIES		47.90
3005-162377	11/19/2019	Olson, Anna M	11-4300	REIMB. SUPPLIES COMERS		71.77
3005-162378	11/19/2019	Rossetta, Terry R	01-5200	MEAL REIM. OHS TO GRIDLEY		22.00
3005-162379	11/19/2019	Sebastain, Tina L	01-5200	MILEAGE REIMB. LP TO OHS		40.83
3005-162380	11/19/2019	Metcalf, Consuelo A	01-5200	REIMB. CCAC CON/MILEAGE		133.73
3005-162381	11/19/2019	Eads, Nicole L	01-5200	HOME HOSPITAL MILEAGE MONTH3		39.44
3005-162382	11/19/2019	ACCULARM DAN R LEDFORD	01-5620	REPLACEMENT OF DEFECTIVE EQUIP.		985.00
3005-162383	11/19/2019	BUSWEST	01-4363	HEADLAMP ASY	190.08	
				KIT-RESTRAIN BELT/COOLANT	232.07	422.15
3005-162384	11/19/2019	CENTURY LINK	01-5900	OCT2019 BILLING #87101630		2.40
3005-162385	11/19/2019	DEPARTMENT OF INDUSTRIAL RELATIONS-PMT PROCESSING CNTR	01-5800	2019/20 WHEELCHAIR CONVEYANCE RENEWAL LP		125.00
3005-162386	11/19/2019	FASTENAL COMPANY	01-4300	MAINT. SUPPLIES/ LP		282.32
3005-162387	11/19/2019	GRAINGER INC	01-4300	CAPACITOR/ LP	37.74	
				V-BELT/ OHS	6.82	44.56
3005-162388	11/19/2019	HILLYARD INC.	01-4300	CUSTODIAL SUPPLIES DIVIDED BETWEEN LP/OHS		2,309.52
3005-162389	11/19/2019	MT SHASTA SPRING WATER CO INC	01-4300	NOV2019- 5 GAL. WATER- DO		33.20
3005-162390	11/19/2019	NOR CAL TROPHIES	01-4300	RETIREMENT BELL TRHOPHY		122.23
3005-162391	11/19/2019	OROVILLE POWER EQUIPMENT	01-4300	WORM SCREW ADJUSTER		14.14
3005-162392	11/19/2019	OUHSD REVOLVING FUND	01-5800	OCTOBER SERVICE CHARGE		10.00
3005-162393	11/19/2019	PEARSON EDUCATION	01-4300	COMPREHENSIVE TEST	1,166.54	
				WAIS-IV ASSESMENT TEST	2,705.80	3,872.34
3005-162394	11/19/2019	RAY MORGAN COMPANY	01-4300	STAPLES X1 OHS	127.74	
			01-5602	BASE RATE 11/01/2019-01/31/2020 LP	1,940.15	
			01-5603	USAGE RATE 08/01/2019-10/31/2019 LP	719.20	2,787.09
3005-162395	11/19/2019	RECOLOGY BUTTE COLUSA COUNTIES	01-5506	HAZMATT TRANS #020375774	37.50	
The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.					ESCAPE	ONLINE

Checks Dated 11/19/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-162395	11/19/2019	RECOLOGY BUTTE COLUSA COUNTIES	01-5506	OCT2019 LP #021396977	2,326.18	
				OCT2019 OHS #020007641	2,376.39	
				OCT2019 PHS #020173831	366.42	
				OCT2019 TRANS/DO #020088658	231.74	
			11-5506	OCT2019 OAS #021126259	190.35	5,528.58
3005-162396	11/19/2019	SHARP LOCKSMITHING GARAGE DOOR	01-4300	GROUNDS PADLOCK OHS		11.50
3005-162397	11/19/2019	SOLUTION TREE INC	01-5200	3 TEACHERS CONF.- OHS	2,007.00	
				4 TEACHERS CONF.- LP	2,676.00	4,683.00
3005-162398	11/19/2019	SPURR	01-5501	BILLING 9/02/2019-10/02/2019- CDS	7.84	
				BILLING 9/02/2019-10/02/2019- HS	75.39	
				BILLING 9/04/2019-10/02/2019 - DO/TRANS.	168.95	
				BILLING 9/04/2019-10/02/2019- DOMOT	105.45	
				BILLING 9/04/2019-10/02/2019- LP	1,464.02	
				BILLING 9/04/2019-10/02/2019- OHS	2,414.52	
				BILLING 9/04/2019-10/02/2019- PHS	32.00	
				BILLING 9/04/2019-10/02/2019- TRAN	54.55	
			11-5501	BILLING 9/04/2019-10/02/2019- OAS	14.92	4,337.64
3005-162399	11/19/2019	STATE OF CALIF DPT OF JUSTICE BUREAU OF INVESTIGATION	01-5804	FINGERPRINTING/ PARA ED SUB	128.00	
				FINGERPRINTING/SUB-COUR	32.00	
				FINGERPRINTING/SUBS	64.00	
			11-5804	FINGERPRINTING/ CNA APP.	128.00	
			13-5804	FINGERPRINTING/ FS-ALLEN	32.00	384.00
3005-162400	11/19/2019	JASON STOREY STOREY'S TRUCK SERVICE	01-5620	DEF PUMP/ INJECTOR		2,525.60
3005-162401	11/19/2019	THERMALITO WATER & SEWER DIST	01-5505	NOV2019 BILLING #6.173.01	291.26	
				NOV2019 BILLING #6.206.01	167.04	458.30
Total Number of Checks					36	30,062.38

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	35	29,625.34
11	AdultEducationFund	4	405.04
13	CafeteriaSpecialRevenueFund	1	32.00

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Checks Dated 11/19/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
		Total Number of Checks	36			30,062.38
		Less Unpaid Sales Tax Liability				.00
		Net (Check Amount)				30,062.38

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), Dec 3 2019
2:56PM

Checks Dated 11/21/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-162775	11/21/2019	MAKAYLA SHINN	01-5800	AP EXAM FEE REFUND		188.00
3005-162776	11/21/2019	Peter Yang & Xoua Lee	13-8634	My School Bucks		44.40
3005-162777	11/21/2019	Willenberg, Corey D	01-5200	MILEAGE REIMB LCAP/SPEED/SENATE HEARING		90.27
3005-162778	11/21/2019	Munifering, Samantha N	01-4300	SUPPLIES REIMB. AMAZON		194.64
3005-162779	11/21/2019	Aichele, Sarah L	01-5200	MEAL REIMB. LP TO GRIDLEY FAIR GRND		14.00
3005-162780	11/21/2019	Jenkins, Joel A	01-5200	MEAL REIMB. LP TO YUBA /SOCCER		22.00
3005-162781	11/21/2019	AZ BUS SALES INC	01-4363	3PT OUTBOARD BELT		69.81
3005-162782	11/21/2019	BETTER DEAL EXCHANGE	01-4300	ACE THERMOSTAT/ SANTOS	21.64	
				ANCHOR, MISC BOLTS/ RUSSELL	10.38	
				BATTERIES CUSTODIAL/ OHS	14.06	
				COMM SWITCH/ SANTOS	10.27	
				COUPLES, ELBOW/ SANTOS	2.77	
				DOOR BOTTOM/ RUSSELL	14.06	
				GOOD OFF MAINT/ JIM	7.57	
				JACK CAT, PLUG CRIMP/ RUSSELL	46.53	
				KITCH. FAUCET/ BRET	54.11	
				POWER FLOW, HOSE FLEX/ JOHNNY	58.43	
				SPRAY PAINT/ JIM	8.66	
				SUPPLIES CUSTODIAL/ DEAN	12.73	
				SUPPLIES GROUNDS/ STEVE	4.63	
				SUPPLIES MAINT./ DEAN	21.64	
				SUPPLIES MAINT./ MARK	4.29	
				SUPPLIES MAINT./ OHS	15.14	
				SUPPLIES MAINT./ STEVE	11.39	
				SUPPLIES MAINT/ MARK	12.96	
				SUPPLIES MAINT/ RUSSELL	32.45	
				FILE, BULB. TRANS/ GLENN	17.30	
			01-4360	TAPE AIR SEAL/ GLENN	15.78	
				VLV BALL TRANS/ GLENN	54.10	450.89
				LP MAINT/ BRET	36.12	
			01-4300	LP MAINT/ RUSSELL	165.87	
				PHS MAINT/ BRET	766.27	
				PHS MAINT/ RUSSELL	80.34	
				PHSMAINT/ RUSSELL	40.17	
				PURCHASED WITH OUR CARD BY MISTAKE	84.09	
				RETURNED FROM USING CO CARD	84.09-	1,088.77
3005-162784	11/21/2019	HOME DEPOT				
The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.					ESCAPE	ONLINE

Checks Dated 11/21/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-162785	11/21/2019	IT SAVVY LLC	01-5850	RENEWAL VEEAM/ MAINT.		2,640.00
3005-162786	11/21/2019	OFFICE DEPOT	01-4300	CREDIT	53.18-	
				SUPPLIES/ DO- CHOPPER	95.44	
				SUPPLIES/ LP COUNCELING	206.68	
				TONER/ LP COUNCELING	117.43	
				TONER/ OHS- S.SMITH	603.41	
			11-4300	PALLET OF PAPER/ OAS- CHOPPER	1,298.57	2,268.35
				DEC2019 LEASING		4,500.00
3005-162787	11/21/2019	SEVEN UP BOTTLING COMPANY OF CHICO INC	11-5601	LOAN 005-15-ECG PAYMENT #3		147,368.43
3005-162788	11/21/2019	State Of California Energy Resources Conservation	01-7439	REIMB. WINCO COOKING CLASS		161.81
3005-162789	11/21/2019	ALAN VON DER MEHDEN	01-4300	SUPPLIES		
			76-9544	DEC2019 BILLING- RETIREE	50,978.90	
3813-162783	11/21/2019	CALIFORNIA'S VALUED TRUST FINANCE DEPARTMENT	76-9560	DEC2019 BILLING- ACTIVE	344,182.95	395,161.85
Total Number of Checks					15	554,263.22

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	12	153,258.40
11	AdultEducationFund	2	5,798.57
13	CafeteriaSpecialRevenueFund	1	44.40
76	Warrant/Pass-ThroughFund	1	395,161.85
Total Number of Checks		15	554,263.22
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			554,263.22

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), Dec 3 2019
2:58PM

Checks Dated 11/26/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-163035	11/26/2019	US POSTAL SERVICE	11-5900	Postage for Spring 2020 Course Catalogs		6,315.67
Total Number of Checks					1	6,315.67

Fund Summary

Fund	Description	Check Count	Expensed Amount
11	Adult Education Fund	1	6,315.67
Total Number of Checks		1	6,315.67
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			6,315.67

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), Dec 3 2019
2:59PM

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Checks Dated 12/03/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-163300	12/03/2019	BATTERY SYSTEMS INC.	01-4363	SUPPLIES		574.89
3005-163301	12/03/2019	BUSWEST	01-4363	PIPE, EXHAUST		432.07
3005-163302	12/03/2019	CALIF WATER SERVICE COMPANY	01-5505	NOV. 2019 BILLING/HS	364.93	
				NOV. 2019 BILLING DO	116.47	
				NOV. 2019 BILLING OHS	4,127.69	
				OPTIPLEX 7060		4,609.09
3005-163303	12/03/2019	DELL MARKETING LP	01-4400			875.90
3005-163304	12/03/2019	EDUCATIONAL TESTING SERVICE	11-5800	PBT, CBT TESTING- OAS CAREER AND TECH TESTING		665.00
				ASSORTED PLANTS		48.02
3005-163305	12/03/2019	FLORASOURCE LTD	01-4300	W42H UNIT		4,556.10
3005-163306	12/03/2019	Geary Pacific Supply	01-5640			
3005-163307	12/03/2019	GRAINGER INC	01-4300	DUPLEX COVER PLATE	164.42	
				MOTOR STATRT CAPACITATOR	63.75	
				UNVSL THERMOSTAT	162.93	
3005-163308	12/03/2019	PITNEY BOWES INC GLOBAL FINANCIAL SERVICES LLC	01-5602	DEC BILLING- LP		391.10
3005-163309	12/03/2019	SANTA CLARA COUNTY OFFICE OF EDUCATION	01-5800	DATA ZONE STUDENTS FEE		376.08
3005-163310	12/03/2019	SFWP - ACCTS RECEIVABLE	01-5505	NOV2019 BILLING LP #007847-000	300.54	10,053.00
				NOV2019 BILLING LP Ag #007833-000	106.81	
				REPAIR ONLY TIRES		407.35
3005-163311	12/03/2019	TEHAMA TIRE SERVICE	01-4363			114.02
Total Number of Checks					12	23,102.62

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	11	22,437.62
11	AdultEducationFund	1	665.00
Total Number of Checks		12	23,102.62
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			23,102.62

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), Dec 6 2019
10:45AM

Checks Dated 12/05/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-163677	12/05/2019	Hogan, Rich J	01-4300	REIMB. LAB SUPPLIES		33.61
3005-163678	12/05/2019	Bruce, Cristian D	01-4300	REIMB. AMAZON/ FRANKENSTEIN TEXT BOOKS		135.00
3005-163679	12/05/2019	Davis, Michael J	01-5200	REIMB. MEAL TO CHICO 6TH GRADES		14.00
3005-163680	12/05/2019	Johnson, Lisa M	01-4300	REIMB. COOKING SUPPLIES		150.27
3005-163681	12/05/2019	Torres, Rita	01-5200	REIMB. CAEA CONF. MEALS REIMB.		538.18
3005-163682	12/05/2019	ACCULARM DAN R LEDFORD	01-4300	DOOR STRIKE,POWER SUPPLY,2 RELEASE BUTTONS- OHS		250.00
3005-163683	12/05/2019	ACE PLUMBING	01-5640	DRAIN CLEAN 2 BOYS BATHROOMS- LP	225.00	
				TOILET BACKED UP IN GIRLS LOCKER ROOM- OHS	675.00	900.00
3005-163684	12/05/2019	BUTTE COLLEGE WELDING FOUNDATN	01-5800	ARC EXPOSURE- LP		450.00
3005-163685	12/05/2019	CDW GOVERNMENT INC	01-4300	MICRO 6 CELL BATTERY	133.71	
				MICRO SEMI INJECTOR	351.81	485.52
3005-163686	12/05/2019	COMCAST	11-5900	NOV30-DEC29 BILLING		87.93
				#8155600281374978		
3005-163687	12/05/2019	GRAINGER INC	01-4300	BINDER,MARKER SUPPLIES- PHS	51.32	
				CONDERSER FAN MOTOR- OHS	150.58	
				IGNITIO CONTROL PARTS- OHS	220.89	422.79
3005-163688	12/05/2019	HILLYARD INC.	01-4300	CUSTODIAL SUPPLIES DIVIDED BETWEEN LP/OHS	1,261.46	
				CUSTODIAL SUPPLIES DIVIDED BETWEEN- PHS	259.99	1,521.45
3005-163689	12/05/2019	JW WOOD COMPANY INC	01-4300	MAINT. SUPPLIES- OHS	455.31	
				Unpaid Sales Tax	4.21-	451.10
3005-163690	12/05/2019	TOJV	01-5200	HOTEL STAY FOR MATHEMATICS CONFERENCE		2,556.99
3005-163691	12/05/2019	RAY MORGAN COMPANY	01-5602	BASE AND USAGE RATE/ CDS/PHS	2,567.20	
				BASE CONTRACT/ OHS	4,892.62	
				USAGE RATE/ ATC	708.28	
			01-5603	BASE AND USAGE RATE/ CDS/PHS	151.31	
				USAGE RATE/ ATC	141.35	
3005-163692	12/05/2019	KLEINS CABINET	11-5640	Unpaid Sales Tax	25.11-	8,435.65
3005-163693	12/05/2019	SUTTER BUTTES COMMUNICATIONS	01-4300	DUPLICATE EXISTING DOOR- ATS		354.44
				MOTOROLA CP185 & PROGRAMMING UNIT	1,788.75	
				Unpaid Sales Tax	15.00-	1,773.75
3005-163694	12/05/2019	THRESHOLD	01-4300	NAME BADGES		120.00

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

ESCAPE

ONLINE

Checks Dated 12/05/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-163695	12/05/2019	TIM'S DOOR SHOP	01-4300	COMMERCIAL GRADE BIRCH W/ WIRE SAFETY		1,554.81
3005-163696	12/05/2019	ALAN VON DER MEHDEN	01-4300	REIMB. WINCO COOKING CLASS SUPPLIES		25.65
Total Number of Checks					20	20,261.14

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	18	19,863.09
11	AdultEducationFund	2	442.37
Total Number of Checks		20	20,305.46
Less Unpaid Sales Tax Liability			44.32
Net (Check Amount)			20,261.14

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), Dec 6 2019

10:46AM

ESCAPE ONLINE

Page 2 of 2

Oroville Union High School District

Memorandum

TO: Board of Trustees
FROM: Dr. Corey Willenberg
DATE: December 9, 2019
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

Scholarship Fund

Al Hottinger (recyclables)	\$236.84
----------------------------	----------

memo

Oroville Union High School District

To: OUHSD Board Members
From: Jacqueline Deadmore, Food Service Director
CC:
Date: 11/22/2019
Re: Approval to Renew Membership

Comments: It is required by Super Co-Op to have board approval to renew our membership for SY 2020-21.

<p>SY2020-21 Annual Renewal of Services Super Co-Op A California USDA Foods Cooperative</p>	 <p>SUPERCO-OP The commodity world made simple.</p>
--	--

Member District: Oroville Union High SD

Please check (✓) your response:

☒	We plan to CONTINUE membership with Super Co-Op for SY2020-21.
☐	We do NOT plan to continue membership with Super Co-Op for SY2020-21. What alternate USDA Foods delivery method do you plan to use? _____

San Mateo-Foster City School District is the Lead Agency of the Super Co-Op and hereby given authority to contract for USDA Foods and related services on behalf of Member Districts.

The parties agree as follows:

- Both parties must remain eligible Recipient Agencies for receipt of United States Department of Agriculture (USDA) donated commodity foods (USDA Foods) as determined by the California Department of Education (CDE), Nutrition Services Division.
- Through this written agreement, the Lead Agency is assigned control of the Member District's fair share of USDA Foods entitlement for SY2020-21. The Lead Agency is responsible for ordering, receiving, storing, and distribution of Direct Delivery USDA Foods on behalf of the Member District.
- Lead Agency is responsible to maintain an inventory management system for all USDA Foods Direct Delivery items received and stored on behalf of the Member District. The Member District is responsible to maintain an inventory management system for all USDA Foods Direct Delivery or processed items after delivery to the Member District.
- Both parties are responsible for compliance with USDA and the CDE, Nutrition Services Division policies and regulations.
- SY2020-21 Fees:**

Membership Fees are paid by Member District directly to the Lead Agency, billed in July 2020.

Annual Renewal Fee beginning the 2nd year of membership shall be 0.3% of the current year USDA Foods estimated entitlement on July 1.

State Administrative Fee of \$0.90 per case/unit of USDA Foods direct delivery (brown box) and diverted to processors.

Delivery fees as per member district selected distributors.

All fees are subject to change, as approved by the Super Co-Op Governing Council.

Member District agrees to remit all Super Co-Op fees promptly upon receipt of invoice.
- Member District agrees to abide by the current Super Co-Op Governing Rules, Brown Box Storage Policy, and other rules or policies as approved by the Governing Council.

