



OROVILLE UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

REGULAR MEETING AGENDA

Wednesday, June 17, 2020 via Zoom

Closed session is scheduled from 5:00 p.m. – 6:00 p.m.

Open session will begin at approximately 6:00 p.m.

The Governor declared a State of Emergency to exist in California as a result of the threat of COVID-19. The Governor issued Executive Order N-25-20, which directs Californians to follow public health directives including canceling large gatherings. The Executive Order also allows local legislative bodies to hold meetings via conference calls while still satisfying state transparency requirements. The Governor also issued Executive Order N-33-20, prohibiting people from leaving their homes or places of residence except to access necessary supplies and services or to engage in specified critical infrastructure employment.

To maintain the public's health and well-being, this Board of Trustees meeting will be held via Zoom.

To access the meeting via computer, put the URL below in your browser:

<https://zoom.us/j/8524689683?pwd=NE95VURIY3dpR3FDUnBiOHIZQjQ3QT09>

To access the meeting via phone, call +1 669 900 6833 US (San Jose)

The Meeting ID for computer or telephone login is 852 468 9683

The Password for computer or telephone login is 283935

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)

This meeting is being held solely by telephonic means and will be made accessible to members of the public seeking to attend and to address the Board solely through the links set forth above.

Any members of the public seeking to attend and to address the Board who require reasonable accommodations to access the meeting, based on disability or other reasons, should contact Paula Blaney at 538-2300, extension 1107, or pblaney@ouhsd.net at least twenty-four (24) hours in advance of the meeting to make arrangements for such reasonable accommodations

ALL MEETINGS ARE RECORDED

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

REGULAR MEETING AGENDA

Wednesday, June 17, 2020, 5:00 p.m., via Zoom Meeting (see agenda coversheet for login information)

CALL TO ORDER

ROLL CALL

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

CLOSED SESSION

- **Personnel-Gov't. Code 54957** [Public employee 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]

RESULTS OF CLOSED SESSION

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

PUBLIC HEARING

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

1. 2020/2021 Original Budget (Watts)

As required by law, the district has had available for public review the 2020/2021 Original Budget since June 5, 2019. This budget is based on a number of assumptions that will not be validated until the state adopts a budget. The General Fund budget reflects a \$2.7 million ongoing deficit, but still meets all AB1200 requirements and falls below the board required 12% level with an 8%. The multi-year projection indicates that reserves will drop to 4% in 2021/22, with no reserves remaining by the end of 2022/23. Per BP 3100, a plan will be developed to build reserves back up to 12%.

Enclosure

2. 2020/2021 District and CSEA Initial Proposals for Negotiations

The initial proposals from the District and CSEA are presented for public discussion. The District will open negotiations on Article 5 (Hours and Overtime) and Article 9 (Leaves) CSEA will open negotiations on Article 6 (Salary and Fringe Benefits), Article 19 (Living Contract and Appendix C (Fringe Benefits). Both proposals have been posted at the District Office and each school site.

Enclosure

REGULAR BOARD AGENDA FOR JUNE 17, 2020

STUDENT REPRESENTATIVES REPORTS (None)

RECOGNITIONS AND PRESENTATIONS (None)

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

3. Board Comments
4. Superintendent
5. Administration
6. Summer Maintenance Projects

OLD BUSINESS (None)

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

7. Minutes from the May 13, 2020 Board Meeting
8. Monthly Financial Report
9. Check Registers – 5/7, 5/14, 5/21, 5/28 and 6/4
10. Donations to the Hall of Fame
11. 20/21 Agreement for Professional Services with Dannis Woliver Kelley
12. 20/21 Butte County SELPA Local Plan
13. 20/21 Independent Consultant Agreement with BCOE for LAN Services
14. Revisions to Section 125 Plan
15. 20/21 Ag Incentive Grant
16. 20/21 Indian Education Grant
17. Single Plans for Student Achievement – CDS, OHS and PHS
18. 20/21 Local School Wellness Policy Triennial Assessment
19. 20/21 Salary Schedules
20. 20/21 School Connected Organization – LP/O Alliance Band Boosters, OHS Athletic Booster Club and OHS PTSA
21. 20/21 CIF Representatives
22. Graduation Waiver Request – OHS #4-19/20
23. First Reading of Board Policies and Administrative Regulations
 - o BP/AR 0430 (Comprehensive Local Plan for Special Education)
 - o BP/AR 1312.3 (Uniform Complaint Procedure)
 - o AR 1312.4 (Williams Act Complaint Procedure)
 - o BP/AR/E 1340 (Access to District Records)

CONSENT CALENDAR (Cont.)