7. Member District acknowledges that Super Co-Op is currently in the process of changing its legal entity status, potentially to a joint powers authority. Should Super Co-Op legal entity status change for any reason whatsoever during the duration of this renewal of services agreement, the agreement may be assumed by the successor joint powers authority or other legal entity and the terms of the renewal will be fulfilled for the duration of the contract period by that entity.
8. Should a loss of USDA Foods being held for the Member District occur, due to/ but not limited to theft, spoilage, etc., the Lead Agency is responsible to the CDE, Nutrition Services Division and/or the USDA for the Fair Market Value of that food item(s). Both the Member District and Lead Agency shall be responsible to maintain insurance coverage or contract provisions for insurance coverage with third party vendors that move or house USDA Foods at the fair market value.
9. Member District shall respond to pre-planners and offerings promptly.
10. Member District shall read all correspondence from the Super Co-Op and respond promptly as indicated.
11. Member District shall maintain accurate contact information with the Super Co-Op to assure proper routing of invoices and correspondence.
12. Member District agrees to complete the annual Food Distribution Program Annual Commodity Contract Packet in CNIPs when notified by the California Department of Education, typically in June of each year.
13. Member District agrees to verify Value Pass Through (VPT) for all processed USDA Foods purchased and monitor entitlement balance ensuring that processed product is reported correctly by distributors or processors. Discrepancies shall be addressed promptly with USDA Foods distributor and/or processor.
14. In the event of a change in Lead Agency, this Agreement shall convey to the new Agency.
15. Termination of the Assignment of USDA Foods shall be made in writing to the Lead Agency no later than December 10 to take effect the following June 30.
16. Provide current contact information for three (3) individuals at your district/agency:

Nutrition Services Director	
Name	Jacqueline Deadmore
Title	Food Service Director
Telephone	(530) 538 2310
Email	jdeadmore@OUHSD.NET

Accounts Payable Contact	
Name	Christina Hopper
Title	Accounts Payable
Telephone	530 538 2300 ext 1113
Email	chopper@OUHSD.NET

Additional Contact for USDA Foods management	
Name	
Title	
Telephone	
Email	

By signing this, I certify that I am an authorized representative of the Member District and agree to adhere to the terms specified herein.

My execution of this Annual Renewal of Services was approved by the Member District's Board of Education at a duly called and noticed Regular Board Meeting on _____, 20__.

Member District	Oroville Union High SD
Signature	Jacqueline Deadmore
Print Name	Jacqueline Deadmore
Title	Food Service Director
Date	10-25-19

Lead Agency	San Mateo-Foster City School District
Signature	
Print Name	Andrew Soliz
Title	Director Child Nutrition Services
Date	

Return signed copy by December 1, 2019 to Andrew Soliz at the Lead Agency. A signed copy will be returned to you.

Andrew Soliz
asoliz@smfc.k12.ca.us
San Mateo-Foster City School District
1170 Chess Drive, Foster City, CA 94404
Phone (650) 312-1968



Butte County SELPA
1870 Bird Street • Oroville, CA • 95965
(530) 532-5621 • Fax (530) 532-5920
<http://selpa.bcoe.org>

Aaron Benton, SELPA Director

TO: Kevin Simas, Special Education Coordinator, Oroville Union High School District
Corey Willenberg, Superintendent, Oroville Union High School District
FROM: Aaron Benton, SELPA Director
DATE: November 21, 2019
RE: Memorandum of Participation for BASES Learning Center

Please find attached the Memorandum of Participation for the Butte Area Social Emotional Solutions, or "BASES" Learning Center. It outlines the responsibilities of the parties regarding students enrolled in the program. It has been reviewed several times at Coordinators Council and Governing Board and it is in its most final form. Please sign and return both agreements and retain one of the fully executed copies and mail the other to the SELPA Office ATTN: Jenny Dolan.

Thank you!

**MEMORANDUM OF PARTICIPATION ("MOP") BETWEEN FOR LOCAL EDUCATIONAL
AGENCIES WITHIN BUTTE COUNTY FOR THE OEPARATION OF
BASES LEARNING CENTER**

This Memorandum of Participation ("MOP") is entered into as of November 21, 2019 between and among the local educational agencies within the Butte County Special Education Local Plan Area (see Exhibit A for a list of all participating LEAs) for the operation of a special education school known as BASES Learning Center.. "BASES" stands for Butte Area Social Emotional Solutions.

RECITALS

1. The local education agencies (LEAs) within Butte County and the Butte County Office of Education have joined together pursuant to Education Code Section 56195 to adopt a plan in accordance with Education Code Section 56200 to assure equal access to special education and services for all eligible persons with disabilities residing in the geographic area served by these agencies, known as the Butte County Special Education Local Plan Area ("SELPA"). Participating agencies are authorized to enter into additional contractual arrangements to meet the requirements of applicable federal and state laws. The SELPA is governed by the SELPA Governing Board in accordance with SELPA policies and procedures.
2. The SELPA has established a "special education school" ("BASES Learning Center") that serves the unique needs of students with disabilities so that each student shall meet or exceed high standards of achievement in academic and nonacademic skills located on a school campus of the Oroville City Elementary School District. BASES Learning Center was established to meet the needs of students with disabilities who require specialized instruction in a small group setting not available within the student's district of residence or other regionalized programs within Butte County.
3. This MOP is intended to address the responsibilities of the LEAs who desire to enroll students who reside within their LEA in the BASES Learning Center. For purposes of this MOP, the school district where the student's parent resides is the "District of Residence" and "District of Accountability" for special education services and reporting of the California Longitudinal Pupil Achievement Data System ("CALPADS"). The only exception to this would be if the student was on a Form 11 permit to attend an LEA in a location other than the District of Residence.

THE BUTTE COUNTY LOCAL EDUCATIONAL AGENCIES AGREE AS FOLLOWS:

1. TERM

This MOP shall be effective for the 2019-20 school year, including extended school year. This MOP shall automatically be renewed for a one (1) year period unless, at least sixty (60) days prior to the renewal date, any party gives written notice to the SELPA Administrator of its intent to not continue to participate in the MOP. During any term of renewal, the terms and conditions and provisions of this MOP shall remain in effect unless modified in accordance with Section 16 of this MOP.

2. STAFFING

The Butte County Office of Education ("BCOE") is the administrative unit for the SELPA and is responsible for employing staff to support SELPA functions. The SELPA Governing Board is responsible for designating staff to support the functioning of the SELPA. BCOE shall contract with or employ SELPA staff to operate BASES Learning Center which may include certificated staff, behavior specialists, school counselors, and/or instructional aides. SELPA staff hired to operate BASES Learning Center shall be supervised and evaluated by the SELPA Administrator and the BASES Principal. Representatives from participating LEAs will be involved in the screening and interview process. Recommendations will be submitted to the Butte County Superintendent of Schools for approval.

3. FACILITIES

The SELPA shall enter into a joint use agreement with the Oroville City Elementary School District for the purpose of leasing appropriate classroom and other space for the operation of BASES Learning Center.

4. RESPONSIBILITY FOR FAPE

The District of Residence agrees that it remains the LEA responsible for ensuring that any student it enrolls at BASES Learning Center is receiving a free appropriate public education. The Parties agree that BASES Learning Center will not be offered to a student without either (1) a representative from the SELPA present at the IEP meeting where the offer is made, or (2) without express written agreement from the SELPA. In the event that there is not space available at BASES Learning Center for a particular student, or if the SELPA does not believe BASES Learning Center is an appropriate program for a particular student, the District of Residence will remain responsible for offering and providing an appropriate placement and services to the student.

5. COORDINATION OF ACTIVITIES

A. The SELPA Administrator and staff shall be responsible for the following activities:

- a. Work collaboratively with LEAs in accordance with this MOP.
- b. Appoint a principal who will provide BASES Learning Center with instructional leadership, supervision, and oversight.
- c. Recruit and hire (through BCOE) certificated and classified staff (such as instructional assistants) in order to meet the needs of students attending BASES Learning Center.
- d. Communicate regularly with the District of Residence's administrator or designee regarding each student.
- e. Provide professional development, curriculum, instructional supplies, and equipment as required.
- f. Convene timely IEP meetings as required by state and federal law. Every effort will be made to schedule IEP team meetings at a time that is mutually agreeable to the student's parent(s)/guardian(s), the SELPA, and the District of Residence.
- g. Provide students specialized academic instruction, behavior intervention services, and/or counseling services in accordance with an IEP through fully qualified personnel.

- h. Implement each student's IEP as written and agreed upon.
- i. Notify the District of Residence within two (2) days of becoming aware of a student's change of residence, a student's withdrawal from school, or from the fifth cumulative day of a student's absence.
- j. Cooperate and promptly comply with all requests for student records and other documentation maintained by the SELPA regarding a student.
- k. Ensure that the SELPA's disciplinary procedures are followed for all students enrolled at BASES Learning Center and in compliance with state and federal law, including conducting a manifestation determination review as required.
- l. Provide an LEA a behavioral incident report within two (2) days for incidents that may result in a student removal (e.g., suspension or recommendation for expulsion). Formal notices of a suspension shall be provided to the LEA within one (1) day of issuing the notice.
- m. Issue grades for students enrolled in BASES Learning Center.
- n. Provide progress reports on goals to parents in accordance with the student's IEP and provide copies of such progress reports, report cards, and transcripts as requested by the LEA.
- o. Ensure that courses offered at BASES Learning Center comply with the course of study approved by the student's district of residence.
- p. Ensure that courses offered to diploma-track students are A-G approved to the satisfaction of the student's LEA.
- q. Provide attendance verification to LEA and any other required authority on a monthly basis. LEAs shall notify the SELPA within 30 days if a discrepancy exists between LEA reporting and SELPA attendance reports.

B. The LEAs shall be responsible for the following activities:

- a. Provide a representative to any IEP meeting at which BASES Learning Center will be discussed and/or offered.
- b. Provide students with unique services that are not offered through the BASES Learning Center program as may be required by a student's IEP through fully qualified personnel which may include transportation, speech and language services, occupational therapy services, assistive technology, aide support, or any other related services and supports.
- c. Develop assessment plans for re-evaluation of students as required and conduct such assessments in accordance with state and federal law.
- d. Ensure its students are tested to meet the California Accountability Model and required assessments for California Department of Education reporting and identification for the School Dashboard. Management of assessment, such as identifying, ordering and material collections, are met and coordinated with the BASES Learning Center Principal and administration.
- e. Report students in its databases per CALPADS and district policies.
- f. Bear the ultimate responsibility for ensuring that all of its students enrolled at BASES Learning Center are provided a free appropriate public education as required by state and federal law.
- g. Provide advance notice to the BASES Learning Center principal prior to any observation of a student and/or provision of related services to occur on BASES Learning Center campus.
- h. Review and determine proper response procedures, up to and including investigations, of any complaint filed with the LEA, the California Department of Education, Office for Civil Rights or any other state and/or federal agency

pertaining to a student who resides within the LEA's jurisdiction. SELPA staff will cooperate to the fullest extent required as requested by the LEA.

- i. Issue certificates of completion, high school diplomas and final transcripts as determined by the LEA's board policies.
- j. Manage graduation activities for students who reside within the LEA.

6. FISCAL RESPONSIBILITIES

LEAs with students enrolled in the BASES Learning Center will adhere to the bill back provisions for Centralized Programs and Services as outlined in the SELPA local plan per school year to support program operations.

7. INSTRUCTIONAL DAY AND YEAR

The SELPA will operate BASES Learning Center for grades 1 to 12. The weekly total of instructional minutes, excluding recess, lunch, passing periods, and any other noninstructional time, shall coincide with the grade level prescribed by the student's IEP. The District of residence shall determine the instructional minutes for each student base on grade level requirements per state law. BASES Learning Center shall operate for one hundred eighty (180) school days in a regular school year, plus twenty (20) days during extended school year. The SELPA shall establish an approved master calendar. Students enrolled at BASES Learning center may be considered for dual enrollment options at other programs offered through the District of Residence as determined by the IEP team.

8. CLASS SIZE

The SELPA shall operate BASES Learning Center at a class size not to exceed a ratio of one certificated teacher per 10 students based on a period by period attendance calculation. Class size may be temporarily increased to one teacher per 12 students per period when necessary due to circumstances such as referral points in the school year. Approval from the LEAs shall be required in order to permanently increase any class size for a single instructional period of longer than three (3) months. Support to the BASES Learning Center during this class size increase may include additional instructional assistants and/or short-term substitute teacher assignments until the LEAs and SELPA meet to review the budget expenditure for expansion of an additional permanent certificated teacher.

9. LEGAL PROCEEDINGS, DUE PROCESS/COMPLIANCE

When the SELPA and or LEA/District of Residence becomes aware of any impending complaint or request for due process hearing, it shall immediately notify the appropriate special education administrator of the other party in writing. The SELPA and LEA/District of Residence will cooperate fully in the preparation for and conduct of hearings and responding to complaints, and resolving or defending such complaints. If legal representation is required, the SELPA and LEA may select representation of their choice at their own expense. The LEA and SELPA will share liability for the outcome of any hearing and/or complaint proportional to each party's responsibility identified in the decision or as determined via settlement agreement.

10. INSURANCE

The SELPA represents that it is insured through BCOE in compliance with the laws of the State of California, that the insurance covers its employees acting within the course and scope of their

respective duties, and that its insurance covers the indemnification obligations imposed by the LEAs. The SELPA, through BCOE, agrees to provide a certificate of insurance naming each LEA as an insured party the SELPA's insurance policy. The SELPA shall maintain a minimum of **\$2,000,000** combined single limit for all damages arising out of death or injury to, or death from each accident or occurrence and **\$2,000,000** combined single limit for all damages arising out of injury to or destruction of property for each accident or occurrence.

11. FOOD SERVICES PROGRAM

The SELPA shall satisfy the mandates of the State Meal program under state law. LEAs shall provide any documentation requested in order to substantiate participation in the State Meal program. Students eligible for food services (free/reduced lunch) shall be entered in the SELPA's database by October 1. Food services shall be provided for students in need of meals at the rates established by the SELPA.

12. INDEMNIFICATION

The LEAs and SELPA agree to indemnify, defend, and hold each other harmless and their Boards, Board members, officers, administrators, employees, agents, representatives, volunteers, successors and assigns against any and all actions, causes of action, suits, losses, expenses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, any/or any judgment rendered against (including but not limited to due process complaints, compliance complaints with the California Department of Education and the Office for Civil Rights) that may be asserted or claims by any person, firm, or entity which is due solely to the acts or omissions of the other party, its board of directors, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns related to the provision of special education services pursuant to this MOP.

13. INTERNAL DISPUTES

Any disputes between the parties to this MOP shall be resolved by following an informal dispute resolution process. The SELPA will arrange for an alternative dispute resolution consultant to provide services to attempt to resolve the dispute. Costs for the consultant will be shared by the LEAs. The SELPA Superintendent's Council shall be informed of any dispute and outcome of informal dispute resolution.

14. SEVERABILITY/WAIVER

If any provision of this Participation Agreement is determined to be illegal, unenforceable or invalid, such provision shall in no way affect the validity of any other provision in this MOP. No waiver of any provision of the MOP shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, no shall any such waiver constitute a continuing or subsequent waiver.

15. NON-ASSIGNABILITY

No party to this MOP shall in any manner, directly or indirectly by operation of the law or otherwise, assign, transfer or encumber this MOP or any portion hereof any interest herein, in whole or in part, without the prior written consent of the other parties.

16. INTEGRATION

This MOP, including any exhibits attached hereto and incorporated herein, contains the complete and final understanding of the parties' rights, duties, and obligations with respect to the program discussed in the MOP and supersedes all prior agreements, understandings, and commitments. This MOP may be amended by mutual agreement of the parties in writing.

APPROVED AND ACCEPTED

Butte County SELPA

By:



Aaron Benton, Director

Date: November 21, 2019

Oroville Union High School District

By:

Corey Willenberg, Superintendent

Date: _____

AGREEMENT FOR SPECIAL SERVICES BETWEEN LOCAL EDUCATION AGENCIES

This Agreement for Services ("Agreement") is made and entered into as of August 15, 2019 by and between the **Butte County Office of Education**, ("BCOE") and **Oroville Union High School District** ("OUHSD"), (together, "Parties").

The terms of this Agreement are as follows:

1. **Purpose.** The duties, obligations and agreements to provide the services under this Agreement are set forth in the attached **Exhibit "A"** ("Services").
2. **Term.** Services shall commence on August 15, 2019 and will continue until June 30, 2020, unless this Agreement is terminated and/or otherwise canceled prior to that time.
3. **Payment.** Compensation shall be as set forth in **Exhibit "B"** as the proposed fee for Services.
4. **Termination.** Either party may, at any time, with or without reason, terminate this Agreement with a reasonable explanation. Written notice by the terminating party shall be sufficient to stop further provision of Services. Notice shall be deemed given when received by the non-terminating party or no later than three (3) days after the day of mailing, whichever is sooner.
5. **Additional Services.** In the event either Party requires services from the other Party in addition to those set forth in this Agreement, the Party requiring additional services shall compensate the other Party for costs incurred by those additional services. If either Party believes that additional services are necessary or desirable, that Party shall submit a written description of the additional services to the other Party, along with the reasons the additional services are required or reasonable, and the specific cost of the additional services. Such services shall be performed only after both Parties agree in writing to proceed with the additional services.
6. **Indemnification.** The OUHSD agrees to indemnify, defend, and hold harmless BCOE, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on BCOE arising out of the OUHSD's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of BCOE, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless BCOE under this Agreement, the OUHSD shall reimburse BCOE for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. The OUHSD shall seek BCOE approval of any settlement that could adversely affect the BCOE, its officers, agents or employees.

The BCOE agrees to indemnify, defend, and hold harmless OUHSD, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on OUHSD arising out of the BCOE's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of OUHSD, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless OUHSD under this Agreement, the BCOE shall reimburse OUHSD for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. The BCOE shall seek OUHSD approval of any settlement that could adversely affect the OUHSD, its officers, agents or employees.
7. **Insurance.** Each party shall obtain, pay for and maintain in effect during the life of this Agreement a Commercial General Liability insurance policy that includes coverage for Premises Operations, Products/Completed Operations, Contractual, Independent

Contractors, Broad Form Property Damage, and Personal Injury; with a minimum combined single limit of no less than \$1,000,000 for Bodily Injury and Property Damage (each occurrence) at a \$2,000,000 aggregate.

Nothing in this Insurance section shall reduce a party's liabilities or obligations under the Indemnification section of this Agreement.

Upon request, each Party shall provide proof of said insurance to the other Party.

8. **Anti-Discrimination.** It is the policy of the BCOE that in connection with all work performed under contracts there be no discrimination against any person engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore Program agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735.
9. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
10. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

If to BCOE:

Butte County Office of Education
Attn: Mary Sakuma
1859 Bird Street
Oroville, CA 95965
Email: msakuma@bcoe.org

If to OUHSD:

Oroville Union High School District
Attn: Dr. Corey Willenberg
2211 Washington Avenue
Oroville, CA 95966
Email: cwillenb@ouhsd.net

Any notice personally given or sent by email transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective five (5) days after deposit in the United States mail.

11. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
12. **Assignment.** The obligations and/or interests of either party under this Agreement shall not be assigned or transferred in anyway without written consent from the other party.
13. **Arbitration.** The Parties agree that should any controversy or claim arise out of or relating to this Agreement they will first seek to resolve the matter informally for a reasonable period of time not to exceed forty-five (45) days. If the dispute remains, it shall be subject to mediation with a mediator agreed to by both parties and paid for by both parties, absent an agreement otherwise. If after mediation there is no resolution of the dispute, the parties agree to resolve the dispute by binding arbitration administered

by the American Arbitration Association ("AAA") in accordance with its Commercial Arbitration Rules, and judgment on an arbitrator's award may be entered in any court having jurisdiction thereof.

- a. The Parties shall select one arbitrator pursuant to the AAA's Commercial Arbitration Rules.
 - b. The arbitrator shall present a written, well-reasoned decision that includes the arbitrator's findings of fact and conclusions of law. The decision of the arbitrator shall be binding and conclusive on the Parties.
 - c. The arbitrator shall have no authority to award punitive or other damages not measured by the prevailing Party's actual damages, except as may be required by statute. The arbitrator shall have no authority to award equitable relief. Any arbitration award initiated under this clause shall be limited to monetary damages and shall include no injunction or direction to either Party other than the direction to pay a monetary amount. As determined by the arbitrator, the arbitrator shall award the prevailing Party, if any, all of its costs and fees. The term "costs and fees" includes all reasonable pre-award arbitration expenses, including arbitrator fees, administrative fees, witness fees, attorney's fees and costs, court costs, travel expenses, and out-of-pocket expenses such as photocopy and telephone expenses. The decision of the arbitrator is not reviewable, except to determine whether the arbitrator complied with sections (b) and (c) of this section.
14. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County.
15. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
16. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
17. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein.
18. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.
19. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal representative drafted such provision, and this Agreement shall be construed as being jointly prepared by the Parties.

20. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.

21. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

22. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the date(s) indicated below.

BCOE:

Dated: 12/2/19

BUTTE COUNTY OFFICE OF EDUCATION

Signed By: Mary Sakuma

Print Name: Mary Sakuma

Title: Superintendent

OUHSD:

Dated: _____

OROVILLE UNION HIGH SCHOOL DISTRICT

Signed By: _____

Print Name: Dr. Corey Willenberg

Title: Superintendent

Exhibit "A"

Scope of Services

Butte County Office of Education (BCOE) and Oroville Union High School District, agree as follows:

BCOE will provide funding for therapeutic supports provided by Oroville Union High School District staff to students, parents and staff directly impacted by the fire disasters throughout the county.

For students, the counselor could be involved in classroom discussions about trauma, resilience, mindfulness, etc.

For referred students, the counselor would offer individual and group counseling.

For the most intense, the counselor may help facilitate referrals out for services.

For staff, counselors will support or facilitate conversations at staff meetings or in groups that support knowledge, skills, and healing.

For more intense needs, BCOE supports the referral to outside mental health resources, including EAP.

Avoiding duplication of services for those who might be eligible for Medi-Cal or special education counseling is our goal. BCOE offers to provide a set of referral and permission forms, if needed. Data collection will be used for evaluation and accountability and counselors will complete BCOE logs for services provided and will turn in monthly.

Oroville Union High School District counselor is requested to attend monthly training and supervision meetings provided by BCOE.

Exhibit "B"
Fee for Services

Oroville Union High School District will invoice BCOE quarterly for rendered services with a total for the 2019-2020 school year not to exceed \$9900.00.

FAMP Disposal RequestDec2019

[illegible]

Date Board Approved _____



To: Oroville Union High School Board of Trustees
From: Kevin Simas, Director of Education
Date: 12/9/19
Subject: Science course descriptions

Background Information: Science teachers from Las Plumas, Oroville, and Prospect High Schools held a series of meetings to align OUHSD science courses with the Next Generation Science Standards (NGSS) adopted in 2013 by the California Department of Education. Three new courses were developed: "Biology of the Living Earth," "Chemistry in the Earth System," and "Physics of the Universe." The new courses will be implemented in the 2019-2020 academic year. Once posted on the OUHSD website, the standards listed in the charts will be accessible when clicked.

Financial Impact: N/A

Recommendation: Approval

Oroville Union High School District
Course Description

Course Title:	Biology of the Living Earth
Aeries Course #:	300A
CBEDS #:	9331
Course Length:	One Year
Type o f Credit(s):	Science
A-G Approved:	Pending
Approval Date:	Pending
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	None
Prerequisite:	None
Includes Hands-on Lab Activities:	Yes
Grade Level(s):	9-10
Primary Textbook(s):	HMH: The Living Earth (Pending)
Supplemental Materials:	ADI Biology, Biozone: Living Earth, POGIL (Pending)
Digital Resources:	HHMI Biointeractive, Concord Consortium (Pending)

Course Overview

In this course, students explore biological concepts through an earth science lens. This is an inquiry based lab NGSS course that incorporates the performance expectations of 'Biology' and 'Earth and Space science' to deepen student understanding of life on Earth and the interactions between biotic and abiotic systems. Students connect crosscutting concepts and utilize science and engineering practices to explain natural phenomena. Instructional segments explore ecosystems, photosynthesis, respiration, evolution, genetics, cell structure and growth, and climate change. This course is designed to be the first course in a 3+ course Science sequence.

Board Approval Date:

Board Approval Date:

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

Physical Sciences	Life Sciences	Earth and Space Sciences	Engineering, Technology, and Applications of Science
N/A	<u>HS-LS1-1</u> <u>HS-LS1-2</u> <u>HS-LS1-3</u> <u>HS-LS1-4</u> <u>HS-LS1-5</u> <u>HS-LS1-6</u> <u>HS-LS1-7</u> <u>HS-LS2-1</u> <u>HS-LS2-2</u> <u>HS-LS2-3</u> <u>HS-LS2-4</u> <u>HS-LS2-5</u> <u>HS-LS2-6</u> <u>HS-LS2-7</u> <u>HS-LS2-8</u> <u>HS-LS3-1</u> <u>HS-LS3-2</u> <u>HS-LS3-3</u> <u>HS-LS4-1</u> <u>HS-LS4-2</u> <u>HS-LS4-3</u> <u>HS-LS4-4</u> <u>HS-LS4-5</u> <u>HS-LS4-6</u>	<u>HS-ESS1-5</u> <u>HS-ESS1-6</u> <u>HS-ESS2-5</u> <u>HS-ESS2-6</u> <u>HS-ESS2-7</u> <u>HS-ESS3-1</u> <u>HS-ESS3-4</u> <u>HS-ESS3-5</u> <u>HS-ESS3-6</u>	<u>HS-ETS1-1</u> <u>HS-EST1-2</u> <u>HS-ETS1-3</u> <u>HS-ETS1-4</u>

Oroville Union High School District
Course Description

Course Title:	Chemistry in the Earth System
Aeries Course #:	301A
CBEDS #:	9332
Course Length:	One Year
Type of Credit(s):	Science
A-G Approved:	Pending
Approval Date:	Pending
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	Biology of the Living Earth
Includes Hands-on Lab Activities:	Yes
Grade Level(s):	10-12
Primary Textbook(s):	HMH: Chemistry in the Earth System (Pending)
Supplemental Materials:	ADI Chemistry, POGIL, Biozone: Chemistry in the Earth System (Pending)
Digital Resources:	pHet, Concord Consortium (Pending)

Course Overview

In this course, students will explore chemistry and earth science concepts from a phenomenon-based approach. This is a NGSS course that will incorporate inquiry-based labs and the performance expectations of 'Chemistry' and 'Earth and Space Science' to deepen student understanding of the role of chemical properties and processes in driving the Earth system. Students will connect crosscutting concepts and utilize science and engineering practices to explain natural phenomena. Instructional segments will explore combustion, heat and energy transfer, atomic structure and interactions, chemical reactions, the chemistry of climate change, and ocean acidification.

Board Approval Date:

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

Physical Sciences	Life Sciences	Earth and Space Sciences	Engineering, Technology, and Applications of Science
<u>HS-PS1-1</u> <u>HS-PS1-2</u> <u>HS-PS1-3</u> <u>HS-PS1-4</u> <u>HS-PS1-5</u> <u>HS-PS1-6</u> <u>HS-PS1-7</u> <u>HS-PS2-4</u> <u>HS-PS3-1</u> <u>HS-PS3-2</u> <u>HS-PS3-4</u> <u>HS-PS3-5</u>	N/A	<u>HS-ESS2-2</u> <u>HS-ESS2-3</u> <u>HS-ESS2-4</u> <u>HS-ESS2-6</u> <u>HS-ESS3-2</u> <u>HS-ESS3-5</u> <u>HS-ESS3-6</u>	<u>HS-ETS1-4</u>

Oroville Union High School District
Course Description

Course Title:	Physics of the Universe
Aeries Course #:	304A
CBEDS #:	9333
Course Length:	One Year
Type of Credit(s):	Science
A-G Approved:	Pending
Approval Date:	Pending
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	Biology of the Living Earth
Includes Hands-on Lab Activities:	Yes
Grade Level(s):	10-12
Primary Textbook(s):	Physics of the Universe (Pending)
Supplemental Materials:	ADI Physics, POGIL, Biozone: Physics in the Universe (Pending)
Digital Resources:	pHet, Concord Consortium (Pending)

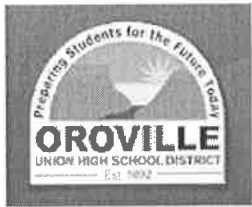
Course Overview

In this course, students will explore physics within earth and space science concepts from a phenomenon-based approach. This is a NGSS course that will incorporate inquiry-based labs and the performance expectations of 'Physics' and 'Earth and Space Science' to deepen student understanding of the role of physics in driving the dynamics of earth's and beyond. The course will cover core concepts relating to force and motion, impulse and momentum, energy, magnetism, electricity, gravitational forces, formation of stars and the universe, as well as waves and the processes that change the Earth.

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

Physical Sciences	Life Sciences	Earth and Space Sciences	Engineering, Technology, and Applications of Science
<u>HS-PS1-8</u> <u>HS-PS2-1</u> <u>HS-PS2-2</u> <u>HS-PS2-3</u> <u>HS-PS2-4</u> <u>HS-PS2-5</u> <u>HS-PS2-6</u> <u>HS-PS3-1</u> <u>HS-PS3-2</u> <u>HS-PS3-3</u> <u>HS-PS3-4</u> <u>HS-PS3-5</u> <u>HS-PS4-1</u> <u>HS-PS4-2</u> <u>HS-PS4-3</u> <u>HS-PS4-4</u> <u>HS-PS4-5</u>	N/A	<u>HS-ESS1-1</u> <u>HS-ESS1-2</u> <u>HS-ESS1-3</u> <u>HS-ESS1-4</u> <u>HS-ESS1-5</u> <u>HS-ESS1-6</u> <u>HS-ESS2-1</u> <u>HS-ESS3-2</u> <u>HS-ESS3-3</u>	<u>HS-ETS1-1</u> <u>HS-EST1-2</u> <u>HS-ETS1-3</u> <u>HS-ETS1-4</u>

Board Approval Date:



To: Oroville Union High School Board of Trustees
From: Kevin Simas, Director of Education
Date: 12/10/19
Subject: New Visual and Performing Arts course outlines

Background Information: OUHSD Visual and Performing Arts teachers have developed two new Advanced Placement courses in Art: AP 2D Design and AP Drawing . AP Drawing will be offered at OHS and AP 2D Design will be offered at both LPHS and OHS. The courses will be taught in combined sections unless student sign ups warrant separation of courses.

Financial Impact: N/A

Recommendation: Approval

Oroville Union High School District
Course Description

Course Title:	AP 2D Design
Aeries Course #:	608A
CBEDS #:	9003
Course Length:	One Year
Type of Credit(s):	VAPA
A-G Approved:	Pending
Approval Date:	Pending
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	B+ in Art I and II; or Art II and Teacher Approval Based on Portfolio Review; or B+ in Digital Photography AND Teacher Approval Based on Portfolio Review
Includes Hands-on Lab Activities:	No
Grade Level(s):	11-12
Primary Textbook(s):	None
Supplemental Materials:	None
Digital Resources:	None

Course Overview

This course is designed for the college bound student who is interested in developing a comprehensive visual arts portfolio, consisting of 20 college-level images and written statements demonstrating skills in following skill categories: Inquiry and Investigation; Making through Practice, Experimentation, and Investigation; Communication and Reflection. An AP 2-D Art and Design Portfolio Exam should focus on application of 2-D design elements and principles. Students passing the Advanced Placement test are eligible to receive college credits. This course culminates with a portfolio and public art exhibition of student work. **Note: This course meets the CSU/UC VAPA requirement.**

Board Approval Date:

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

Oroville Union High School District
Course Description

Course Title:	AP Drawing
Aeries Course #:	609A
CBEDS #:	9004
Course Length:	One Year
Type of Credit(s):	VAPA
A-G Approved:	Pending
Approval Date:	Pending
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	B+ in Art I and II, or II and Teacher Approval Based on Portfolio Review
Includes Hands-on Lab Activities:	No
Grade Level(s):	11-12
Primary Textbook(s):	None
Supplemental Materials:	None
Digital Resources:	None

Course Overview

This course is designed for the college bound student who is interested in developing a comprehensive visual arts portfolio, consisting of 20 college-level images and written statements demonstrating skills in following skill categories: Inquiry and Investigation; Making through Practice, Experimentation, and Investigation; Communication and Reflection. An AP Drawing Portfolio Exam should focus on mark-making, line quality, and surface manipulation. Students passing the Advanced Placement test are eligible to receive college credits. This course culminates with a portfolio and public art exhibition of student work. **Note: This course meets the CSU/UC VAPA requirement.**

Board Approval Date:

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

CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work.

1.1 Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. **Essential Questions:** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? **Process Component:** Imagine, Plan, Make

Acc.VA:Cr1.1	Adv.VA:Cr1.1
Individually or collaboratively formulate new creative problems based on student's existing artwork .	Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work.

1.2 Enduring Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Essential Questions: How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

Process Component: Imagine, Plan, Make

Acc.VA:Cr1.2	Adv.VA:Cr1.2
Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design .	Choose from a range of materials and methods of traditional and contemporary artistic practices , following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept .

CREATING—Anchor Standard 2: Organize and develop artistic ideas and work.

2.1 Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Questions: How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Process Component: Investigate

Acc.VA:Cr2.1	Adv.VA:Cr2.1
Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.	Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept .

CREATING—Anchor Standard 2: Organize and develop artistic ideas and work.

2.2 Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.

Essential Questions: How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

Process Component: Investigate

Acc.VA:Cr2.2	Adv.VA:Cr2.2
Demonstrate awareness of ethical implications of making and distributing creative work.	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials , tools, and equipment in the creation and circulation of creative work.

CREATING—Anchor Standard 2: Organize and develop artistic ideas and work.

2.3 Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Essential Questions: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that communicate effectively?

Process Component: Investigate

Acc.VA:Cr2.3	Adv.VA:Cr2.3
Redesign an object, system, place, or design in response to contemporary issues.	Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

CREATING—Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Artists and designers develop excellence through practice and constructive critique to reflect on, revise, and refine work over time.

Essential Questions: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

Process Component: Reflect, Refine, Revise

Acc.VA:Cr3	Adv.VA:Cr3
Engage in constructive critique with peers, then reflect on, reengage, revise, and refine works of art and design in response to personal artistic vision.	Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

PRESENTING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.

Essential Questions: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Process Component: Select, Analyze

Acc.VA:Pr4	Adv.VA:Pr4
Analyze, select, and critique personal artwork for a collection or portfolio presentation.	Critique , justify, and present choices in the process of analyzing, selecting, curating , and presenting artwork for a specific exhibit or event.

PRESENTING—Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. **Essential Questions:** What methods, processes and criteria are considered when preparing artwork for presentation, preservation, portfolio, or collection? How does assessing choices for presentation affect its meaning to the viewer? **Process Component:** Prepare

Acc.VA:Pr5	Adv.VA:Pr5
Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	Investigate, compare, and contrast methods and processes for preserving , presenting, and protecting a variety of art works.

PRESENTING—Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Questions: What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks that are collected, preserved, or presented, cultivate appreciation and understanding?

Process Component: Present

Acc.VA:Pr6	Adv.VA:Pr6
Make, explain, and justify connections between artists or artwork and social, cultural, and political history.	Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.

RESPONDING—Anchor Standard 7: Perceive and analyze artistic work

7.1 Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. **Essential Questions:** How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Process Component: Perceive

Acc.VA:Re7.1	Adv.VA:Re7.1
Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments .	Analyze how responses to art develop over time based on knowledge of and experience with art and life.

RESPONDING—Anchor Standard 7: Perceive and analyze artistic work.

7.2 Enduring Understanding: Visual imagery influences understanding of and responses to the world. **Essential Questions:** What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Process Component: Perceive, Analyze

Acc.VA:Re7.2	Adv.VA:Re7.2
Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	Determine the commonalities within a group of artists or visual images attributed to a particular type of art , timeframe, or culture.

RESPONDING—Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism. **Essential Questions:** What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual arts vocabularies help us understand and interpret works of art? **Process Component:** Interpret

Acc.VA:Re8	Adv.VA:Re8
Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.	Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.

RESPONDING—Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding: People evaluate art based on various criteria.

Essential Questions: How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Process Component: Evaluate

Acc.VA:Re9	Adv.VA:Re9
Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	Construct evaluations of a work of art or collection of works based on differing sets of criteria .

CONNECTING—Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. **Enduring Understanding:** Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Essential Questions: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?

Process Component: Synthesize

Acc.VA:Cn10	Adv.VA:Cn10
Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.	Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design .

CONNECTING—Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Questions: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Process Component: Relate

Acc.VA:Cn11	Adv.VA:Cn11
Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary, local and global contexts.	Assess the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.



To: Oroville Union High School Board of Trustees
From: Kevin Simas, Director of Education
Date: 12/10/19
Subject: Physical Education course outlines

Background Information: Physical Education teachers have discussed revisions to the P.E. courses. Teachers revised the description paragraphs and OHS has developed a PE 10-12 Advanced course as an additional P.E. elective.

Financial Impact: N/A

Recommendation: Approval

Oroville Union High School District
Course Description

Course Title:	P.E. 9 Freshman Core
Aeries Course #:	505A
CBEDS #:	2514
Course Length:	One Year
Type of Credit(s):	PE (10 credits)
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Includes Hands-on Lab Activities:	No
Grade Level(s):	9
Primary Textbook(s):	Fitness for Life, 6 th edition, Corbin, LeMasurier and Connell, Human Kinetics, 2014, ISBN # 978-1-4504-0022-0
Supplemental Materials:	None
Digital Resources:	None

Course Overview

This course is required of all freshman. The foundational program stresses development of skills in a wide variety of activities. Instruction will include areas of individual/dual sports, team sports, mechanics of body movement, and development of overall fitness. Throughout the year students will continuously work on the required California Fitness standards that they will be tested on in the spring.

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

Board Approval Date:

Oroville Union High School District
Course Description

Course Title:	P.E. 10-12
Aeries Course #:	510A
CBEDS #:	2515
Course Length:	One Year
Type of Credit(s):	PE (10 credits)
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Includes Hands-on Lab Activities:	No
Grade Level(s):	10-12
Primary Textbook(s):	Fitness for Life, 6 th edition, Corbin, LeMasurier and Connell, Human Kinetics, 2014, ISBN # 978-1-4504-0022-0
Supplemental Materials:	None
Digital Resources:	None

Course Overview

This second year course fulfills the district's graduation requirement for Physical Education. Students will continue to build upon and refine their skills, learn additional game strategies and discover areas of recreational activities to promote a healthy lifestyle.

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

Board Approval Date:

Oroville Union High School District
Course Description

Course Title:	P.E. 10-12 Advanced
Aeries Course #:	510A
CBEDS #:	2515
Course Length:	One Year
Type of Credit(s):	PE (10 credits)
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	Must Pass a Prior PE Class with a "B" or Higher
Includes Hands-on Lab Activities:	No
Grade Level(s):	10-12
Primary Textbook(s):	Fitness for Life, 6 th edition, Corbin, LeMasurier and Connell, Human Kinetics, 2014, ISBN # 978-1-4504-0022-0
Supplemental Materials:	None
Digital Resources:	None

Course Overview

This second year course fulfills the district's graduation requirement for Physical Education. Students will continue to build upon their skills in a competitive environment focusing on individual/dual and team sports. This advanced course will focus on high tempo workouts and competitive game play.