- AR 3231 (Impact Aid)
- BP/E 4112.9, 4212.9, 4312.9 (Employee Notifications)
- BP/AR/E 4119.42, 4219.42, 4319.42 (Explore Control Plan for Bloodborne Pathogens)
- BP/AR 4119.43, 4219.43, 4319.43 (Universal Precautions)
- AR 4154 (Health and Welfare Benefits)
- BP 5141.1 (Mental Health)
- BP/AR 5145.3 (Non-discrimination/Harassment)
- BP/AR 6020 (Parent Involvement)
- AR 6173.4 (Title VI Indian Education Programs)

NEW BUSINESS

24. LCAP COVID-19 Written Report (Simas)

The California Department of Education allowed flexibility in the LCAP process this year due to the school closure. Districts are required to complete a COVID-19 Operations Written report detailing how students were served during the school closure. **Recommend approval**

Enclosure

25. 2020/2021 Original Budget (Watts)

A public hearing was held on this item earlier this evening. The budget is now being presented for approval. **Recommend approval**

26. Resolution to Authorize Ongoing Board Approved Budget Reductions Based on the Governor's May Revision to the Proposal for the 2020-21 State Budget (Watts)

The 2020-21 budget indicates that the District may not be able to meet its financial obligations in 2021-22 and 2022-23. This resolution commits the District to developing a list of revenue enhancements or budget reductions and a timeline for implementation that will be included in the 45-Day Budget revision or the First Interim Report for 2020-21. **Recommend approval of Resolution #19-19/20**

Enclosure

27. Resolutions Regarding School Board Elections (Willenberg)

The Butte County Office of Education coordinates school board elections and as such, has asked the Board to take action on three documents: Resolution on Order of Election, Resolution on Establishing Procedure in Case of Tie Vote, and a Resolution Regarding Costs of Candidates Statements. All three documents can be approved by one motion. **Recommend approval of Resolution #20-19/20, #21-19/20 and #22-19/20**

Enclosures

28. Resolution to Eliminate Vacant Classified/Confidential Positions (Willenberg)

Due to potential lack funding and/or work, the district is recommending that current vacant classified/confidential positions be eliminated for the 2020/2021 school year. **Recommend Approval of Resolution #23-19/20**

Enclosure

29. Awarding of Cafeteria Bids (Willenberg)

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

Enclosure

REGULAR BOARD AGENDA FOR JUNE 17, 2020

30. Declaration of Need for Fully Qualified Educators (Willenberg)

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

Enclosure

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

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

Enclosure

32. 2020/2021 Board Meeting Calendar (Willenberg)

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

Enclosure

33. Personnel Assignment Order

Approval is requested for the following Personnel Assignment Order:

Certificated

Shaina Dickerson
Correction to starting step/class
Step/Class 4/II \$57,366 p/yr.
Effective 8/10/2020

2019/20 Coaches

LPHS

Boys Track Assistant-Andrew Graham (Paid)

2019/20 TCIP Mentor

Sandy Smith - \$1,434.03

Classified

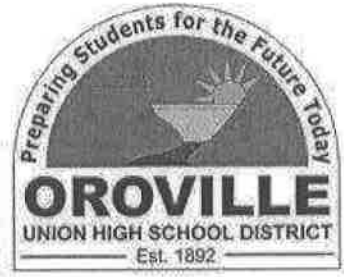
2019/20 Summer Session

SPED Credit Recovery Para Educator -
Chris Latouche
Effective 6/8/20 – 6/26/20

34. Items for Next Agenda

ADJOURNMENT

The meeting will be adjourned to a regular board meeting scheduled for Wednesday, July 15, 2020, via Zoom.



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: June 4, 2020
Subject: OUHSD Initial Negotiations Proposal to CSEA Chapter 342

OUHSD is proposing to open the following articles with CSEA during 2020-2021 negotiations:

Article 9 Leaves:

1. OUHSD proposes to update Article 9.13 Catastrophic Leaves.
2. OUHSD proposes to update Article 9.10 Workers' Compensation

Article 5 Hours and Overtime:

1. OUHSD proposes to update Article 5.5 Compensatory Time Off
2. OUHSD proposes to update Article 5.7 Overtime Distribution For Events at Harrison Stadium
3. OUHSD proposes to update Article 5.1 Work Week

Initial Proposal
from the
California School Employees Association
and its
Feather River
Chapter #342 (CSEA)
to the
Oroville Union High School District (District)
for the
2020-2021 Successor

The California School Employees Association and its Feather River Chapter #342 (“CSEA”) intends to negotiate the following articles of the collective bargaining agreement for the 2020-2021 successor year:

- **Article 6: Salaries and Fringe Benefits**

CSEA proposes fair and equitable salary and compensation enhancements.
CSEA also proposes a fair and equitable increase to longevity.
CSEA also proposes to negotiate updates to mutually agreed upon job classifications.

- **Article 19: Living Contract**

CSEA proposes a new term from November 16, 2020 to November 15, 2023

- **Appendix C: Fringe Benefits**

CSEA proposes the District provide a fair and equitable increase to the Health and Welfare benefits contribution.

Oroville Union High School District

Memorandum

TO: Board of Trustees

From: Jim LaGrone, Maintenance Supervisor

Date: June 8, 2020

Subject: M&O Summer Plan for 2020

The following is a list of projects and plans for the summer of 2020 for Maintenance, Operations and Technology.