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

Board Approval Date: _____

Oroville Union High School District
Course Description

Course Title:	Firming & Toning
Aeries Course #:	552A
CBEDS #:	2513
Course Length:	One Year
Type of Credit(s):	PE (10 credits)
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	Grade of "C" of Better in Prior P.E. Course
Includes Hands-on Lab Activities:	No
Grade Level(s):	10-12
Primary Textbook(s):	Fitness for Life, 6 th edition, Corbin, LeMasurier and Connell, Human Kinetics, 2014, ISBN # 978-1-4504-0022-0
Supplemental Materials:	None
Digital Resources:	None

Course Overview

This advanced course designed for students to learn about their personal fitness and overall well-being. Students will learn to push physical limits, raise cardiovascular capacity, and improve flexibility. Students will be exposed to a variety of movement activities in order to accomplish these goals.

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

Board Approval Date: .

Oroville Union High School District
Course Description

Course Title:	Weights and Conditioning
Aeries Course #:	551A
CBEDS #:	2513
Course Length:	One Year
Type of Credit(s):	PE (10 credits)
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	Grade of "C" of Better in Prior P.E. Course
Includes Hands-on Lab Activities:	No
Grade Level(s):	10-12
Primary Textbook(s):	Fitness for Life, 6 th edition, Corbin, LeMasurier and Connell, Human Kinetics, 2014, ISBN # 978-1-4504-0022-0
Supplemental Materials:	None
Digital Resources:	None

Course Overview

This advanced course will focus on both strength and conditioning training. Students will develop muscular strength, cardiovascular endurance, flexibility, core strength, functional movement patterns, and intense interval training.

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

Board Approval Date:

Oroville Union High School District
Course Description

Course Title:	CrossFit
Aeries Course #:	553A
CBEDS #:	2513
Course Length:	One Year
Type of Credit(s):	PE (10 credits)
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	Grade of "C" of Better in Prior P.E. Course
Includes Hands-on Lab Activities:	No
Grade Level(s):	10-12
Primary Textbook(s):	Fitness for Life, 6 th edition, Corbin, LeMasurier and Connell, Human Kinetics, 2014, ISBN # 978-1-4504-0022-0
Supplemental Materials:	None
Digital Resources:	None

Course Overview

CrossFit is a core strength and conditioning program, which is not a specialized fitness program but a deliberate attempt to optimize physical competence in each of ten recognized fitness domains: cardiovascular/respiratory endurance, stamina, strength, flexibility, power, speed, coordination, agility, balance, and accuracy. The CrossFit program focuses on maximizing neuroendocrine response, developing power, cross-training with multiple training modalities, constant training and practice with functional movements, and the development of successful diet strategies.

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

Board Approval Date:

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

Activity: Lassen High Basketball Tournament Over Night Stay

Date(s): 12/19/19-12/21/19 Hours: 48

Location(s): Susanville, CA

Individuals Responsible for Supervision: Tyler Brandt

Cell Phone # for the Above Individuals: 530-519-2090

Additional Chaperones: ~~NA~~ Jess Howard

List of Students Attending Activity (attach list if additional space is needed): See Attached Roster

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

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

High Risk Categories

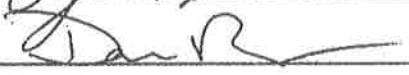
The following activity/activities are considered "High Risk" Activities by the Butte Schools Self- Funded Programs (Policy 5.9). For any claims arising out of the specified activity/activities, the District will incur a \$5,000 deductible.

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

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

Requestor's signature: 

Date: 11/14/19

Principal's signature: 

Date: 11/15/19

Asst. Superintendent's/CBO signature: _____

Date: _____

Date of Board approval: _____



**Las Plumas High School
Sophomore Boys Basketball
2019-2020**

Jersey	Name	Position
	William Butler	
	Kyle Brown	
	Reuben Enriquez	
	Jesus Garcia	
	Charles Gegg	
	Luke George	
	Alejandro Gutierrez-Soria	
	Andrew Hayse	
	Lee Howard	
	Bryce Major	
	Hayden Roth	
	Jacob Stroud	
	Dawson Vaughn	

Head Coach: Tyler Brandt
Athletic Director: Tim Harles
Principal: Dan Ramos

School Phone: (530) 538-2310
School Colors: Red, White, Blue
Mascot: Thunderbird

This certifies that the above named athletes meet all C.I.F. and Las Plumas High School eligibility standards.

Non-Discrimination in District Programs and Activities

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

11/18/19mf

Claims and Actions Against The District (AR 3320)

(AR revised) Regulation updated to add statement requiring the use of district procedures for claims against the district prior to filing a lawsuit. Regulation also defines "limited civil case" as one that is for an amount of \$25,000 or less.

Transportation (BP 3540)

(BP revised; AR deleted) Policy updated to include material formerly in AR regarding the means of transportation, contracts for transportation services, and the option to pay parents/guardians their actual and necessary expenses in transporting the student. Policy also addresses (1) the district's authority to require families to pay a transportation fee, with specified exceptions; (2) the district's authority to transport students without parent/guardian permission when evacuation of students is necessary for their safety; and (3) the installation of a global positioning system on school buses to enhance safety and provide real-time location data. Regulation deleted and key concepts moved to BP.

Recruitment and Selection (BP 4111, 4211, 4311)

(BP revised) Policy updated to expand discussion of possible recruitment incentives, including subsidized housing programs for teachers and other employees and NEW LAW (AB 99) which establishes the California Educator Development grant program to assist districts with attracting and supporting the preparation and continued learning of teachers, principals, and other school leaders. Policy also reflects NEW LAW (AB 168) which prohibits districts from seeking salary history information about an applicant and from relying on salary history information as a factor in determining whether to offer employment or the salary to offer an applicant, unless the salary information is disclosable under state or federal law or the applicant voluntarily discloses the information without prompting.

Work-Related Injuries (AR 4157.1, 4257.1, 4357.1)

(BP 4157.1/4257.1/4357.1 deleted; AR added) Policy moved to administrative regulation and updated to clarify notification requirements, including requirements related to (1) the method and timeline for notifications; (2) availability of notifications in both English and Spanish; (3) notice to an employee who is a victim of crime at the workplace that he/she may be potentially eligible for workers' compensation benefits; (4) the filing of a report of work-related injury or illness with the district's insurer or, if the district is self-insured, with the Department of Industrial Relations (DIR); (5) notice to the DIR's Division of Occupational Safety and Health of any work-related death or serious injury/illness; and (6) the posting of workers' compensation information in a conspicuous location frequented by employees.

Employee Security (BP/AR 4158, 4258, 4358)

(BP/AR revised) Policy updated to add staff training on procedures for responding to an active shooter situation, condense options on pepper spray to recommend that any possession of pepper spray by employees require advance written permission, and reflect renumbering of legal cite pertaining to pepper spray. Regulation updated to clarify the reporting of an attack, assault, or threat and to modify section on pepper spray consistent with revisions to the BP.

Use of Seclusion and Restraint (AR 5131.41)

(AR added) New regulation reflects NEW LAW (AB 2657) which prohibits seclusion and behavioral restraint of students as a means of discipline, and provides that seclusion and restraint may be used only to control behavior that poses a clear and present danger of serious physical harm to a student or others if that behavior cannot be immediately prevented by a less restrictive response. Regulation specifies the conditions for such use, reporting requirements, and a list of seclusion and behavioral techniques that are always prohibited.

Non-Discrimination/Harassment (BP 5145.3)

In order to clear an FPM finding, this policy has been updated to include medical information and parental pregnancy status to the list of protected classes. Dr. Willenberg has to be named as the District's Title IX Coordinator/Equity Officer and his contact information has to be included.

Parental Notifications (E 5145.6)

(E revised) Exhibit reflects NEW LAWS requiring parental notice of the rights of pregnant and parenting students (AB 2289), mental health services available in the school and community (AB 2022), risks and effects of lead exposure when child enrolls in a licensed child care center or preschool (AB 2370), and specified educational rights of migrant students and newly arrived immigrant students in grades 11-12 (AB 2121). Exhibit also deletes two items related to Open Enrollment Act transfers since schools are not currently being identified as low achieving under this program. Section V updated to add legal cite pursuant to NEW LAW (AB 1808) which requires classroom notice on Williams UCP to include health and safety issues in license-exempt California State Preschool Programs.

Courses of Study (AR 6143)

(AR revised) Regulation updated to add comprehensive sexual health education as a required course of study for grades 7-12 and to add optional topics of instruction authorized by law, including instruction on violence awareness and prevention, the Bracero program, and genocide. Regulation also reflects NEW LAW (AB 2016, 2016) which encourages a course in ethnic studies based on a model curriculum to be adopted by the State Board of Education by March 31, 2020 and NEW LAW (AB 1719, 2016) which requires instruction in cardiopulmonary resuscitation beginning in 2018-19 school year for any district that has established health education as a high school graduation requirement.

Placement in Mathematics Courses (BP/AR 6152.1)

(BP revised; AR added) Policy updated to clarify which policy components are mandated and to expand program evaluation to include a report on the percentage of students who have successfully completed mathematics courses that satisfy the requirements for entrance to the University of California and California State University. New regulation includes material formerly in BP, including the appeals process, the requirement to post the policy on the district's web site, and circumstances under which staff recommendations may be considered in course placement. Regulation also includes examples of objective academic measures that may be used to place students in mathematics courses.

Homework/Makeup Work (BP 6154)

(BP revised; AR 6154 deleted) Policy updated for consistency with BP 5121 - Grades/Evaluation of Student Achievement and research on effective grading practices, as summarized in recent CSBA governance brief, including optional language providing for full credit to be given for makeup work satisfactorily completed within a reasonable time, regardless of whether the absence is due to an excused or unexcused absence. Policy also addresses guidelines for the assignment of homework, communication of homework expectations to students and parents/guardians, and resources to assist students in completing homework and developing good study habits. Regulation deleted and key concepts moved to BP.

Education for English Learners (BP/AR 6174)

(BP/AR revised) Policy updated to reflect NEW LAW (AB 2735, 2018) which prohibits districts from denying English learners the opportunity to enroll in core curricular courses or courses needed for middle school promotion, high school graduation, or college admission. Policy also adds requirement to annually designate a district and site coordinator to oversee administration of the English Language Proficiency Assessments for California (ELPAC). Regulation reflects NEW STATE REGULATION (Register 2019, No. 1) which establishes a timeframe for notifying parents/guardians of their child's ELPAC test results when the results are received from the test contractor after the last day of instruction for the school year.

Business and Non-instructional Operations

Claims and Actions Against the District

Unless otherwise provided by law, prior to filing a lawsuit against the district for money or damages, a written claim shall be filed in accordance with the following administrative regulation.

Time Limitations

The following time limitations apply to claims against the district:

1. Claims for money or damages relating to childhood sexual abuse or any other cause of action specifically excepted from the Government Claims Act by Government Code 905 and for which a statute or regulation provides a claims presentation procedure shall be filed in accordance with the applicable governing statute or regulation. (Government Code 905, 935)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)
(cf. 5141.4 - Child Abuse Prevention and Reporting)
2. In accordance with the Governing Board's authority pursuant to Government Code 935, claims for money or damages which relate to any cause of action specifically excepted from the Government Claims Act by Government Code 905 and which are not governed by any other claims presentation statute or regulation shall be filed not later than six months after the accrual of the cause of action. (Government Code 905, 935)
3. Claims for money or damages relating to a cause of action for death or for injury to person, personal property, or growing crops shall be presented to the Board not later than six months after the accrual of the cause of action. (Government Code 911.2)
4. Claims for money or damages relating to any other cause of action shall be filed not later than one year after the accrual of the cause of action. (Government Code 911.2)

Receipt of Claims

A claim, any amendment thereto, or an application to present a late claim shall be deemed presented and received when delivered to the district office or deposited in a post office, mailbox, sub-post office, substation, mail chute, or other similar facility maintained by the U.S. government, in a sealed envelope properly addressed to the district office with postage paid, or when otherwise actually received in the district office or by the Board secretary or clerk. (Government Code 915, 915.2)

Upon receipt of a claim against the district pursuant to the Government Claims Act, the Superintendent or designee shall promptly provide written notice to the district's joint powers authority or insurance carrier in accordance with the applicable conditions of coverage.

Review of Contents of the Claim

The Superintendent or designee shall review any claim received to ensure that the claim contains all of the following information as specified in Government Code 910 and 910.2:

1. The name and post office address of the claimant

Claims and Actions Against the District (Cont.)

2. The post office address to which the person presenting the claim desires notices to be sent
3. The date, place, and other circumstances of the occurrence or transaction which gave rise to the claim asserted
4. A general description of the indebtedness, obligation, injury, damage, or loss incurred insofar as it may be known at the time of presentation of the claim
5. The name(s) of the district employee(s) causing the injury, damage, or loss, if known
6. The amount claimed if it totals less than \$10,000, including the estimated amount of any prospective injury, damage, or loss, insofar as it may be known at the time of the claim, together with the basis of computation of the amount claimed. If the amount claimed exceeds \$10,000, the dollar amount shall not be included in the claim and the claimant shall indicate whether the claim is a limited civil case of \$25,000 or less.
7. The signature of the claimant or the person acting on the claimant's behalf

Notice of Claim Insufficiency

If a claim is found insufficient or not to satisfy the form requirements under Government Code 910 and 910.2, the Board or its designee shall, within 20 days of receipt of the claim, personally deliver or mail to the claimant, at the address stated in the claim or application, a notice that states the particular defects or omission in the claim. (Government Code 910.8, 915.4)

The Board shall not act upon the claim until at least 15 days after such notice is given. (Government Code 910.8)

Amendment to Claims

Within the time limits provided in the section "Time Limitations" above or prior to final action by the Board, whichever is later, a claim may be amended if, as amended, it relates to the same transaction or occurrence which gave rise to the original claim. (Government Code 910.6)

Late Claims

For claims under items #2 and #3 in the section "Time Limitations" above, any person who presents a claim later than six months after the accrual of the cause of action shall present, along with the claim, an application to present a late claim. Such claim and the application to present a late claim shall be presented not later than one year after the accrual of the cause of action. (Government Code 905, 911.4)

If the claim is presented late and is not accompanied by an application to present a late claim, the Board or its designee may, within 45 days, give written notice that the claim was not presented timely and that it is being returned without further action. (Government Code 911.3)

The Board shall grant or deny the application to present a late claim within 45 days after it is presented. This 45-day period may be extended by written agreement of the claimant and the Board provided that such agreement is made before the expiration of the 45-day period. (Government Code 911.6)

Claims and Actions Against the District (Cont.)

The Board shall grant the application to present a late claim where one or more of the following conditions are applicable: (Government Code 911.6)

1. The failure to present the claim was through mistake, inadvertence, surprise, or excusable neglect and the district was not prejudiced in its defense regarding the claim by the claimant's failure to present the claim within the time limit.
2. The person who sustained the alleged injury, damage, or loss was a minor during all of the time specified for presentation of the claim.
3. The person who sustained the alleged injury, damage, or loss was physically or mentally incapacitated during all of the time specified for presentation of the claim and the disability was the reason the person failed to present the claim.
4. The person who sustained the alleged injury, damage, or loss died before the expiration of the time specified for the presentation of the claim.

If the application to present a late claim is denied, the claimant shall be given notice in substantially the same form as set forth in Government Code 911.8. (Government Code 911.8)

If the Board does not take action on the application to present a late claim within 45 days, the application shall be deemed to have been denied on the 45th day unless the time period has been extended, in which case it shall be denied on the last day of the period specified in the extension agreement. (Government Code 911.6)

Action on Claims

Within 45 days after the presentation or amendment of a claim, the Board shall take action on the claim. This time limit may be extended by written agreement between the district and the claimant before the expiration of the 45-day period. If the 45-day period has expired, the time limit may be extended if legal action has not commenced or been barred by legal limitations. (Government Code 912.4)

The Board may act on the claim in one of the following ways: (Government Code 912.4, 912.6)

1. If the Board finds that the claim is not a proper charge against the district, the claim shall be rejected.
2. If the Board finds that the claim is a proper charge against the district and is for an amount justly due, the claim shall be allowed.
3. If the Board finds that the claim is a proper charge against the district but is for an amount greater than is justly due, the Board shall either reject the claim or allow it in the amount justly due and reject it as to the balance.
4. If legal liability of the district or the amount justly due is disputed, the Board may reject or compromise the claim.
5. If the Board takes no action on the claim, the claim shall be deemed rejected.

Claims and Actions Against the District (Cont.)

If the Board allows the claim in whole or in part or compromises the claim and the claimant accepts the amount allowed or offered to settle the claim, the Board may require the claimant to accept it in settlement of the entire claim. (Government Code 912.6)

The Board or its designee shall transmit to the claimant written notice of action taken or of inaction which is deemed rejection. The notice shall be in the form set forth in Government Code 913 and shall either be personally delivered or mailed to the address stated in the claim or application. (Government Code 913, 915.4)

Adopted: 5/5/04
Amended: 11/4/09, 11/27/18

Business and Non-instructional Operations

Transportation

The Governing Board desires to provide for the safe and efficient transportation of students to and from school as necessary to ensure student access to the educational program, promote regular attendance, and reduce tardiness. In determining the extent to which the district will provide transportation services, the Board shall weigh student and community needs against the cost of providing such services.

(cf. 3100 - Budget)
(cf. 3541 - Transportation Routes and Services)
(cf. 3541.1 - Transportation for School-Related Trips)
(cf. 3541.2 - Transportation for Students with Disabilities)
(cf. 5116.1- Intra-district Open Enrollment)
(cf. 5117 – Inter-district Attendance)

The Superintendent or designee shall recommend to the Board economical, environmentally sustainable, and appropriate means of providing transportation services.

(cf. 3510 - Green School Operations)

The Board may purchase, rent, or lease vehicles; contract with a common carrier or municipally owned transit system; contract with responsible private parties including the parent/guardian of the student being transported; and/or contract with the County Superintendent of Schools. (Education Code 35330, 39800, 39801)

In contracting for transportation services, the district shall comply with all applicable laws related to bids and contracts. (Education Code 39802-39803)

(cf. 3311 - Bids)
(cf. 3312 - Contracts)

In lieu of providing transportation in whole or in part, the district may pay the student's parents/guardians either their actual and necessary expenses in transporting the student or the cost of the student's food and lodging at a place convenient to the school. In either case, the amount of the payment shall not exceed the cost that would be incurred by the district to provide for the transportation of the student to and from school. (Education Code 39806-39807)

The Board may charge a transportation fee to parents/guardians of transported students in accordance with Education Code 39807.5

(cf. 3250 - Transportation Fees)

No student shall be required to be transported for any reason without the written permission of the student's parent/guardian, except in emergency situations involving illness or injury to the student pursuant to Education Code 35350 or the evacuation of students as necessary for their safety.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee shall develop procedures to promote safety for students traveling on school buses.

Transportation (Cont.)

(cf. 3543 - Transportation Safety and Emergencies)
(cf. 5131.1 - Bus Conduct)

The district may install a global positioning system (GPS) on school buses and/or student activity buses in order to enhance student safety and provide real-time location data to district and school administrators and parents/guardians.

The Superintendent or designee shall ensure the qualifications of bus drivers and related staff employed by the district, provide for the maintenance and operation of district-owned school buses and other equipment, and ensure adequate facilities for equipment storage and maintenance.

(cf. 3542 - School Bus Drivers)

Legal Reference:

EDUCATION CODE

35330 Excursions and field trips

35350 Authority to transport pupils

39800-39860 Transportation, especially:

39800 Powers of governing board to provide transportation for pupils to and from school;
definition of "municipally owned transit system"

39801 Contract with County Superintendent of Schools to provide transportation

39802-39803 Bids and contracts for transportation services

39806 Payments to parents in lieu of transportation

39807 Food and lodging payments in lieu of transportation

39807.5 Transportation fees

39808 District transportation of private school students

41850-41854 Allowances for transportation

41860-41862 Supplemental allowances for transportation

45125.1 Criminal background checks for contractors

52311 Regional occupational centers, transportation

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act

PENAL CODE

637.7 Electronic tracking devices

VEHICLE CODE

2807 School bus inspection

CODE OF REGULATIONS, TITLE 5

14100-14103 Use of school buses and school pupil activity buses

15240-15343 Allowances for student transportation, especially:

15253-15272 District records related to transportation

CODE OF REGULATIONS, TITLE 13

2025 Retrofitting of diesel school buses

COURT DECISIONS

Arcadia Unified School District et. al. v. State Department of Education, 2 Cal. 4th 251 (1992)

Adopted: 11/28/90

Amended: 4/18/07

Personnel

Recruitment and Selection

The Governing Board is committed to employing suitable, qualified individuals to effectively carry out the district's vision, mission, and goals.

- (cf. 0000 - Vision)
- (cf. 0200 - Goals for the School District)
- (cf. 4000 - Concepts and Roles)
- (cf. 4100 - Certificated Personnel)
- (cf. 4200 - Classified Personnel)
- (cf. 4300 - Administrative and Supervisory Personnel)

The Superintendent or designee shall develop equitable, fair, and transparent recruitment and selection processes and procedures that ensure individuals are selected based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 4030 - Nondiscrimination in Employment)
- (cf. 4032 - Reasonable Accommodation)
- (cf. 4111.2/4211.2/4311.2 - Legal Status Requirement)

When a vacancy occurs, the Superintendent or designee shall review the job description for the position to ensure that it accurately describes the major functions and duties of the position. He/she shall also disseminate job announcements to ensure a wide range of candidates.

The district's selection procedures shall include screening processes, interviews, recommendations from previous employers, and observations when appropriate, as necessary to identify the best possible candidate for a position.

- (cf. 4112.61/4212.61/4312.61 - Employment References)

The Superintendent or designee may establish an interview committee to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be confidential in accordance with law.

- (cf. 2230 - Representative and Deliberative Groups)

No inquiry shall be made with regard to any information prohibited by state or federal nondiscrimination laws.

The Superintendent or designee shall not inquire, orally or in writing, in regard to an applicant's salary history information, including compensation and benefits. He/she shall also not rely on salary history information as a factor in determining whether to offer employment to an applicant or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses voluntarily and without prompting. Upon request, the Superintendent or designee shall provide the applicant the pay scale for the position to which he/she is applying. (Labor Code 432.3)

Recruitment and Selection (Cont.)

For each position, the Superintendent or designee shall present to the Board one candidate who meets all qualifications established by law and the Board for the position. No person shall be employed by the Board without the recommendation or endorsement of the Superintendent or designee.

(cf. 4112 - Appointment and Conditions of Employment)
(cf. 4112.2 - Certification)
(cf. 4112.22 - Staff Teaching English Learners)
(cf. 4112.23 - Special Education Staff)
(cf. 4112.8/4212.8/4312.8 - Employment of Relatives)
(cf. 4212 - Appointment and Conditions of Employment)
(cf. 4312.1 - Contracts)

Incentives

With Board approval and in accordance with district needs, the district may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, additional compensation, and/or subsidized housing.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
35035 Responsibilities of superintendent
44066 Limitations on certification requirement
44259 Teaching credential; exception; designated subjects; minimum requirements
44750 Teacher recruitment resource center
44830-44831 Employment of certificated persons
44858 Age or marital status in certificated positions
44859 Prohibition against certain rules and regulations re: residency
45103-45139 Employment (classified employees)
49406 Examination for tuberculosis

GOVERNMENT CODE

815.2 Liability of public entities and public employees
6250-6276.48 Public Records Act
12900-12996 Fair Employment and Housing Act, including:
12940-12957 Discrimination prohibited; unlawful practices

HEALTH AND SAFETY CODE

53570-53574 Teacher Housing Act of 2016

LABOR CODE

432.3 Salary information
UNITED STATES CODE, TITLE 5
552 Freedom of Information Act
UNITED STATES CODE, TITLE 8
1324a Unlawful employment of aliens
1324b Unfair immigration related employment practices
UNITED STATES CODE, TITLE 20
1681-1688 Title IX prohibition against discrimination

Recruitment and Selection (Cont.)

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

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

106.51-106.61 Nondiscrimination on the basis of sex in employment in education program or activities

COURT DECISIONS

C.A. v William S. Hart Union High School District et al., (2012) 138 Cal.Rptr.3d 1

Management Resources:

CALIFORNIA COUNTY SUPERINTENDENTS EDUCATIONAL SERVICES ASSOCIATION

PUBLICATIONS

Teacher Recruitment in California: An Analysis of Effective Strategies, Research Brief, Veritas Research and Evaluation Group, October 2017

WEB SITES

California County Superintendents Educational Services Association: <http://ccsesa.org/recruit>

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

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

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

Education Job Opportunities Information Network: <http://www.edjoin.org>

Teach USA: <http://culturalvistas.org/programs/us/teach-usa>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

Adopted: 8/78

Amended: 3/16/83, 3/7/84, 9/17/03, 2/7/07, 6/20/12, 12/19/12, 11/5/14, 6/7/15

Personnel

Work-Related Injuries

In order to provide medical benefits, temporary or permanent disability benefits, wage replacement, retraining or skill enhancement, and/or death benefits in the event that an employee becomes injured or ill in the course of employment, the district shall provide all employees with insurance and workers' compensation benefits in accordance with law. The Superintendent or designee shall develop an efficient claims handling process that reduces costs and facilitates employee recovery.

(cf. 3320 - Claims and Actions Against the District)
(cf. 4032 - Reasonable Accommodation)
(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)
(cf. 4154/4254/4354 - Health and Welfare Benefits)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 4157.2/4257.2/4357.2 - Ergonomics)
(cf. 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave)

The Superintendent or designee shall notify every new employee, at the time of hire or by the end of the first pay period, of his/her right to receive workers' compensation benefits if injured at work. (Labor Code 3551; 8 CCR 15596)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

In addition, a notice regarding workers' compensation benefits shall be posted in a conspicuous location frequented by employees, where the notice may be easily read during the workday. (Labor Code 3550)

In the event that an employee is injured or becomes ill in the course of employment, he/she shall report the work-related injury or illness to the Superintendent or designee as soon as practicable.

Within one working day of receiving notice or knowledge of any injury to an employee in the course of employment, the Superintendent or designee shall provide a claim form and notice of potential eligibility for workers' compensation benefits to the employee or, in the case of the employee's death, to his/her dependents. The claim form and notice shall be provided personally or by first class mail. (Labor Code 5401)

The Superintendent or designee shall additionally ensure that any employee who is a victim of a crime that occurred at the place of employment is given written notice personally or by first class mail within one working day of the crime, or when the district reasonably should have known of the crime, that the employee is eligible for workers' compensation benefits for injuries, including psychiatric injuries, that may have resulted from the crime. (Labor Code 3553)

The Superintendent or designee shall ensure that all employee notices described above are in the form prescribed by the Department of Industrial Relations (DIR), Division of Workers Compensation.

Upon learning of a work-related injury or illness, or injury or illness alleged to have arisen out of and in the course of employment, the Superintendent or designee shall report the incident to the DIR within five days after obtaining knowledge of the injury or illness. If a subsequent death arises as a result of the reported injury or illness, an amended report indicating the death must be filed with the DIR within five days after being notified of or learning about the death. (Labor Code 6409.1)

Work-Related Injuries (Cont.)

In addition, in every case involving death or serious injury or illness, the Superintendent or designee shall immediately make a report by telephone or email to the Division of Occupational Safety and Health. (Labor Code 6409.1)

Legal Reference:

EDUCATION CODE

44984 Industrial accident and illness leaves, certificated employees

45192 Industrial accident and illness leaves, classified employees

LABOR CODE

3200-4855 Workers' compensation, especially:

3550-3553 Employee notice

3600-3605 Conditions of liability

3760 Report of injury to insurer

4600 Provision of medical and hospital treatment by employer

4906 Disclosures and statements

5400-5413 Notice of injury or death

6409.1 Reports

CODE OF REGULATIONS, TITLE 8

15596 Notice of employee rights

Management Resources:

DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

A Guidebook for Injured Workers, 2016

Notice to Employees -- Injuries Caused by Work

Time of Hire Pamphlet

Workers' Compensation Claim Form (DWC 1) & Notice of Potential Eligibility

WEB SITES

California Department of Industrial Relations, Division of Occupational Safety and Health:

<http://www.dir.ca.gov/dosh>

California Department of Industrial Relations, Division of Workers Compensation:

<http://www.dir.ca.gov/dwc>

Adopted: 8/20/08

Amended: 6/20/12

Personnel

Employee Security

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515 - Campus Security)
(cf. 5131.4 - Student Disturbances)

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of his/her duties. (Education Code 48904, 48905)

(cf. 3320 - Claims and Actions Against the District)
(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)
(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

The Superintendent or designee shall ensure that employees receive training in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

(cf. 4131, 4231, 4331 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

The Superintendent or designee also shall inform teachers, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

(cf. 5141 - Health Care and Emergencies)

Employee Security (Cont.)

Use of Pepper Spray

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with administrative regulations and Penal Code 22810. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Reporting of Injurious Objects

The Board requires employees to take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the potential danger involved and shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately call 911 and the principal

(cf. 3515.7 - Firearms on School Grounds)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

Legal Reference:

EDUCATION CODE

32210-32212 Willful disturbance, public schools or meetings

32225-32226 Communication devices

35208 Liability insurance

35213 Reimbursement for loss, destruction or damage of school property

44014 Report of assault by pupil against school employee

44807 Duty concerning conduct of students

48201 Transfer of student records

48900-48926 Suspension or expulsion

49079 Notification to teacher; student who has engaged in acts re: grounds suspension or expulsion

49330-49335 Injurious objects

CIVIL CODE

51.7 Freedom from violence or intimidation

Employee Security (Cont.)

CODE OF CIVIL PROCEDURE

527.8 Workplace violence safety

GOVERNMENT CODE

995-996.4 Defense of public employees

3543.2 Scope of representation

PENAL CODE

71 Threatening public officers and employees and school officials

240-246.3 Assault and battery, especially:

241.3 Assault against school bus drivers

241.6 Assault on school employee including board member

243.3 Battery against school bus drivers

243.6 Battery against school employee including board member

245.5 Assault with deadly weapon against school employee including board member

290 Registration of sex offenders

601 Trespass by person making credible threat

626-626.11 School crimes

646.9 Stalking

22810 Purchase, possession, and use of tear gas

WELFARE AND INSTITUTIONS CODE

827 Juvenile court proceedings; reports; confidentiality

828.1 District police or security department, disclosure of juvenile records

COURT DECISIONS

City of San Jose v. William Garbett, (2010) 190 Cal. App. 4th 526

Management Resources:

WEB SITES

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

California Department of Education, Safe Schools and Violence Prevention Office:

<http://www.cde.ca.gov/lss/ss>

Adopted: 2/7/01

Amended: 12/19/12

Personnel

Employee Security

An employee may use reasonable and necessary force for self-defense or defense of another person, to quell a disturbance threatening physical injury to others or damage to property, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)

An employee shall promptly report to the principal or other immediate supervisor any attack, assault, or physical threat made against him/her by a student or by any other individual in relation to the employee's performance of his/her duties, and any action the employee took in response. When appropriate, the employee and the principal or other immediate supervisor shall report the incident to law enforcement.

Reports of attack, assault, or threat shall be forwarded immediately to the Superintendent or designee.

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher(s) of each student who, during the previous three school years, has engaged in or is reasonably suspected to have engaged in any act, except the possession or use of tobacco products, that would constitute a ground for suspension or expulsion as specified in AR 5144.1 - Suspension and Expulsion/Due Process. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform the student's teacher(s) that the student was suspended from school or expelled from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent. (Welfare and Institutions Code 828.1)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism, or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institutions Code 827)

Employee Security (Cont.)

The principal shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The principal shall also inform any teacher or administrator directly supervising or reporting on the student's behavior or progress whom he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to the district. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first, and shall then be destroyed. (Welfare and Institutions Code 827)

Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification that one of his/her students has committed an offense that requires his/her review of a student's file in the school office. This notice shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee. He/she shall also initial the student's file when reviewing it in the school office.

Approved: 2/7/01
Amended: 3/7/01, 9/5/01, 12/19/12

Students

Use of Seclusion or Restraint

District staff shall enforce standards of appropriate student conduct in order to provide a safe and secure environment for students and staff on campus, but are prohibited from using seclusion and behavioral restraint to control student behavior except to the limited extent authorized by law.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Definitions

Behavioral restraint includes mechanical restraint or physical restraint used as an intervention when a student presents an immediate danger to self or to others. Behavioral restraint does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement. (Education Code 49005.1)

Mechanical restraint means the use of a device or equipment to restrict a student's freedom of movement. Mechanical restraint does not include the use of devices as prescribed by an appropriate medical or related services professional, including, but not limited to, adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment; vehicle safety restraints during the transport of a student; restraints for medical immobilization; or orthopedically prescribed devices which permit a student to participate in activities without risk of harm. Mechanical restraint also does not include the use of devices by peace officers or security personnel for detention or for public safety purposes. (Education Code 49005.1)

(cf. 3515.3 - District Police/Security Department)

Physical restraint means a personal restriction that immobilizes or reduces the ability of a student to move the torso, arms, legs, or head freely. Physical restraint does not include a physical escort in which a staff member temporarily touches or holds the student's hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. Physical restraint also does not include the use of force by peace officers or security personnel for detention or for public safety purposes. (Education Code 49005.1)

Prone restraint means the application of a behavioral restraint on a student in a facedown position. (Education Code 49005.1)

Seclusion means the involuntary confinement of a student alone in a room or an area from which the student is physically prevented from leaving. Seclusion does not include a timeout involving the monitored separation of the student in an unlocked setting, which is implemented for the purpose of calming the student. (Education Code 49005.1)

Prohibitions

Seclusion and behavioral restraint of students shall not be used in any form as a means of coercion, discipline, convenience, or retaliation. (Education Code 49005.8)

(cf. 5144 - Discipline)

Use of Seclusion or Restraint (Cont.)

In addition, staff shall not take any of the following actions: (Education Code 49005.2, 49005.8)

1. Administer a drug that is not a standard treatment for a student's medical or psychiatric condition in order to control the student's behavior or restrict the student's freedom of movement
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use as a locked room
3. Use a physical restraint technique that obstructs a student's respiratory airway or impairs a student's breathing or respiratory capacity, including a technique in which a staff member places pressure on the student's back or places his/her body weight against the student's torso or back
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, the use of a pillow, blanket, carpet, mat, or other item to cover a student's face
5. Place a student in a facedown position with the student's hands held or restrained behind the student's back
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others

Limited Use of Seclusion or Restraint

Staff shall avoid the use of seclusion and behavioral restraint of students whenever possible. Seclusion or behavioral restraint may be used only to control student behavior that poses a clear and present danger of serious physical harm to the student or others, which cannot be prevented by a response that is less restrictive. (Education Code 49005.4, 49005.6, 49005.8)

(cf. 5131.4 - Student Disturbances)

(cf. 5131.7 - Weapons and Dangerous Instruments)

If a student is put in seclusion, the student shall be under constant, direct observation of a staff member. Such observation may be through a window or another barrier through which the staff member is able to make direct eye contact with the student, but shall not be made through indirect means such as a security camera or closed-circuit television. (Education Code 49005.8)

If a student is restrained, staff shall afford the student the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the student and others. (Education Code 49005.8)

If a prone restraint technique is used on a student, a staff member shall observe the student for any signs of physical distress throughout the use of the restraint. Whenever possible, the staff member monitoring the student shall not be involved in restraining the student. (Education Code 49005.8)

Use of Seclusion or Restraint (Cont.)

Reports

The Superintendent or designee shall annually collect data on the number of times that seclusion, mechanical restraint, and physical restraint were used on students and the number of students subjected to such techniques. The data shall be disaggregated by race/ethnicity and gender, and reported for students with a Section 504 plan, students with an individualized education program, and all other students. This report shall be submitted to the California Department of Education no later than three months after the end of each school year, and shall be available as a public record pursuant to Government Code 6250-6270. (Education Code 49006)

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

Legal Reference:

EDUCATION CODE

49001 Prohibition against corporal punishment

49005-49006.4 Seclusion and restraint

56520-56525 Behavioral interventions, students with disabilities, especially:

56521.1 Emergency interventions when behavior poses threat to student or others

56521.2 Prohibited interventions

GOVERNMENT CODE

6250-6270 California Public Records Act

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

Management Resources:

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Restraint and Seclusion: Resource Document, May 2012

WEB SITES

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

U.S. Department of Education: <http://www.ed.gov>

Adopted:

Students

Nondiscrimination/Harassment

The Oroville Union High School District is committed to equal opportunity for all individuals. District programs, activities and services shall be free from unlawful discrimination, harassment, intimidation, and/or bullying 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.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

Nondiscrimination/Harassment (Cont.)

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 1330 - Use of Facilities)
- (cf. 4131 - Staff Development)
- (cf. 4231 - Staff Development)
- (cf. 4331 - Staff Development)
- (cf. 6145 - Extracurricular and Co-curricular Activities)
- (cf. 6145.2 - Athletic Competition)
- (cf. 6164.2 - Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

The Governing Board also recognizes the rights to privacy expressed in the United States Constitutional and the California Constitution for all persons. The Governing Board expects district employees to respect the personal, moral, and religious beliefs of all students. The Governing Board also expects district employees to refrain from attempting to change the personal, moral, or religious beliefs of any student while acting within the scope of their employment.

- (cf. 4118 - Dismissal/Suspension/Disciplinary Action)
- (cf. 4119.21/4219.21/4319.21 - Professional Standards)
- (cf. 4218 - Dismissal/Suspension/Disciplinary Action)
- (cf. 5144 - Discipline)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 5145.2 - Freedom of Speech/Expression)

Nondiscrimination/Harassment (Cont.)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech

48985 Translation of notices

49020-49023 Athletic programs

51500 Prohibited instruction or activity

51501 Prohibited means of instruction

60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

Donovan v. Poway Unified School District; (2008) 167 Cal.App.4th 567

Nondiscrimination/Harassment (Cont.)

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Discrimination, March 2017

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

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

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

Notice of Non-Discrimination, January 1999

WEB SITES

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

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

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Adopted: 4/21/04

Amended: 11/17/10, 8/15/12, 5/15/13, 2/19/14, 10/19/16, 5/16/18, 6/13/18

Students

Parental Notifications

I. Annually

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 222.5
Board Policy/Administrative Regulation #: See BP 5146
Subject: Rights and options for pregnant and parenting students

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 234.7
Board Policy/Administrative Regulation #: See BP 0410
Subject: Right to a free public year 234.7 education regardless of immigration status or religious beliefs

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 310
Board Policy/Administrative Regulation #: See BP 6142.2, See AR 6174
Subject: Information on the district's language acquisition program

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 17611.5, 17612, 48980.3
Board Policy/Administrative Regulation #: See AR 3514.2
Subject: Use of pesticide product, active ingredients, Internet address to access information, and, if district uses certain pesticides, integrated pest management plan

When to Notify: Annually by February 1
Education or Other Legal Code: Education Code 35256, 35258
Board Policy/Administrative Regulation #: See BP 0510
Subject: School Accountability Report Card provided

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 35291, 48980
Board Policy/Administrative Regulation #: See AR 5144, See AR 5144.1
Subject: District and site discipline rules

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 44050
Board Policy/Administrative Regulation #: See BP 4119.21, See BP 4219.21, See BP 4319.21
Subject: Code of conduct addressing employee interactions with students

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 46010.1
Board Policy/Administrative Regulation #: See AR 5113
Subject: Absence for confidential medical services

When to Notify: Beginning of each school year, if district has adopted policy on involuntary transfer of students convicted of certain crimes when victim is enrolled at same school
Education or Other Legal Code: Education Code 48929, 48980
Board Policy/Administrative Regulation #: See BP 5116.2
Subject: District policy authorizing transfer

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Parental Notifications (Cont.)