Las Plumas High School

- Paint the exterior of the 1200 wing. (Maintenance)
- Paint the interior of the boy's locker room. (Maintenance)
- Update the boy's team room in the locker room. (Maintenance)
- Begin painting the 1000 wing exterior. (Maintenance)
- Paint and upgrade library restroom. (Maintenance)
- Paint and upgrade campus supervisor office restroom. (Maintenance)
- Begin Quad area painting. (Maintenance)
- Make repairs identified by Insurance / Fire Dept. (Maintenance)
- Continue grounds maintenance and improvements. (Grounds)
- Cleanup IDF / MDF cabinets. (Technology)
- Evaluate and repair all Chromebooks. (Technology)
- Annual room deep cleaning. (Custodial)
- Both gyms high dusting and cleaning. (Custodial)
- Floor stripping and waxing. (Custodial)

Oroville High School

- Paint administration wing exterior. (Maintenance)
- Paint E-wing exterior. (Maintenance)
- Paint weight room exterior. (Maintenance)
- Interior hall painting of C, H and S wings. (Maintenance)
- Flooring replacement in H-wing hallway. (Maintenance)

- Paint attendance office area. (Maintenance)
- Paint Athletic Directors Office. (Maintenance)
- Replace floor in VP Office. (Maintenance)
- Make repairs identified by Insurance / Fire Dept. (Maintenance)
- Continue grounds maintenance and improvements. (Grounds)
- Clean up IDF / MDF cabinets. (Technology)
- Evaluate and repair all Chromebooks. (Technology)
- Annual room deep cleaning. (Custodial)
- Gym and student union high dusting and cleaning. (Custodial)
- Floor stripping and waxing. (Custodial)

Prospect High School

- Remove wall in classroom 402. (Maintenance)
- Make repairs identified by Insurance / Fire Dept. (Maintenance)
- Begin process of painting for exterior. (Maintenance)
- Continue grounds maintenance and improvements. (Grounds)
- Clean up IDF / MDF cabinets. (Technology)
- Evaluate and repair all Chromebooks. (Technology)
- Annual room deep cleaning. (Custodial)
- Carpet cleaning. (Custodial)
- Work on movement of universal work area in multi-purpose room.

Thank you,

Jim LaGrone

**OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING
May 13, 2020**

MINUTES

CALL TO ORDER

Board President, Mr. Damon, called the meeting to order at 5:00 p.m. on Wednesday, May 13, 2020, via Zoom.

ROLL CALL

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

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

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

#119-19/20: On a motion by Mr. Sehorn, seconded by Mrs. Walker, the board accepted an amended Personnel Assignment Order by the following vote:

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

PUBLIC HEARING (None)

Mrs. Englund arrived at 5:01 p.m.

STUDENT REPRESENTATIVE REPORTS (None)

RECOGNITIONS AND PRESENTATIONS

1. Recognition of Retirees

Julie Munn (36 years), Kurt Osterlund (14 years) and Dan Weagant (29 years) were recognized for their years of service to the district.

2. Recognition of Student Board Representatives

The district recognized Madison Knauth (LPHS) and Ritter Steinmann (OHS) for serving as the 2019/2020 School Board Representatives. Both students were sent a Certificate of Appreciation with an acknowledgement that a novel will be donated in their name to their respective school library.

Mrs. Walker arrived at 5:06 p.m.

HEARING OF INDIVIDUALS ON NON-AGENDA ITEMS (None)

HEARING OF INDIVIDUALS ON AGENDA ITEMS (None)

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

3. Board Comments

Mrs. King stated that the front page of today's newspaper mentioned that restaurants are reopening. She wonders if that might make a change with graduations. Mr. Sehorn responded that he was doubtful.

4. Superintendent

Dr. Willenberg reported that he has received several parent letters and messages complaining about our graduation plan. They want to have a traditional graduation ceremony at Harrison Stadium. He met with the City yesterday to discuss graduation options. Butte County Public Health (BCPH) didn't like our plan. Dr. Miller doesn't see large gatherings being allowed in the month of June. Administration has been meeting with the Oroville Downtown Business Association, City of Oroville, County of Butte and the Creative Imaging Center to develop a plan that meets the BCPH criteria. Dr. Miller is concerned about large groups gathering as well as visitors from outside of Butte County coming here. Mr. Sehorn reported what Paradise Unified is planning to do for graduation. Dr. Willenberg responded that Paradise's plan is probably changing due to the new BCPH criteria. He applauded our staff for their efforts, patience and flexibility during the school closure. We are waiting for guidance from the State on the start of the 20/21 school year. The Governor's May Revise budget is being released tomorrow. We are going to face many challenges ahead. Mr. Damon asked if next year's enrollment will be affected. Dr. Willenberg responded that staff members have been told by some students that they are not returning. The State may open an August window for certificated layoffs if the budget comes out significantly less than they projected in January. We are thankfully being allowed some flexibility with categorical funds. Districts have been warned that the State's budget will be devastating without receiving federal funds. There are currently no plans for the State to cut 19/20 budgets. Mrs. Englund asked if the graduation plan released last week is now on hold. Dr. Willenberg responded that the plan is being adjusted to a drive-thru model on the levee. He realizes this plan is not what parents want. It's not what the District wants either but we have to meet BCPH's criteria. Mr. Sehorn asked if board members will be involved. Dr. Willenberg responded that final plans are still being worked out but we need to limit the number of people attending. The SRO's have been asked to help with traffic control. Chico Unified is also doing a drive-thru graduation.

5. Administration

Mrs. Watts reported that while the State isn't making budget cuts this year, there may be deferrals. We need to make sure we have enough cash on hand. She listened to a FCMAT webinar today that discussed how districts can be taken over due to budget problems. They estimate the 20/21 COLA as negative 5% - 10%. We will probably have mid-year budget cuts next year. We will be receiving \$983,000 in CTEIG funds, which is far more than we usually get. The money must be spent over 18 months and will help fund CTE sections.

- 6.** Mr. Simas reported that four second-year teachers completed BTSA and now qualify for a cleared credential. A form for grade changes has been sent to teachers. To date, 800 grade changes have been submitted since third quarter grades were posted. The deadline to submit grade changes is this Friday. Teachers are being surveyed about their distance learning experience. Those results will be shared soon and will provide us with guidance for the start of the 20/21 school if necessary.

7. June Session/Credit Recovery Plan

Dr. Willenberg stated that students will be able earn credits in English by doing paper packets and Math 1A (fall and spring) and Math 1B (fall only) via Google Classroom. Credits in other subjects normally offered in Odesseystore will also be offered. Special education students will receive support via virtual office hours with a special education teacher similar to what is occurring now.

OLD BUSINESS (None)

MINUTES OF REGULAR MEETING – MAY 13, 2020

CONSENT CALENDAR

7. Minutes from the April 22, 2020 Board Meeting
8. Monthly Financial Report
9. Check Registers – 4/16, 4/23 and 4/30
10. Donations to the Hall of Fame
11. Three Year Contract with Softchoice for Microsoft Licensing
12. 20/21 Renewal of Contract with Blackboard for Website Software and Web Hosting
13. 20/21 School-Connected Organizations – OASIS
14. Graduation Waiver Request – LPHS #5-19/20

#120-19/20: On a motion by Mr. Sehorn, seconded by Mrs. King, the consent calendar was approved as presented by the following vote:

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

NEW BUSINESS

15. Resolution to Increase School Facility Fees

#121-19/20: On a motion by Mr. Sehorn, seconded by Mrs. King, Resolution #16-19/20 was approved as presented by the following vote:

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

16. Resolution to Transfer Money between Funds Through the Use of Temporary Borrowings

#122-19/20: On a motion by Mrs. King, seconded by Mr. Sehorn, Resolution #17-19/20 was approved as presented by the following vote:

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

17. Resolution to Allow Class of 2020 ASB Funds to be used for Alternative Events

Mrs. Watts stated that funds could be spent on items like class pictures and yard signs. This type of expense is usually not allowed but the district is making an exception due to the school closure.

#123-19/20: On a motion by Mrs. King, seconded by Mrs. Englund, Resolution #18-19/20 was approved as presented by the following vote:

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

18. Authorization for Year-End Budget Transfers

#124-19/20: On a motion by Mrs. King, seconded by Mr. Sehorn, the year-end budget transfers were approved as presented by the following vote:

MINUTES OF REGULAR MEETING – MAY 13, 2020

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

19. 2020/2021 Education Protection Account Spending Plan

#125-19/20: On a motion by Mrs. King, seconded by Mrs. Englund, the plan was approved as presented by the following vote:

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

20. Approve Receipt or Waive/Decline Receipt of Real Property in Lake County

#126-19/20: On a motion by Mr. Damon, seconded by Mr. Sehorn, the property was declined by the following vote:

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

21. Announcement of the Hall of Fame Class of 2020

#127-19/20: On a motion by Mrs. Walker, seconded by Mrs. Englund, Elizabeth Belyea, Charles Bidwell, Nonie Bidwell Buis, John Dunn, Richard Fisher, Mattie Lund, Toni Ruggle, Jim Shelby, Laurie Strang Sousa and Frederick Preston Willcox were approved as the Hall of Fame Class of 2020 by the following vote:

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

22. Amended Personnel Assignment Order

#128-19/20: On a motion by Mrs. Englund, seconded by Mrs. King, the amended Personnel Assignment Order was approved by the following vote:

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

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

Certificated

Teresa Leyva-Gutierrez
Science Teacher-OHS
Step/Class 1/IV \$55,516/year
Effective 8/10/2020

Classified

MINUTES OF REGULAR MEETING – MAY 13, 2020

Certificated (Cont.)

Classified (Cont.)