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980
Board Policy/Administrative Regulation #: See BP 6111
Subject: Schedule of minimum days and student-free staff development days

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 231.5; 5 CCR 4917
Board Policy/Administrative Regulation #: See AR 5145.7
Subject: Copy of sexual harassment policy as related to students

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 32255-32255.6
Board Policy/Administrative Regulation #: See AR 5145.8
Subject: Right to refrain from harmful or destructive use of animals

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 35160.5, 46600-46611, 48204, 48301, 48350-48361
Board Policy/Administrative Regulation #: See BP 5111.1, See AR 5116.1, See AR 5117
Subject: All statutory attendance options, available local attendance options, options for meeting residency, form for changing attendance, appeals process

When to Notify: Beginning of each school year, if Board allows such absence
Education or Other Legal Code: Education Code 48980, 46014
Board Policy/Administrative Regulation #: See AR 5113
Subject: Absence for religious exercise or purposes

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 48205
Board Policy/Administrative Regulation #: See AR 5113, See BP 6154
Subject: Excused absences; grade/credit cannot be reduced due to excused absence if work or test has been completed; full text of Education Code 48205

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 48206.3, 48207, 48208
Board Policy/Administrative Regulation #: See AR 6183
Subject: Availability of home/hospital instruction for students with temporary disabilities

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 49403
Board Policy/Administrative Regulation #: See BP 5141.31
Subject: School immunization program

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 49423, 49480
Board Policy/Administrative Regulation #: See AR 5141.21
Subject: Administration of prescribed medication

Parental Notifications (Cont.)

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 49451; 20 USC 1232h
Board Policy/Administrative Regulation #: See AR 5141.3
Subject: Right to refuse consent to physical examination

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 49471, 49472
Board Policy/Administrative Regulation #: See BP 5143
Subject: Availability of insurance

When to Notify: Annually
Education or Other Legal Code: 49013; 5 CCR 4622
Board Policy/Administrative Regulation #: See AR 1312.3
Subject: Uniform complaint procedures, available appeals, civil law remedies

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 49063
Board Policy/Administrative Regulation #: See AR 5125, See AR 5125.3
Subject: Challenge, review and expunging of records

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 49063, 49069; 20 USC 1232g; 34 CFR 99.7
Board Policy/Administrative Regulation #: See AR 5125
Subject: Student records: inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria to determine legitimate educational interest, course prospectus availability

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37
Board Policy/Administrative Regulation #: See AR 5125.1
Subject: Release of directory information

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 49428
Board Policy/Administrative Regulation #: See None
Subject: How to access mental health services at school and/or in community

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 49520, 48980; 42 USC 1758; 7 CFR 245.5
Board Policy/Administrative Regulation #: See AR 3553
Subject: Eligibility and application process for free and reduced price meals

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 51513, 20 USC 1232h
Board Policy/Administrative Regulation #: See AR 5022, See BP 6162.8
Subject: Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities; inspection rights and procedures

Parental Notifications (Cont.)

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 56301
Board Policy/Administrative Regulation #: See BP 6164.4
Subject: Parental rights re: special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 58501, 48980
Board Policy/Administrative Regulation #: See AR 6181
Subject: Alternative schools

When/Whom to Notify: Annually
Education or Other Legal Code: 5 CCR 852; Education Code 60615
Board Policy/Administrative Regulation #: See AR 6162.51
Subject: Student's participation in state assessments; option to request exemption from testing

When to Notify: Beginning of each school year, if district receives Title I funds
Education or Other Legal Code: 20 USC 6312; 34 CFR 200.48
Board Policy/Administrative Regulation #: See BP 4112.2, See AR 4222
Subject: Right to request information re: professional qualifications of child's teacher and paraprofessional

When to Notify: Beginning of each school year
Education or Other Legal Code: 34 CFR 104.8, 106.9
Board Policy/Administrative Regulation #: See BP 0410, See BP 6178
Subject: Nondiscrimination

When to Notify: Beginning of each school year to parent, teacher, and employee organizations or, in their absence, individuals
Education or Other Legal Code: 40 CFR 763.84, 40 CFR 763.93
Board Policy/Administrative Regulation #: See AR 3514
Subject: Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress

When to Notify: Beginning of each school year
Education or Other Legal Code: USDA SP-23-2017
Board Policy/Administrative Regulation #: See AR 3551
Subject: District policy on meal payments

II. At Specific Times During the Student's Academic Career

When to Notify: Beginning in grade 7, at least once prior to course selection and career counseling
Education or Other Legal Code: Education Code 221.5; 48980
Board Policy/Administrative Regulation #: See BP 6164.2
Subject: Course selection and career counseling

When to Notify: Upon a student's enrollment
Education or Other Legal Code: Education Code 310
Board Policy/Administrative Regulation #: See BP 6142.2, See AR 6174
Subject: Information on the district's language acquisition programs

Parental Notifications (Cont.)

When to Notify: When child first enrolls in a public school, if the school offers a fingerprinting program
Education or Other Legal Code: Education Code 32390, 48980
Board Policy/Administrative Regulation #: See AR 5142.1
Subject: Fingerprinting program

When/Whom to Notify: When participating in driver training courses under the jurisdiction of the district
Education or Other Legal Code: Education Code 35211
Board Policy/Administrative Regulation #: None
Subject: Civil liability, insurance coverage

When to Notify: Beginning of each school year for high school students, if high school is open campus
Education or Other Legal Code: Education Code 44808.5, 48980
Board Policy/Administrative Regulation #: See BP 5112.5
Subject: Open campus

When to Notify: Beginning of each school year in grades 9-12, if district allows career technical education (CTE) course to satisfy graduation requirement
Education or Other Legal Code: Education Code 48980, 51225.3
Board Policy/Administrative Regulation #: See AR 6146.1
Subject: How each school graduation requirement does or does not satisfy college entrance a-g course criteria; districts CTE courses that satisfy a-g course criteria

When to Notify: Upon a student's enrollment
Education or Other Legal Code: Education Code 49063
Board Policy/Administrative Regulation #: See AR 5125, See AR 5125.3
Subject: Specified rights related to student records

When to Notify: Beginning of each school year for students in grades 9-12
Education or Other Legal Code: Education Code 51229, 48980
Board Policy/Administrative Regulation #: See AR 6143
Subject: College admission requirements, UC and CSU web sites that list certified courses, description of CTE, CDE Internet address, how students may meet with counselors

When to Notify: Beginning of each school year for students in grades 7-12, or at time of enrollment if after beginning of year
Education or Other Legal Code: Education Code 51938, 48980
Board Policy/Administrative Regulation #: See AR 6142.1
Subject: Sexual health and HIV prevention education; right to view A/V materials, whether taught by district staff or outside consultants, right to request specific Education Code sections, right to excuse

When to Notify: Within 20 working days of receiving results of standardized achievement tests or, if results not available in school year, within 20 working days of start of next school year
Education or Other Legal Code: Education Code 60641; 5 CCR 863
Board Policy/Administrative Regulation #: See AR 6162.51
Subject: Results of tests; test purpose, individual score and intended use

When/Whom to Notify: By October 15 for students in grade 12
Education or Other Legal Code: Education Code 69432.9
Board Policy/Administrative Regulation #: See AR 5121, See AR 5125
Subject: Forwarding of student's grade point average to Cal Grant program; timeline to opt out

Parental Notifications (Cont.)

When to Notify: To students in grades 11-12, early enough to enable registration for fall test
Education or Other Legal Code: 5 CCR 11523
Board Policy/Administrative Regulation #: See AR 6146.2
Subject: Notice of proficiency examination provided under Education Code 48412

When to Notify: To secondary students, if district receives Title I funds
Education or Other Legal Code: 20 USC 7908
Board Policy/Administrative Regulation #: See AR 5125.1
Subject: Request that district not release name, address, phone number of child to military recruiters without prior written consent

III. When Special Circumstances Occur

When to Notify: In the event of a breach of security of district records, security of district records,
Education or Other Legal Code: Civil Code 1798.29
Board Policy/Administrative Regulation #: See BP 3580
Subject: Types of records affected, date of breach, description of incident, contact information for credit reporting agencies

When to Notify: Upon receipt of a complaint alleging discrimination
Education or Other Legal Code: Education Code 262.3
Board Policy/Administrative Regulation #: See AR 1312.3
Subject: Civil law remedies available to complainants

When to Notify: When determining whether an English learner should be reclassified as fluent English proficient
Education or Other Legal Code: Education Code 313; 5 CCR 11303
Board Policy/Administrative Regulation #: See AR 6174
Subject: Description of reclassification process, opportunity for parent/guardian to participate

When to Notify: When Student is identified as English learner and district receives Titles I or Title III funds for English learner programs, not later than 30 days after beginning of school year or within two weeks of placement if identified during school year
Education or Other Legal Code: Education Code 313.2, 440; 20 USC 6312
Board Policy/Administrative Regulation #: See AR 6174
Subject: Reason for classification, level of English proficiency, identification as long-term English learner, description of program(s), option to decline program or choose alternate, option to remove student from program at any time, exit requirements of program

When to Notify: When homeless or foster youth applies for enrollment in before/after school program
Education or Other Legal Code: Education Code 8483
Board Policy/Administrative Regulation #: See AR 5178.2
Subject: Right to priority enrollment how to request priority enrollment

When to Notify: Before high school student attends specialized secondary program on a university campus
Education or Other Legal Code: Education Code 17288
Board Policy/Administrative Regulation #: None
Subject: University campus buildings may not meet Education Code requirements for structural safety

Parental Notifications (Cont.)

When to Notify: At least 72 hours before use of pesticide product not included in annual list
Education or Other Legal Code: Education Code 17612
Board Policy/Administrative Regulation #: See AR 3514.2
Subject: Intended use of pesticide product

When to Notify: To members of athletic teams
Education or Other Legal Code: Education Code 32221.5
Board Policy/Administrative Regulation #: See AR 5143
Subject: Offer of insurance; no-cost and low-cost program options

When to Notify: Annually to parents/guardians of student athletes before participation in competition
Education or Other Legal Code: Education Code 33479.3
Board Policy/Administrative Regulation #: See AR 6145.2
Subject: Information on sudden cardiac arrest

When to Notify: If school has lost its WASC accreditation status
Education or Other Legal Code: Education Code 35178.4
Board Policy/Administrative Regulation #: See BP 6190
Subject: Loss of status, potential consequences

When/Whom to Notify: When district has contracted for electronic products or services that disseminate advertising
Education or Other Legal Code: Education Code 35182.5
Board Policy/Administrative Regulation #: BP 3312
Subject: Advertising will be used in the classroom or learning center

When to Notify: At least six months before implementing a schoolwide uniform policy
Education or Other Legal Code: Education Code 35183
Board Policy/Administrative Regulation #: See AR 5132
Subject: Dress code policy requiring schoolwide uniform

When to Notify: Before implementing a year-round schedule
Education or Other Legal Code: Education Code 37616
Board Policy/Administrative Regulation #: See BP 6117
Subject: Public hearing on year-round schedule

When to Notify: When inter-district transfer is requested and not approved or denied within 30 days
Education or Other Legal Code: Education Code 46601
Board Policy/Administrative Regulation #: See AR 5117
Subject: Appeal process

When to Notify: When student excluded due to quarantine, contagious or infectious disease, danger to safety or health
Education or Other Legal Code: Education Code 48213
Board Policy/Administrative Regulation #: See AR 5112.2, See BP 5141.33
Subject: Student has been excluded from school

When to Notify: Before already admitted student is excluded for lack of immunization
Education or Other Legal Code: Education Code 48216; 17 CCR 6040
Board Policy/Administrative Regulation #: See AR 5141.31
Subject: Need to submit evidence of immunization or exemption within 10 school days; referral to medical care

Parental Notifications (Cont.)

When to Notify: When a student is classified as truant

Education or Other Legal Code: Education Code 48260.5, 48262

Board Policy/Administrative Regulation #: See AR 5113.1

Subject: Truancy, parental obligation, availability of alternative programs, student consequences, need for conference

When to Notify: When a truant is referred to a SARB or probation department

Education or Other Legal Code: Education Code 48263

Board Policy/Administrative Regulation #: See AR 5113.1

Subject: Name and address of SARB or probation department and reason for referral

When/Whom to Notify: When student requests to voluntarily transfer to continuation school

Education or Other Legal Code: Education Code 48432.3

Board Policy/Administrative Regulation #: See AR 6184

Subject: Copy of district policy and regulation on continuation education

When to Notify: Prior to involuntary transfer to continuation school

Education or Other Legal Code: Education Code 48432.5

Board Policy/Administrative Regulation #: See AR 6184

Subject: Right to require meeting prior to involuntary transfer to continuation school

When/Whom to Notify: To person holding educational rights, prior to recommending placement of foster youth outside school of origin

Education or Other Legal Code: Education Code 48853.5

Board Policy/Administrative Regulation #: See AR 6173.1

Subject: Basis for the placement recommendation

When to Notify: When student is removed from class and teacher requires parental attendance at school

Education or Other Legal Code: Education Code 48900.1

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Parental attendance required; timeline for attendance

When to Notify: Prior to withholding grades, diplomas, or transcripts

Education or Other Legal Code: Education Code 48904

Board Policy/Administrative Regulation #: See AR 5125.2

Subject: Damaged school property

When to Notify: When withholding grades, diplomas or transcripts from transferring student

Education or Other Legal Code: Education Code 48904.3

Board Policy/Administrative Regulation #: See AR 5125.2

Subject: Next school will continue withholding grades, diplomas or transcripts

When to Notify: When student is released to peace officer

Education or Other Legal Code: Education Code 48906

Board Policy/Administrative Regulation #: See BP 5145.11

Subject: Release of student to peace officer for the purpose of removing minor from school, unless taken into custody as victim of suspected child abuse

Parental Notifications (Cont.)

When to Notify: At time of suspension
Education or Other Legal Code: Education Code 48911
Board Policy/Administrative Regulation #: See BP 5144.1, See AR 5144.1
Subject: Notice of suspension

When to Notify: When original period of suspension is extended
Education or Other Legal Code: Education Code 48911
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Extension of suspension

When to Notify: At the time a student is assigned to a supervised suspension classroom
Education or Other Legal Code: Education Code 48911.1
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: The student's assignment to a supervised suspension classroom

When to Notify: Before holding a closed session re: suspension
Education or Other Legal Code: Education Code 48912
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Intent to hold a closed session re: suspension

When to Notify: When student expelled from another district for certain acts seeks admission
Education or Other Legal Code: Education Code 48915.1, 48918
Board Policy/Administrative Regulation #: See BP 5119
Subject: Hearing re: possible danger presented by expelled student

When to Notify: When readmission is denied
Education or Other Legal Code: Education Code 48916
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Reasons for denial; determination of assigned program

When to Notify: When expulsion occurs
Education or Other Legal Code: Education Code 48916
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Readmission procedures

When to Notify: At least 10 calendar days before expulsion hearing
Education or Other Legal Code: Education Code 48918
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Notice of expulsion hearing

When to Notify: When expulsion or suspension of expulsion occurs
Education or Other Legal Code: Education Code 48918
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Decision to expel; right to appeal to county board; obligation to inform new district of status

When to Notify: Before involuntary transfer of student convicted of certain crime when victim is enrolled at same school
Education or Other Legal Code: Education Code 48929, 48980
Board Policy/Administrative Regulation #: See BP 5116.2
Subject: Right to request a meeting with principal or designee

Parental Notifications (Cont.)

When to Notify: One month before the scheduled minimum day
Education or Other Legal Code: Education Code 48980
Board Policy/Administrative Regulation #: See BP 6111
Subject: When minimum days are scheduled after the beginning of the school year

When to Notify: When parents/guardians request guidelines for filing complaint of child abuse at a school site
Education or Other Legal Code: Education Code 48987
Board Policy/Administrative Regulation #: See AR 5141.4
Subject: Guidelines for filing complaint of child abuse at a school site with local child protective agencies

When to Notify: When student in danger of failing a course
Education or Other Legal Code: Education Code 49067
Board Policy/Administrative Regulation #: See AR 5121
Subject: Student in danger of failing a course

When to Notify: When student transfers from another district or private school
Education or Other Legal Code: Education Code 49068
Board Policy/Administrative Regulation #: See AR 5125
Subject: Right to receive copy of student's record and to challenge its content

When/Whom to Notify: When parent/guardian's challenge of student record is denied and parent/guardian appeals
Education or Other Legal Code: Education Code 49070
Board Policy/Administrative Regulation #: See AR 5125.3
Subject: If board sustains allegations, the correction or destruction of record; if denied, right to submit written objection

When/Whom to Notify: When district is considering program to gather safety-related information from students' social media activity
Education or Other Legal Code: Education Code 49073.6
Board Policy/Administrative Regulation #: See BP 5125
Subject: Opportunity for input on proposed program

When/Whom to Notify: When district adopts program to gather information from students' social media activity, and annually thereafter
Education or Other Legal Code: Education Code 49073.6
Board Policy/Administrative Regulation #: AR 5125
Subject: Information is being gathered, access to records, process for removal or corrections, destruction of records

When to Notify: Within 24 hours of release of information to a judge or probation officer
Education or Other Legal Code: Education Code 49076
Board Policy/Administrative Regulation #: See AR 5125
Subject: Release of student record to a judge or probation officer for conducting truancy mediation program or for presenting evidence at a truancy petition

When to Notify: Before release of information pursuant to court order or subpoena
Education or Other Legal Code: Education Code 49077
Board Policy/Administrative Regulation #: See AR 5125
Subject: Release of information pursuant to court order or subpoena

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Parental Notifications (Cont.)

When to Notify: When screening results in suspicion that student has scoliosis
Education or Other Legal Code: Education Code 49452.5
Board Policy/Administrative Regulation #: See AR 5141.3
Subject: Scoliosis screening

When to Notify: When test results in discovery of visual or hearing defects
Education or Other Legal Code: Education Code 49456; 17 CCR 2951
Board Policy/Administrative Regulation #: See AR 5141.3
Subject: Vision or hearing test results

When to Notify: Within 10 days of negative balance in meal account
Education or Other Legal Code: Education Code 49557.5
Board Policy/Administrative Regulation #: See AR 3551
Subject: Negative balance in meal account; encouragement to apply for free or reduced price meals

When to Notify: Annually to parents/guardians of student athletes before their first practice or competition
Education or Other Legal Code: Education Code 49475
Board Policy/Administrative Regulation #: See AR 6145.2
Subject: Information on concussions and head injuries

When/Whom to Notify: Within 30 days of foster youth, homeless youth, former juvenile court school student, child of military family, or migrant student being transferred after second year of high school, or immigrant student enrolled in newcomer program in grades 11-12
Education or Other Legal Code: Educational Code 51225.1
Board Policy/Administrative Regulation #: See BP 6146.1, See AR 6173, See AR 6173.1, AR 6173.3, See AR 6175
Subject: Exemption from local graduation requirements, effect on college admission, option for fifth year of high school

When to Notify: Before any test/survey questioning personal beliefs
Education or Other Legal Code: Education Code 51513
Board Policy/Administrative Regulation #: See AR 5022
Subject: Permission for test, survey questioning personal beliefs

When to Notify: At least 14 days before HIV prevention or sexual health instruction, if arrangement made for guest speaker after beginning of school year
Education or Other Legal Code: Education Code 51938
Board Policy/Administrative Regulation #: See AR 6142.1
Subject: Instruction in HIV prevention or sexual health by guest speaker or outside consultant

When to Notify: Prior to administering survey regarding health risks and behaviors to students in 7-12
Education or Other Legal Code: Education Code 51938
Board Policy/Administrative Regulation #: See AR 5022
Subject: Notice that the survey will be administered

When to Notify: Within 30 calendar days of receipt of results of assessment or reassessment of English proficiency
Education or Other Legal Code: Education Code 52164.1, 52164.3; 5 CCR 11511.5
Board Policy/Administrative Regulation #: See AR 6174
Subject: Results of state test of English proficiency

Parental Notifications (Cont.)