2019/20 International Teacher Mentors

LPHS

Lisa Ross - \$358.51
Jeff Hopkins - \$358.51
Rachel Ramirez - \$358.51
Celeste Dunn - \$358.51

2020-21 Coaches

OHS

Cheer Coach-Emily Jackson (paid)

2019/20 TCIP Mentors

Tom Lewis- - \$1,750
Scott Burket - \$1,750
Zach Drysdale - \$1,000
Bridget Hamman – \$1,750
Brad Bidlack - \$1,000
Tom Frazier - \$1,000
Keely Frazier - \$1,000
Ramona Saeturn - \$1,000
Michael Caratenuto - \$1,000

Jonathan Andrew
Teacher
Resignation
Effective 6/5/2020

Summer Session Teachers

Judy Tatom – ATC
Tim Boehme – ATC
John Cuny – Special Education/Credit
Recovery

Shaina Dickerson
Math Teacher-OHS
Step/Class 6/II \$61,064 p/yr.
Effective 8/10/2020

23. Items for Next Agenda (None)

The board convened to closed session at 5:41 p.m.

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]

MINUTES OF REGULAR MEETING, MAY 13, 2020

RESULTS OF CLOSED SESSION

At 6:10 p.m., the board reconvened to open session. No action was taken.

ADJOURNMENT

On a motion by Mrs. Walker, seconded by Mrs. King, the meeting adjourned at 6:11 p.m.

(Signature of Board Official)

ATTEST:

Secretary to the Board of Trustees

Fund 01 - General Fund

Fiscal Year 2019/20 Through June 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	LCFFStateAid-CurrentYear	15,820,595.00	14,088,749.00	12,287,418.00	1,801,331.00	87.21
8012	EduProtectionAccountStAidCurYr	3,349,964.00	3,851,456.00	3,077,879.00	773,577.00	79.91
8021	Homeowners'Exemptions	107,488.00	107,100.00	55,669.40	51,430.60	51.98
8022	Timber-YieldTax	57,254.00	55,117.00	12,476.44	42,640.56	22.64
8029	OthrSubventionsIn-LieuTaxes	2,076.00	2,531.00	2,870.54	339.54-	113.42
8041	SecuredRollTaxes	6,424,698.00	6,933,895.00	7,100,019.06	166,124.06-	102.40
8042	UnsecuredRollTaxes	362,080.00	443,461.00	473,463.37	30,002.37-	106.77
8043	PriorYears'Taxes	14,529.00	12,069.00	10,320.07	1,748.93	85.51
8044	SupplementalTaxes	99,781.00	98,167.00	55,503.33	42,663.67	56.54
8045	EducathRevenueAugmentationFund	1,219,904.00-	1,396,352.00-	1,734,578.14-	338,226.14	124.22
8047	CommunityRedevelopmentFunds	1,046,392.00	1,123,606.00	1,170,501.60	46,895.60-	104.17
8096	Tms2ChrrtSchlnLieuOfPropTaxes	257,398.00-	249,786.00-	219,929.00-	29,857.00-	88.05
Total LCFF Revenue Sources		25,807,555.00	25,070,013.00	22,291,613.67	2,778,399.33	88.92
Federal Revenue						
8181	SpecialEducation-Entitlement	248,673.00	248,056.00	183,570.00	64,486.00	74.00
8285	InteragencyContractBetweenLEA			12,999.17	12,999.17-	NO BDGT
8290	AllOtherFederalRevenue	1,141,911.00	1,506,078.00	1,400,993.11	105,084.89	93.02
Total Federal Revenue		1,390,584.00	1,754,134.00	1,597,562.28	156,571.72	91.07
Other State Revenues						
8311	OtherStateApportionmentsCurrYr	733,494.00	698,420.00	583,590.00	114,830.00	83.56
8319	OthrStateApportionmentPriorYear			3,787.00	3,787.00-	NO BDGT
8550	MandatedCostReimbursements	125,000.00	125,000.00	124,854.00	146.00	99.88
8560	StateLotteryRevenue	431,000.00	431,000.00	231,720.99	199,279.01	53.76
8590	AllOtherStateRevenue	1,145,072.00	1,178,982.00	276,783.03	902,198.97	23.48
Total Other State Revenues		2,434,566.00	2,433,402.00	1,220,735.02	1,212,666.98	50.17
Other Local Revenue						
8650	LeasesandRentals	9,000.00	9,000.00	5,748.13	3,251.87	63.87
8660	Interest	92,000.00	92,000.00	86,689.17	5,310.83	94.23
8677	InteragencySrvcBetweenLEAs	611,137.00	752,424.00	423,121.87	329,302.13	56.23
8699	AllOtherLocalRevenue	86,280.00	87,280.00	50,427.23	36,852.77	57.78
8792	TnsfrApportionmentFrmCntyOffcs	179,225.00	179,503.00	139,089.00	40,414.00	77.49
Total Other Local Revenue		977,642.00	1,120,207.00	705,075.40	415,131.60	62.94
Total Year To Date Revenues		30,610,347.00	30,377,756.00	25,814,986.37	4,562,769.63	84.98

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2020, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

Fund 01 - General Fund

Fiscal Year 2019/20 Through June 2020

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Certificated Teachers Salaries	7,491,749.00	8,535,752.00	744,583.19	7,776,003.14	15,165.67	91.10
1101	Teacher Sub Pay	240,784.00	238,450.00		153,123.98	85,326.02	64.22
1102	Teacher Extra Pay	155,455.00	162,148.00		124,590.02	37,557.98	76.84
1200	Certificated Pupil Support Salaries	859,611.00	935,857.00	82,266.17	852,599.32	991.51	91.10
1202	Pupil Support Extra Pay	16,696.00	16,996.00		21,217.63	4,221.63	124.84
1300	Certificated Supervisor Administrative Salary	1,099,313.00	1,176,841.00	98,754.49	1,073,891.86	4,194.65	91.25
1301	Cert Admin Sub				2,617.00	2,617.00	NO BDGT
1302	Cert Admin Extra Pay	41,113.00	40,481.00		44,603.68	4,122.68	110.18
1900	Other Certificated Salaries	54,938.00	71,414.00	6,306.73	65,107.90	.63	91.17
1902	Other Certificated Extra Pay	251,050.00	271,290.00		97,873.91	173,416.09	36.08
Total Certificated Salaries		10,210,709.00	11,449,229.00	931,910.58	10,211,628.44	305,689.98	89.19
Classified Salaries							
2100	Classified Instructional Salary	761,672.00	809,941.00	74,431.95	738,814.56	3,305.51	91.22
2101	Para Ed Sub Pay	34,500.00	34,500.00		29,461.78	5,038.22	85.40
2102	Para Ed Extra Pay	62,000.00	62,000.00		7,346.05	54,653.95	11.85
2200	Classified Support Salaries	1,702,438.00	1,649,791.00	142,290.29	1,505,266.48	2,234.23	91.24
2201	Class Support Sub Pay	128,000.00	128,000.00		123,355.84	4,644.16	96.37
2202	Class Support Extra Pay	79,099.00	81,480.00		73,736.81	7,743.19	90.50
2300	Class Supervisor Administrative Salary	303,154.00	315,844.00	26,320.34	289,523.74	.08	91.67
2400	Clerical Technical Office Staff Salary	1,302,482.00	1,275,936.00	111,195.68	1,151,012.36	13,727.96	90.21
2401	Clerical Sub Pay	5,000.00	5,000.00		27,886.24	22,886.24	557.72
2402	Clerical Extra Pay	14,963.00	14,090.00		16,487.91	2,397.91	117.02
2900	Other Classified Salaries	41,459.00	43,612.00	4,028.72	39,535.33	47.95	90.65
2901	Other Classified Sub Pay				1,321.11	1,321.11	NO BDGT
2902	Other Classified Extra Pay				183,888.16	183,888.16	NO BDGT
Total Classified Salaries		4,434,767.00	4,420,194.00	358,266.98	4,187,636.37	125,709.35	94.74
Employee Benefits							
3101	STRS Certificated Positions	2,626,626.00	2,867,270.00	156,882.06	1,670,132.55	1,040,255.39	58.25
3102	STRS Classified Positions	10,211.00	11,475.00	1,043.12	10,503.69	71.81	91.54
3201	PERS Certificated Positions			1,370.86	46,388.97	47,759.83	NO BDGT
3202	PERS Classified Positions	848,329.00	803,139.00	65,510.97	698,252.12	39,375.91	86.94
3301	OASDI Medicare Alternative Certificated Positions	905.00	3,033.00	546.87	20,808.87	18,322.74	686.08
3302	OASDI Medicare Alternative Classified Positions	259,706.00	260,548.00	21,433.75	245,952.88	6,838.63	94.40
3311	Medicare Certificated	144,498.00	161,867.00	13,169.80	144,381.45	4,315.75	89.20
3312	Medicare Classified	61,880.00	62,213.00	5,104.66	58,814.19	1,705.85	94.54

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2020, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