When to Notify: When migrant education program is established
Education or Other Legal Code: Education Code 54444.2
Board Policy/Administrative Regulation #: See BP 6175, See AR 6175
Subject: Parent advisory council membership composition

When/Whom to Notify: When district receives Tobacco-Use Prevention Education Funds
Education or Other Legal Code: Health and Safety Code 104420
Board Policy/Administrative Regulation #: See AR 3513.3
Subject: The district's tobacco-free schools policy and enforcement procedures

When to Notify: When testing by community water system finds presence of lead exceeding specified level
Education or Other Legal Code: Health and Safety Code 116277
Board Policy/Administrative Regulation #: See AR 3514
Subject: Elevated lead level at school

When to Notify: When sharing student immunization information with an immunization system
Education or Other Legal Code: Health and Safety Code 120440
Board Policy/Administrative Regulation #: See AR 5125
Subject: Types of information to be shared, name and address of agency, acceptable use of the information, right to examine, right to refuse to share

When/Whom to Notify: At least 14 days prior to sex offender coming on campus as volunteer
Education or Other Legal Code: Penal Code 626.81
Board Policy/Administrative Regulation #: See AR 1240, See BP 1250
Subject: Dates and times permission granted; obtaining information from law enforcement

When to Notify: When hearing is requested by person asked to leave school premises
Education or Other Legal Code: Penal Code 627.5
Board Policy/Administrative Regulation #: See AR 3515.2
Subject: Notice of hearing

When/Whom to Notify: When responding to complaint re: discrimination, special education, or noncompliance with law
Education or Other Legal Code: 5 CCR 4631
Board Policy/Administrative Regulation #: See AR 1312.3
Subject: Findings, disposition of complaint, any corrective actions, appeal rights and procedures

When to Notify: When district substantively changes policy on student privacy rights
Education or Other Legal Code: 20 USC 1232h
Board Policy/Administrative Regulation #: See AR 5022
Subject: Notice of any substantive change in policy or regulation

When to Notify: For districts receiving Title I funds, when a child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet state certification requirements for the grade level/subject taught
Education or Other Legal Code: 20 USC 6312
Board Policy/Administrative Regulation #: See AR 4112.24
Subject: Timely notice to parent/guardian of child's assignment

Parental Notifications (Cont.)

When to Notify: For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents/guardians of English learners

Education or Other Legal Code: 20 USC 6312

Board Policy/Administrative Regulation #: See AR 6174

Subject: Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose another program

When to Notify: For schools receiving Title I funds, upon development of parent involvement policy

Education or Other Legal Code: 20 USC 6318

Board Policy/Administrative Regulation #: See AR 6020

Subject: Notice of policy

When to Notify: When household is selected for verification of eligibility for free or reduced-price meals

Education or Other Legal Code: 42 USC 1758; 7 CFR 245.6a

Board Policy/Administrative Regulation #: See AR 3553

Subject: Need to submit verification information; any subsequent change in benefits; appeals

When/Whom to Notify: When student is homeless or unaccompanied minor

Education or Other Legal Code: 42 USC 11432; Education Code 48852.5

Board Policy/Administrative Regulation #: See AR 6173

Subject: Educational and related opportunities; transportation services; placement decision and right to appeal

When to Notify: When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30

Education or Other Legal Code: 34 CFR 99.34

Board Policy/Administrative Regulation #: See AR 5125

Subject: Right to review records

When to Notify: When district receives federal funding assistance for nutrition program

Education or Other Legal Code: USDA FNS Instruction 113-1

Board Policy/Administrative Regulation #: See BP 3555

Subject: Rights and responsibilities, nondiscrimination policy, complaint procedures

IV. Special Education Notices

When to Notify: Prior to conducting initial evaluation

Education or Other Legal Code: Education Code 56301, 56321, 56321.5, 56321.6, 56329; 20 USC 1415 (d); 34 CFR 300.502, 300.503

Board Policy/Administrative Regulation #: See BP 6159.1, See AR 6159.1, See AR 6164.4

Subject: Proposed evaluation plan, related parental rights, prior written notice, procedural safeguards

When/Whom to Notify: Before functional behavioral assessment begins

Education or Other Legal Code: Education Code 56321

Board Policy/Administrative Regulation #: See AR 6159

Subject: Notification and consent

When to Notify: 24 hours before IEP when district intending to record

Education or Other Legal Code: Education Code 56341.1

Board Policy/Administrative Regulation #: See AR 6159

Subject: Intention to audio-record IEP meeting

Parental Notifications (Cont.)

When to Notify: Early enough to ensure opportunity for parent to attend IEP meeting
Education or Other Legal Code: Education Code 56341.5; 34 CFR 300.322
Board Policy/Administrative Regulation #: See AR 6159
Subject: Time, purpose, location, who will attend, participation of others with special knowledge, transition statements if appropriate

When to Notify: When parent/guardian orally requests review of IEP
Education or Other Legal Code: Education Code 56343.5
Board Policy/Administrative Regulation #: See AR 6159
Subject: Need for written request

When to Notify: Within one school day of emergency intervention or serious property damage
Education or Other Legal Code: Education Code 56521.1
Board Policy/Administrative Regulation #: See AR 6159.4
Subject: Emergency intervention

When to Notify: Whenever there is a proposal or refusal to initiate or change the identification, evaluation, placement, or FAPE, including when parent/guardian revokes consent for services
Education or Other Legal Code: 20 USC 1415(c); 34 CFR 300.300, 300.503
Board Policy/Administrative Regulation #: See AR 6159, See AR 6159.1
Subject: Prior written notice

When/Whom to Notify: Upon filing of state complaint
Education or Other Legal Code: 20 USC 1415(d), 34 CFR 300.504
Board Policy/Administrative Regulation #: See AR 6159.1
Subject: Procedural safeguards notice

When/Whom to Notify: When disciplinary measures are taken or change in placement
Education or Other Legal Code: 20 USC 1415(k); 34 CFR 300.530
Board Policy/Administrative Regulation #: See AR 5144.2
Subject: Decision and procedural safeguards notice

When to Notify: Upon requesting a due process hearing
Education or Other Legal Code: 20 USC 1415(k); 34 CFR 300.508
Board Policy/Administrative Regulation #: See AR 6159.1
Subject: Child's name, address, school, description of problem, proposed resolution

When to Notify: Eligibility for services under Section 504
Education or Other Legal Code: 34 CFR 104.32, 104.36
Board Policy/Administrative Regulation #: See AR 6164.6
Subject: District responsibilities, district actions, procedural safeguards

V. Classroom Notices

When to Notify: In each classroom in each school
Education or Other Legal Code: Education Code 8235.5, 35186
Board Policy/Administrative Regulation #: See AR/E 1312.4
Subject: Complaints subject to Williams uniform complaint procedures

Adopted: 11/20/02

Amended: 8/6/03, 5/18/05, 6/20/07, 5/21/08, 2/2/11, 11/16/11, 5/15/13, 11/16/16, 3/21/18

Instruction

Courses of Study

Courses of study for grades 9-12 shall include the following:

(cf. 6146.1 - High School Graduation Requirements)

1. English: knowledge and appreciation of literature, language, and composition, and the skills of reading, listening, and speaking (Education Code 51220)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, with instruction in: (Education Code 51220)

- a. The history, resources, development, and government of California and the United States, including instruction in:

- (1) The early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society (Education Code 51204.5)

- (2) World War II, including the role of Americans and Filipino Americans who served in the United States Army during that time

- (3) The Vietnam War, including the "Secret War" in Laos and role of Southeast Asians in that war

- (4) The Bracero program, under which temporary contract laborers were imported pursuant to a 1942 agreement between the United States and Mexico

- b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions

- c. The development of the American economic system, including the role of the entrepreneur and labor

- d. The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)

(cf. 6142.5 - Environmental Education)

- e. Eastern and western cultures and civilizations

Courses of Study (Cont.)

- f. Human rights issues, with particular attention to the study of the inhumanity of genocide (which may include, but is not limited to, the Armenian, Cambodian, Darfur, and Rwandan genocides), slavery, and the Holocaust
- g. Contemporary issues
 - (cf. 6141.2 - Recognition of Religious Beliefs and Customs)
 - (cf. 6142.3 - Civic Education)
 - (cf. 6142.94 - History-Social Science Instruction)
- 3. Foreign language(s): understanding, speaking, reading, and writing, beginning not later than grade 7 (Education Code 51220)
 - (cf. 6142.2 - World/Foreign Language Instruction)
- 4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)
 - (cf. 6142.7 - Physical Education and Activity)
- 5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; appropriate applications of the interrelation and interdependence of the sciences (Education Code 51220)
 - (cf. 6142.93 - Science Instruction)
- 6. Mathematics: mathematical understandings, operational skills, and problem-solving procedures; algebra (Education Code 51220, 51224.5)
 - (cf. 6142.92 - Mathematics Instruction)
- 7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression (Education Code 51220)
 - (cf. 6142.6 - Visual and Performing Arts Education)
- 8. Applied arts: consumer and homemaking education, industrial arts, general business education, or general agriculture (Education Code 51220)
- 9. Career technical/vocational-technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)
 - (cf. 6178 - Career Technical Education)
- 10. Comprehensive sexual health and HIV prevention (Education Code 51225.36, 51934)
 - (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Courses of Study (Cont.)

11. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)

- a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation (CPR) when appropriate equipment is available

Beginning in the 2018-19 school year, instruction shall be provided in compression-only CPR. Such instruction shall be based on national evidence-based guidelines and shall include hands-on practice in compression-only CPR. (Education Code 51225.6)

- b. Fire prevention
- c. The protection and conservation of resources, including the necessity for the protection of the environment
- d. Venereal disease
- e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body and upon prenatal development
- (cf. 5131.6 - Alcohol and Other Drugs)
(cf. 6142.8 - Comprehensive Health Education)
- f. Prenatal care
- g. Violence as a public health issue

12. Violence awareness and prevention

High schools shall offer automobile driver education that includes instruction in: (Education Code 51220, 51220.1, 51220.4)

1. Vehicle Code provisions and other relevant state laws
2. Proper acceptance of personal responsibility in traffic
3. Appreciation of the causes, seriousness, and consequences of traffic accidents
4. Knowledge and attitudes necessary for the safe operation of motor vehicles
5. The safe operation of motorcycles
6. The dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle
7. The rights and duties of a motorist pertaining to pedestrians and the rights and duties of pedestrians pertaining to traffic laws and traffic safety

Courses of Study (Cont.)

Certification of College Preparatory Courses

The Superintendent or designee shall identify courses in history-social science, English, mathematics, laboratory science, languages other than English, visual and performing arts, career technical education, and college preparatory electives that may qualify for designation as "a-g" college preparatory courses. He/she shall submit course information to the University of California (UC) including, but not necessarily limited to, the course title, subject area, grade level(s), unit value, a brief course description, prerequisites and co-requisites, texts and supplemental instructional materials used in the course, whether the school is seeking designation of the course as an honors course, and whether the course is classified as a career technical education or regional occupational program course. He/she also shall electronically submit updates to UC whenever course content changes or a course will not be offered in a particular year.

Notification to Students in Grades 9-12

At the beginning of each school year, the Superintendent or designee shall provide written notice to parents/guardians of students in grades 9-12 that, to the extent possible, shall not exceed one page in length and that includes all of the following: (Education Code 51229)

1. A brief explanation of the course requirements for admission to UC and the California State University (CSU)
2. A list of the current UC and CSU web sites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU
3. A brief description of what career technical education is, as defined by the California Department of Education (CDE)
4. The Internet address for the portion of the CDE web site where students can learn more about career technical education
5. Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses

(cf. 5145.6 - Parental Notifications)

(cf. 6164.2 - Guidance/Counseling Services)

Adopted: 10/17/07

Amended:

Instruction

Placement in Mathematics Courses

The Governing Board believes that a sound educational program must include the study of subjects that prepare students for admission to higher education and/or fulfilling careers. District students shall be provided an opportunity to complete a sequence of mathematics courses recommended for admission into the University of California and California State University systems.

(cf. 6141.5 - Advanced Placement)
(cf. 6142.92 - Mathematics Instruction)
(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)

The Superintendent or designee shall work with district teachers, counselors, and administrators and the representatives of feeder schools to develop a well-articulated sequence of mathematics courses and consistent protocols for placing students in mathematics courses offered at district high schools.

Such placement protocols shall systematically take into consideration multiple objective academic measures that may include, but are not limited to, statewide mathematics assessments, including state interim and summative assessments; placement tests that are aligned to state-adopted content standards in mathematics; classroom assignment and grades; and report cards.
(Education Code 51224.7)

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)

District staff shall implement the placement protocols uniformly and without regard to students' socioeconomic background or any characteristic specified in BP 0410 - Nondiscrimination in District Programs and Activities, including, but not limited to, race, sex, gender, nationality, and ethnicity.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 6174 - Education for English Learners)

The placement protocols shall provide for at least one reevaluation within the first month of the school year to ensure that students are appropriately placed in mathematics courses and shall specify the criteria the district will use to make this determination. Any student found to be misplaced shall be promptly placed in the appropriate mathematics course.

If a student or parent/guardian questions the student's placement, he/she may appeal the decision to the Superintendent or designee. The decision of the Superintendent or designee shall be final.

The Superintendent or designee shall ensure that all teachers, counselors, and other district staff responsible for determining students' placement in mathematics courses receive training on the placement protocols.

(cf. 4131 - Staff Development)

Placement in Mathematics Courses (Cont.)

The Board and the Superintendent or designee shall annually review student data related to placement in mathematics courses offered at district high schools to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures are not being held back in a disproportionate manner on the basis of any subjective or discriminatory basis, and shall develop strategies for removing any identified barriers to students' access to mathematics courses. The Superintendent or designee shall also report on the percentage of district students who have successfully completed mathematics courses that satisfy the requirements for entrance to the University of California and the California State University.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48070.5 Promotion and retention; required policy

51220 Areas of study, grades 7-12

51224.5 Completion of Algebra I or Mathematics I

51224.7 California Mathematics Placement Act of 2015

51225.3 High school graduation requirements

51284 Financial literacy

52060-52077 Local control and accountability plan

60605 State-adopted content and performance standards in core curricular areas

60605.8 Common Core standards

60640-60649 California Assessment of Student Performance and Progress

Management Resources:

CSBA PUBLICATIONS

Math Misplacement, Governance Brief, September 2015

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve, 2013

California Common Core State Standards: Mathematics, January 2013

COMMON CORE STATE STANDARDS INITIATIVE PUBLICATIONS

Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards

LAWYERS' COMMITTEE FOR CIVIL RIGHTS OF THE SAN FRANCISCO BAY AREA (LCCR)

Held Back - Addressing Misplacement of 9th Grade Students in Bay Area School Math Classes, 2013

WEB SITES

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

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

Common Core State Standards Initiative: <http://www.corestandards.org/math>

Lawyers' Committee for Civil Rights of the San Francisco Bay Area (LCCR): <http://www.lccr.com>

Northwest Evaluation Association, Measures of Academic Progress: <http://www.nwea.org>

University of California, Mathematics Diagnostic Testing Project: <http://mdtp.ucsd.edu>

Adopted: 5/18/16

Amended:

Instruction

Placement in Mathematics Courses

Placement Protocols

In determining student placement in mathematics courses for students entering grade 9, the Superintendent or designee shall assess whether each student has the prerequisite skills for success in the course and consider student and parent/guardian requests. Such determinations shall be based on multiple measures, including, but not limited to, the following:

1. Interim and summative grade 8 mathematics assessments from the California Assessment of Student Performance and Progress
2. For students with disabilities, an alternate test or other measures when designated in a student's individualized education program (IEP)
3. Other assessments such as Measures of Academic Progress, the readiness tests of the University of California's Mathematics Diagnosis Testing Project, and/or district benchmark assessments
4. The student's grades in his/her previous mathematics course
5. The final mathematics grade on the end-of-year report card

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6142.92 - Mathematics Instruction)
(cf. 6143 - Courses of Study)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)

Individual student performance data shall be analyzed each spring prior to scheduling and placing students into secondary mathematics courses. Students and parents/guardians shall be notified in writing by the end of the school year as to the mathematics course in which the student has been placed.

No student shall be required to repeat a mathematics course which he/she has successfully completed in accordance with district's placement protocols.

When a student does not qualify to be enrolled in a particular mathematics course based on a consideration of the objective measures specified in the placement protocol, he/she may nevertheless be admitted to the course based on the recommendation of a teacher or counselor who has personal knowledge of the student's academic ability.

Students who exhibit deficits in knowledge and skills needed to advance to a higher level mathematics course may receive supplemental instruction to improve achievement of mathematics content standards.

(cf. 6011 - Academic Standards)
(cf. 6179 - Supplemental Instruction)

Placement in Mathematics Courses (Cont.)

Reevaluation

Within the first month of the school year, mathematics course placements shall be individually reevaluated to ensure placement in the most rigorous mathematics course for which the student has the potential for success.

Criteria for reevaluating each student's placement shall include, but are not limited to, course pre-assessment results, attendance, and student performance in the first month of the school year as determined by teacher observation and grades on assignments and tests. Student and parent/guardian request for course placement may also be considered.

Notification of Placement Protocol

The district's policy and protocols related to student placement in mathematics courses shall be posted on the district's web site. (Education Code 51224.7)

(cf. 1113 - District and School Web Sites)

The Superintendent or designee shall also make the district's placement policy, protocols, and course sequence readily accessible to students, parents/guardians, and staff at school sites and/or in student handbooks.

Appeals

Within 10 school days of an initial placement decision or a placement decision upon reevaluation, a student and his/her parent/guardian who disagree with the placement may appeal the decision to the Superintendent or designee. The Superintendent or designee shall decide whether or not to overrule the placement determination within 10 school days of receiving the appeal.

Instruction

Homework/Makeup Work

The Governing Board recognizes that meaningful homework assignments can be a valuable extension of student learning time and assist students in developing good study habits. Homework shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

The Superintendent or designee shall collaborate with school administrators and teachers to develop and regularly review guidelines for the assignment of homework and the related responsibilities of students, staff, and parents/guardians.

Homework assignments shall be reasonable in length and appropriate to the grade level and course. The Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Teachers shall assign homework only as necessary to fulfill academic goals and reinforce current instruction.

(cf. 6011 - Academic Standards)

As needed, teachers may receive training in designing relevant homework assignments that reinforce classroom learning objectives.

(cf. 4131 - Staff Development)

Although on-time completion of homework is important to maintain academic progress, the Board recognizes that students learn at different rates. Students shall receive credit for work that is completed late in order to encourage their continued learning.

Age-appropriate instruction may be given to help students allocate their time wisely, meet their deadlines, and develop good personal study habits.

At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians. Homework guidelines also shall be included in student and/or parent handbooks. These communications shall include the manner in which homework relates to achievement of academic standards and course content, the impact of homework assignments on students' grades, any school resources and programs that are available to provide homework support, and ways in which parents/guardians may appropriately assist their children.