Fund 01 - General Fund

Fiscal Year 2019/20 Through June 2020

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3401	HlthWfrBenefitsCertificPositn	2,597,360.00	2,604,844.00	241,842.26	2,374,880.32	11,878.58-	91.17
3402	HlthWfrBenefitClassifdPositn	1,152,345.00	1,196,046.00	110,809.84	1,059,912.71	25,323.45	88.62
3501	StUnemplmntInsurncCertPositns	10,756.00	11,365.00	460.58	10,028.91	875.51	88.24
3502	StUnemplmntInsurncClassifdPos	2,133.00	2,149.00	176.26	2,030.42	57.68-	94.48
3601	WcInsuranceCertificatdPositns	251,609.00	274,934.00	22,348.01	244,860.46	7,725.53	89.06
3602	WcCompensnInsurncClassPositn	109,303.00	106,519.00	8,591.61	100,408.75	2,481.36-	94.26
3701	OPEBAlocatedCertificatdPositn	457,622.00	454,720.00	42,122.44	461,599.21	49,001.65-	101.51
3702	OPEBAlocatedClassifiedPositn	200,451.00	192,935.00	16,193.65	191,052.93	14,311.58-	99.02
Total Employee Benefits		8,733,734.00	9,013,057.00	707,606.74	7,340,008.43	965,441.83	81.44
Books and Supplies							
4100	ApprvdTxbookCorCurriculaMterl	267,000.00	366,960.00	5,237.57	140,305.61	221,416.82	38.23
4200	BooksandOtherReferenceMaterial			216.50	5,144.18	5,360.68-	NO BDGT
4300	MaterialsandSupplies	728,424.00	1,089,290.00	155,996.91	412,493.53	520,799.56	37.87
4360	TransportationGenSupplies	24,000.00	24,000.00		18,777.79	5,222.21	78.24
4361	TransportationFuel	105,000.00	105,000.00		87,452.57	17,547.43	83.29
4362	TransportationOilGrease	8,000.00	8,000.00		1,907.33	6,092.67	23.84
4363	TransportationParts	59,000.00	59,000.00		27,287.01	31,712.99	46.25
4364	TransportationTires	15,000.00	15,000.00		10,214.08	4,785.92	68.09
4400	NoncapitalizedEquipment	2,590.00	63,890.00	29,625.79	156,060.32	121,796.11-	244.26
Total Books and Supplies		1,209,014.00	1,731,140.00	191,076.77	859,642.42	680,420.81	49.66
Services and Other Operating Expenditures							
5200	TravelandConferences	138,894.00	176,789.00	3,073.35	97,472.50	76,243.15	55.13
5300	DuesandMemberships	29,100.00	29,100.00		29,647.69	547.69-	101.88
5450	OtherInsurance	381,227.00	381,227.00		379,610.00	1,617.00	99.58
5501	GasElectricity	414,909.00	414,909.00		310,542.63	104,366.37	74.85
5502	PestControl	6,400.00	6,400.00	436.24	3,405.00	2,558.76	53.20
5503	SewerFees	61,000.00	61,000.00		58,254.65	2,745.35	95.50
5505	Water	64,000.00	64,000.00	7,252.04	59,296.19	2,548.23-	92.65
5506	WasteDisposal	47,200.00	47,200.00	21,290.62	49,132.93	23,223.55-	104.10
5601	FacilitiesRent	6,000.00	6,000.00		5,341.00	659.00	89.02
5602	CopierPostageMeterRents	43,300.00	45,300.00	19,278.42	51,906.27	25,884.69-	114.58
5603	CopierMaintenance	35,505.00	35,505.00	3,243.27	11,854.70	20,407.03	33.39
5620	EquipmentRentalsAndRepairs	99,348.00	97,250.00	7,900.00	138,386.91	49,036.91-	142.30
5630	ComputerMaintenanceRepairs	36,600.00	36,600.00		20,013.25	16,586.75	54.68
5640	BuildingAndSiteRepairs	221,000.00	255,506.00		265,212.12	9,706.12-	103.80

Fund 01 - General Fund

Fiscal Year 2019/20 Through June 2020

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5750	TransfersDirectCostsInterfund	20,308.00-	20,500.00-		2,829.16-	17,670.84-	13.80
5800	ProfConsultingSrvcsandOperExpnd	887,860.00	944,435.00	137,311.11	745,759.65	61,364.24	78.96
5801	LegalFees	85,000.00	85,000.00		110,703.88	25,703.88-	130.24
5804	PreEmploymentTesting	10,000.00	10,000.00		10,888.20	888.20-	108.88
5806	Advertising	26,000.00	26,000.00		5,566.36	20,433.64	21.41
5850	SoftwareMaintenanceAndLicences	176,300.00	186,353.00	19,284.12	194,351.73	27,282.85-	104.29
5900	Communications	32,000.00	32,000.00	766.30	33,704.97	2,471.27-	105.33
	Total Services and Other Operating Expenditures	2,781,335.00	2,920,074.00	219,835.47	2,578,221.47	122,017.06	88.29
Capital Outlay							
6200	BuildingImprovementOfBuildings		150,000.00			150,000.00	
6400	Equipment	10,000.00	101,000.00	888,000.13	75,653.71	862,653.84-	74.90
	Total Capital Outlay	10,000.00	251,000.00	888,000.13	75,653.71	712,653.84-	30.14
Tuition							
7141	OTutExsCstDfctPmt2DisChtrSch	18,000.00	8,000.00		7,464.00-	15,464.00	-93.30
7142	OthuuithExcsCstsDfctPy2CntyOff	1,205,199.00	1,474,026.00		607,695.00	866,331.00	41.23
	Total Tuition	1,223,199.00	1,482,026.00	.00	600,231.00	881,795.00	40.50
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	102,171.00-	101,315.00-			101,315.00-	
	Total Transfers of Indirect/direct support costs	102,171.00-	101,315.00-	.00	.00	101,315.00-	
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		303,592.86	1.14	100.00
	Total Debt Service	318,667.00	318,667.00	.00	318,665.86	1.14	100.00
	Total Year To Date Expenditures	28,819,254.00	31,484,072.00	3,296,696.67	26,171,687.70	2,015,687.63	83.13
Other Financing Sources							
Other Financing Sources							
8919	OthrAuthorizdIntrFundTrnsfrsIn	13,000.00	13,000.00		10,488.20	2,511.80	80.68
	Total Other Financing Sources	13,000.00	13,000.00		10,488.20	2,511.80	80.68
	Total Year To Date Other Financing Sources	13,000.00	13,000.00		10,488.20	2,511.80	80.68