Although it is the student's responsibility to undertake assignments independently, parents/guardians may serve as a resource and are encouraged to ensure that their child's homework assignments are completed. When a student repeatedly fails to complete his/her homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

Homework/Makeup Work (Cont.)

To further support students' homework efforts, the Superintendent or designee may establish and maintain telephone help lines, provide access to school library media centers and technological resources, and/or provide before-school and after-school programs where students can receive homework assistance from teachers, volunteers, and/or student tutors. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

(cf. 1240 - Volunteer Assistance)
(cf. 1700 - Relations between Private Industry and the Schools)
(cf. 3541 - Transportation Routes and Services)
(cf. 5148.2 - Before/After School Programs)
(cf. 6112 - School Day)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6163.1 - Library Media Centers)

Teachers shall review all completed homework to assess the student's understanding of academic content and shall provide timely feedback to the student.

Makeup Work

Students who miss school work shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time.

(cf. 5113 - Absences and Excuses)

The Superintendent or designee shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5145.6 - Parental Notifications)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:

EDUCATION CODE

8420-8428 21st Century High School After School Safety and Enrichment for Teens
8482-8484.65 After School Education and Safety Program
8484.7-8484.9 21st Century Community Learning Centers
48205 Absences for personal reasons
48913 Completion of work missed by suspended student
48980 Parental notifications

Homework/Makeup Work (Cont.)

UNITED STATES CODE, TITLE 20

7171-7176 21st Century Community Learning Centers

Management Resources:

CSBA PUBLICATIONS

Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance
Brief, July 2016

WEB SITES

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

California State PTA: <http://www.capta.org>

Instruction

Education for English Language Learners

The Governing Board intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level. Such instruction shall be based on sound instructional theory, be aligned with state content standards, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6171 - Title I Programs)

No high school student who is an English learner shall be denied enrollment in any of the following: (Education Code 60811.8)

1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history-social science, courses required to meet state and local high school graduation requirements, or courses required for middle school grade promotion

However, an English learner may be denied participation in any such course if the student has been enrolled in a school in the United States for less than 12 months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students, and the course of study provided to the student is designed to remedy academic deficits incurred during participation and to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

2. A full course load of courses specified in item #1 above
3. Other courses that meet the "a-g" course requirements for college admission or are advanced courses such as honors or Advanced Placement courses, on the sole basis of the student's classification as an English learner

(cf. 0415 - Equity)

(cf. 6141.5 - Advanced Placement)

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

Education for English Language Learners (Cont.)

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Superintendent or designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

Staff Qualifications and Training

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Learners)

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

(cf. 4131, 4231, 4331 - Staff Development)

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

Identification and Assessment

The Superintendent or designee shall maintain procedures for the early identification of English learners and an assessment of their proficiency using the state's English Language Proficiency Assessments for California (ELPAC). To oversee test administration, the Superintendent or designee shall annually designate a district ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR 11518.40-11518.45.

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student is reclassified based on criteria specified in the accompanying administrative regulation.

In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 854.1-854.3. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 854.1-854.3)

Education for English Language Learners (Cont.)

(cf. 6162.51 - State Academic Achievement Tests)

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

(cf. 6162.5 - Student Assessment)

Language Acquisition Programs

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding

(cf. 6142.2 - World Language Instruction)

2. A transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

(cf. 6151 - Class Size)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. The Superintendent or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

Education for English Language Learners (Cont.)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

(cf. 5145.6 - Parental Notifications)

Whenever a student is identified as an English learner based on the results of the ELPAC, the student's parents/guardians may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

Reclassification

When an English learner is determined based on state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309
6. Progress toward any other goals for English learners identified in the district's LCAP
7. A comparison of current data with data from at least the previous year in regard to items #1-6 above
8. A comparison of data between the different language acquisition programs offered by the district

The Superintendent or designee shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Education for English Language Learners (Cont.)

Legal Reference:

EDUCATION CODE

300-340 English language education, especially:
305-310 Language acquisition programs
313-313.5 Assessment of English proficiency
430-446 English Learner and Immigrant Pupil Federal Conformity Act
33050 State Board of Education waiver authority
42238.02-42238.03 Local control funding formula
44253.1-44253.11 Qualifications for teaching English learners
48980 Parental notifications
48985 Notices to parents in language other than English
52052 Accountability; numerically significant student subgroups
52060-52077 Local control and accountability plan
52160-52178 Bilingual Bicultural Act
56305 CDE manual on English learners with disabilities
60603 Definition, recently arrived English learner
60640 California Assessment of Student Performance and Progress
60811-60812 Assessment of English language development
62002.5 Continuation of advisory committee after program sunsets

CODE OF REGULATIONS, TITLE 5

854.1-854.3 CAASPP and universal tools, designated supports, and accommodations
854.9 CASSPP and unlisted resources for students with disabilities
11300-11316 English learner education
11517.6-11519.5 English Language Proficiency Assessments for California

UNITED STATES CODE, TITLE 20

1412 Individuals with Disabilities Education Act; state eligibility
1701-1705 Equal Educational Opportunities Act
6311 Title I state plan
6312 Title I local education agency plans
6801-7014 Title III, language instruction for English learners and immigrant students
7801 Definitions

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Discrimination prohibited
200.16 Assessment of English learners

COURT DECISIONS

Valeria O. v. Davis, (2002) 307 F.3d 1036
California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698

ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 40 (2000)

Management Resources:

CSBA PUBLICATIONS

English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018
English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017
English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016

Education for English Language Learners (Cont.)

English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Practitioners' Guide for Educating English Learners with Disabilities, 2019

California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2018

Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2017-18, rev. August 2017

Reclassification Guidance for 2017-18, CDE Correspondence, April 28, 2017

Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015

Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015

English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014

Common Core State Standards for Mathematics, rev. 2013

English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

THE EDUCATION TRUST- WEST PUBLICATIONS

Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018

Unlocking Learning: Science as a Lever for English Learner Equity, January 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017

Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017

English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016

English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016

Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015

WEB SITES

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

California Association for Bilingual Education: <http://www.gocabe.org>

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

National Clearinghouse for English Language Acquisition: <http://www.ncela.us>

The Education Trust-West: <http://west.edtrust.org>

U.S. Department of Education: <http://www.ed.gov>

Adopted: 2/19/97

Amended: 10/21/98, 5/15/02, 8/6/03, 1/21/04, 3/3/04, 5/5/04, 3/20/13, 9/19/18

Instruction

Education for English Language Learners

Definitions

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

Native speaker of English means a student who has learned and used English at home from early childhood and English has been the primary means of concept formation and communication. (Education Code 306)

Identification and Assessments

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307)

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the English Language Proficiency Assessments for California (ELPAC). (Education Code 313, 52164.1; 5 CCR 11518.5)

Each year after a student is identified as an English learner and until the student is redesignated as English proficient, the summative assessment of the ELPAC shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

Education for English Language Learners (Cont.)

Administration of the ELPAC, including the use of variations and accommodations in test administration when authorized, shall be conducted in accordance with test publisher instructions and 5 CCR 11518.5-11518.35.

(cf. 6159 - Individualized Education Program)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6164.6 - Identification and Education Under Section 504)

The Superintendent or designee shall notify parents/guardians of their child's results on the ELPAC within 30 calendar days following receipt of the results from the test contractor or, if the results are received from the test contractor after the last day of instruction for the school year, within 15 working days of the start of the next school year. (Education Code 52164.1; 5 CCR 11518.15)

(cf. 5145.6 - Parental Notifications)

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of the student's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code 313.2, 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program
2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement
3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:
 - a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction
 - b. The manner in which the program will meet the educational strengths and needs of the student
 - c. The manner in which the program will help the student develop English proficiency and meet age-appropriate academic standards for grade promotion and graduation
 - d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable
 - e. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP

Education for English Language Learners (Cont.)

4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards
5. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request
6. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available
7. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

Language Acquisition Programs

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.
2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.
3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:
 - a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program
 - b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals

Education for English Language Learners (Cont.)

- c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators
- d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion
2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English
3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development
4. The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals
5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language
6. The process to request establishment of a language acquisition program not offered at the school
7. For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

Reclassification/Redesignation

The district shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they: (5 CCR 11302)

1. Demonstrate English language proficiency comparable to that of the district's average native English language speakers
2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

Education for English Language Learners (Cont.)

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

The procedures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ELPAC
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student
3. Parent/guardian involvement, including:
 - a. Notice to parents/guardians of language reclassification and placement, including a description of the reclassification process and the parent/guardian's opportunity to participate
 - b. Encouragement of parent/guardian participation in the district's reclassification procedure, including seeking parent/guardian opinion and consultation during the reclassification process
4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

The Superintendent or designee shall monitor students for at least two years following their reclassification to determine whether any additional academic support is needed.

Advisory Committee

A parent/guardian advisory committee shall be established at the district level when there are more than 50 English learners in the district and at the school level when there are more than 20 English learners at the school. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. (Education Code 52176; 5 CCR 11308)

The district's English language advisory committee shall advise the Governing Board on at least the following tasks: (5 CCR 11308)

1. The development of a plan for education programs and services for English learners, taking into consideration the school site plans for English learners
2. The districtwide needs assessment on a school-by-school basis

Education for English Language Learners (Cont.)

3. Establishment of a district program, goals, and objectives for programs and services for English learners
4. Development of a plan to ensure compliance with applicable teacher or aide requirements
5. Administration of the annual language census
6. Review of and comment on the district's reclassification procedures

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

LCAP Advisory Committee

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR 11301, 15495)

(cf. 0460 - Local Control and Accountability Plan)

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English learner advisory committee if its composition includes a majority of parents/guardians of English learners.

Approved: 2/19/97

Amended: 10/21/98, 5/15/02, 8/6/03, 1/21/04, 3/3/04, 5/5/04, 3/20/13, 8/6/14, 9/19/18

**RESOLUTION OF THE GOVERNING BOARD OF THE
OROVILLE UNION HIGH SCHOOL DISTRICT
REGARDING ACCOUNTING OF DEVELOPMENT FEES
FOR 2018-2019 FISCAL YEAR
IN THE FOLLOWING FUND OR ACCOUNT:**

**Capital Facilities Fund (the "Fund")
(Government Code sections 66001 (d) & 66006 (b))
Resolution #8-19/20**

1. Authority and Reasons for Adopting this Resolution.

- A. This District has levied school facilities fees pursuant to various resolutions, the most recent of which is dated August 15, 2018, and is referred to herein as the "School Facilities Fee Resolution: and is hereby incorporated by reference into this Resolution. These resolutions were adopted under the authority of Education Code section 17620. These fees have been deposited in the following fund or account:

Capital Facilities Fund (the "Fund");

- B. Government Code sections 66001(d) and 66006(b) further require that the annual accounting of the Fund and to make additional findings every five years if there are any funds remaining in the Fund at the end of the prior fiscal year;
- C. Government Code sections 66001(d) and 66006(b) further require that the annual accounting of the Fund and those findings be made available to the public no later than 180 days from the end of the fiscal year, that this information be reviewed by this Board at its next regularly scheduled board meeting held no earlier than 15 days after they become available to the public, and that notice of the time and place of this meeting (as well as the address at which this information may be reviewed) be mailed at least 15 days prior to this meeting to anyone who has requested it.
- D. The Superintendent has informed this Board that a draft copy of this Resolution (along with Exhibits A and B which are hereby incorporated by reference into this Resolution) was made available to the public on December 3, 2019. The Superintendent has further informed this Board that notice of the time and place of this meeting (as well as the address at which this information may be reviewed) was mailed at least 15 days prior to this meeting to anyone who had requested it.
- E. The Superintendent has also informed this Board that there is no new information which would adversely affect the validity of any of the findings made by the Board in its School Facilities Fee Resolution.

2. What this Resolution Does

This Resolution makes various finding and takes various actions regarding the Fund as required by and in accordance with Government Code sections 66001(d) and 66006(b).

3. Findings Regarding the Fund

Based on all finding and evidence contained in, referred to, or incorporated into this Resolution, as well as the evidence presented to this Board at this meeting, the Board finds each of the following with respect to the Fund for the 2018-2019 Fiscal Year:

- A. In reference to Government Code section 66006(b)(2), the information identified in section 1 above is correct;
- B. In further reference to Government Code section 66006(b)(2), this Board has reviewed the annual accounting for the Fund as contained in Exhibit A and determined that it meets the requirements set forth in Government Code section 66006(b)(1);
- C. In reference to Government Code section 66001(d)(1)(A), and with respect only to that portion of the Fund remaining unexpended at the end of the 2018-2019 Fiscal Year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to reduce overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified in Exhibit B;
- D. In reference to Government Code section 66001(d)(1)(B), and with respect only to that portion of the Fund remaining unexpended at the end of the 2018-2019 Fiscal year, the findings and evidence referenced above demonstrate that there is a reasonable relationship between the fees and the purpose for which it is charged;
- E. In reference to Government Code section 66001(1)(C), and with respect only to that portion of the Fund remaining unexpended at the end of the 2018-2019 Fiscal Year, all of the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified as the use to which the fees are to be put is identified in Exhibit B;
- F. In reference to Government Code section 66001(d)(1)(D), and with respect only to that portion of the Fund remaining unexpended at the end of the 2018-2019 Fiscal Year, the approximate dates on which the funding referred to in paragraph E above is expected to be deposited into the appropriate account of fund is designated in Exhibit B; and
- G. In reference to the last sentence of Government Code section 66006(2), because all of the findings required by the subdivision have been made in the fees that were levied in paragraphs C-F above, the District is not required to refund any moneys in the Funds as provided in Government Code section 66001(e).

4. Superintendent Authorization to Take Necessary and Appropriate Action.

The Board further directs and authorizes the Superintendent to take on its behalf such further action as may be necessary and appropriate to effectuate the Resolution.

5. Certification of Resolution.

I, _____, President of the Governing Board of the Oroville Union High School District of Butte County, State of California, certify that this Resolution proposed by _____, seconded by _____

Was duly passed and adopted by the Board, at an official public meeting this 18th day of December, 2019, by the following vote:

AYES:

NOES:

Absent:

President of the Board of the Oroville Union High
School District of Butte County, California

**EXHIBIT A
TO RESOLUTION REGARDING
ACCOUNTING OF DEVELOPMENT FEES
FOR THE FISCAL YEAR 2018-2019
FOR THE FOLLOWING FUND OR ACCOUNT:
Capital Facilities Fund (the "Fund")**

Per Government Code section 66006(b)(1)(A-H) as indicated:

- A. A brief description of the type of fee in the Fund:

Statutory School Facilities Fees.

- B. The amount of the fee:

Up to \$3.79 per square foot of assessable space of residential construction; and \$0.61 per square foot of covered and enclosed space of commercial/industrial construction. Pursuant to Education Code section 17623 and an agreement with the district(s) sharing territory with the district, generally only 40% of the maximum fee specified above is distributed to this district.

- C. The beginning and ending balance of the fund.

See Attachment 1.

- D. The amount of the fees collected and the interest earned.

See Attachment 1.

- E. An identification of each public improvement on which fees were expended and the amount of the expenditures on each improvement, including the total percentage of the cost of the public improvement that was funded with fees.

See Attachment 1.

- F. An identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement, as identified in paragraph (2) subdivision (a) of section 66001, and the public improvement remains incomplete:

Not applicable-All projects are complete.

- G. A description of each interfund transfer or loan made from the account or fund, including the public improvement on which the transferred or loaned fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid and the rate of interest that the account or fund will receive on the loan:

See Attachment 1.

H. The amount of refunds made pursuant to subdivision (e) of section 66001 and any allocations pursuant to subdivision (f) of section 66001:

N/A - No refunds or allocations were made pursuant to subdivision (e) or (f) of section 66001.

EXHIBIT B
TO RESOLUTION REGARDING
ACCOUNTING OF DEVELOPMENT FEES
FOR THE FISCAL YEAR 2018-2019
FOR THE FOLLOWING FUND OR ACCOUNT:
Capital Facilities Fund (the "Fund")

Per Government Code section 66001(d)(1)-(A-D) as indicated:

- A. With respect to only that portion of the Fund remaining unexpended at the end of the 2018-2019 Fiscal Year, the purpose of the fees is to finance the construction or reconstruction of school facilities necessary to reduce overcrowding caused by the development on which the fees were levied, which facilities are more specifically identified as follows:

Portable Classrooms
Renovation or expansion of current facilities

- B. See section 3.D of the Resolution.

- C. With respect to only that portion of the Fund remaining unexpended at the end of the 2018-2019 Fiscal Year, the sources and amounts of funding anticipated to complete financing in any incomplete improvements identified in paragraph A above are as follows:

Not Applicable-All projects are complete.

- D. With respect to only that portion of the Fund remaining unexpended at the end of the 2018-2019 Fiscal Year, the following are the approximate dates on which the funding referred to in paragraph C above is expected to be deposited into the appropriate account or fund:

Not Applicable.

ATTACHMENT 1
TO RESOLUTION REGARDING ACCOUNTING OF
DEVELOPMENT FEES FOR FISCAL YEAR 2018/19
FOR THE FOLLOWING FUND OR ACCOUNT:
Capital Facilities Fund (the "Fund")

Beginning Balance	\$ 301,125
Income	
Interest	7,353
Change in Value of Investments	6,248
School Impact Fees	351,427
Refunds	600
Total Income	<u>\$ 365,628</u>
Expenditures & Other Outgo (see detail below)	
Expenditures	<u>24,724</u>
Total Expenditures & Other Outgo	<u>\$ 24,724</u>
Ending Balance	<u>\$ 642,029</u>

Detail of Expenditures

Advertisement of Rate Change	456
Transfer of Admin Fees to General Fund	24,268
Total Expenditures	<u>\$ 24,724</u>

100% of total expenditures were financed by the collection of school impact fees or interest earnings.



Oroville Union High School District

2020-2021 School Calendar

Adopted: 2nd Draft

JULY

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

14

SEPTEMBER

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

35

OCTOBER

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

57

NOVEMBER

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

72

DECEMBER

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

85

7/3 - Independence Day

8/10, 8/11 - Teacher Inservice Days (Student Free)

8/12 - Classes Begin

8/26 - Back to School Night

9/7 - Labor Day

10/9 - End of 1st Qtr (43 Days)

11/11 - Veterans Day

11/23 - 11/27 - Thanksgiving Holiday

12/16, 12/17 - Mid-Term Finals

12/17 - End of Semester (85 Days)

12/18 - Teacher Inservice Day (Student Free)

12/21 - 1/1 - Winter Recess - All Students

1/18 - Martin Luther King, Jr.'s Birthday

2/12 - Lincoln's Birthday

2/15 - President's Day

2/16 - 2/19 - Break (Student & Teacher Free)

3/12 - End of 3rd Quarter (44 Days)

4/2 - 4/9 - Spring Recess (All Students)

5/31 - Memorial Day Holiday

6/1 - 6/3 - Finals

6/4 - Teacher Inservice Day (Student Free)

Graduation/Promotion Ceremonies

6/1 - Oroville Adult Education-CTC

6/2 - Prospect High School

6/2 - ATC Promotion Ceremony

6/3 - Oroville High School

6/4 - Las Plumas High School

JANUARY

M	T	W	Th	F
				(1)
4	5	6	7	8
11	12	13	14	15
(18)	19	20	21	22
25	26	27	28	29

104

FEBRUARY

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	(12)
(15)	16	17	18	19
22	23	24	25	26

118

MARCH

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

141

APRIL

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

156

MAY

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
(31)				

177

JUNE

M	T	W	Th	F
	(1)	(2)	(3)	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

180

() Holiday (All Employees)

Teacher Inservice Day

Finals

Board Meeting