Fund 01 - General Fund

Fiscal Year 2019/20 Through June 2020

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Other Financing Uses							
Interfund Transfers Out							
7616	From Gen Fund To Cafe Fund	156,144.00	183,501.00		280,000.00	96,499.00-	152.59
7619	Other Authorized Interfund Transfers Out				165,128.09	165,128.09-	NO BDGT
	Total Interfund Transfers Out	156,144.00	183,501.00	.00	445,128.09	261,627.09-	242.58
	Total Year To Date Other Financing Uses	156,144.00	183,501.00	.00	445,128.09	261,627.09-	242.58

Fund 01 - General Fund

Fiscal Year 2019/20 Through June 2020

Revenues, Expenditures, and Changes in Fund Balance		Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Description							
A.	Revenues	30,610,347.00	30,377,756.00		25,814,986.37	4,562,769.63	84.98
B.	Expenditures	28,819,254.00	31,484,072.00	3,296,696.67	26,171,687.70	2,015,687.63	83.13
C.	Subtotal (Revenue LESS Expense)	1,791,093.00	1,106,316.00-		356,701.33-	2,547,082.00	
D.	Other Financing Sources and Uses						
	Sources	13,000.00	13,000.00		10,488.20	2,511.80	80.68
	LESS Uses	156,144.00	183,501.00		445,128.09	261,627.09-	242.58
E.	Net Change in Fund Balance	1,647,949.00	1,276,817.00-		791,341.22-	2,811,220.89	
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	4,699,951.00		5,185,426.43		
	*Components of Ending Fund Balance						
	Legally Restricted (9740)						
	Other Designations (9780)						
	Undesig/Unappropri (9790)	6,561,960.00	4,699,951.00				
	Other				3,296,696.67		

Fund 11 - Adult Education Fund

Fiscal Year 2019/20 Through June 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8290	All Other Federal Revenue	87,101.00	138,550.00	53,302.00	85,248.00	38.47
	Total Federal Revenue	87,101.00	138,550.00	53,302.00	85,248.00	38.47
Other State Revenues						
8590	All Other State Revenue	.00	43,952.00	43,952.00	.00	100.00
	Total Other State Revenues	.00	43,952.00	43,952.00	.00	100.00
Other Local Revenue						
8660	Interest	13,419.00	16,000.00	11,464.52	4,535.48	71.65
8671	Adult Education Fees	205,851.00	220,000.00	212,439.86	7,560.14	96.56
8677	Interagency Svcs Between LEAs	1,161,598.00	1,161,598.00	1,181,598.00	20,000.00	101.72
8699	All Other Local Revenue	45,862.00	45,862.00	14,821.61	31,040.39	32.32
	Total Other Local Revenue	1,426,730.00	1,443,460.00	1,420,323.99	23,136.01	98.40
	Total Year To Date Revenues	1,513,831.00	1,625,962.00	1,517,577.99	108,384.01	93.33

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Certificated Teachers Salaries	413,362.00	405,169.00	272.75	339,531.86	65,364.39	83.80
1101	Teacher Sub Pay		2,250.00		2,149.32	100.68	95.53
1300	Critfield Supvrs/Admnstrtr Stry	62,143.00	64,887.00	5,401.33	59,485.91	.24	91.68
	Total Certificated Salaries	475,505.00	472,306.00	5,674.08	401,167.09	65,464.83	84.94
Classified Salaries							
2100	Classified Instructional Salary	42,960.00	66,770.00	4,366.99	55,672.96	6,730.05	83.38
2102	ParaEd Extra Pay		1,139.00			1,139.00	
2200	Classified Support Salaries	29,390.00	26,469.00	2,710.86	27,513.37	3,755.23	103.95
2201	Class Support Sub Pay		3,100.00		2,765.12	334.88	89.20
2202	Class Support Extra Pay		150.00		150.00		100.00
2400	Cleric/Technicl/Offic Staff Stry	169,267.00	177,066.00	15,266.27	163,018.04	1,218.31	92.07
2900	Other Classified Salaries	19,915.00					NO BDGT
	Total Classified Salaries	261,532.00	274,694.00	22,344.12	249,119.49	3,230.39	90.69
Employee Benefits							
3101	STRSCertificated Positions	81,206.00	80,275.00	962.60	68,057.36	11,255.04	84.78
3102	STRSClassified Positions	3,405.00			986.34	986.34	NO BDGT
3202	PERSClassified Positions	49,817.00	48,710.00	4,262.99	45,171.31	724.30	92.74

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2020, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

Fund 11 - Adult Education Fund

Fiscal Year 2019/20 Through June 2020

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3301	OASDI Medcrt Altrntv Certfc Positns	15,480.00	15,033.00	1,372.85	114.40	114.40-	NO BDGT
3302	OASDI Medcrt Altrntv Clas Position	6,895.00	6,816.00	82.27	14,581.55	921.40-	97.00
3311	Medicare Certificated	3,621.00	3,515.00	321.09	5,764.40	969.33	84.57
3312	Medicare Classified	148,954.00	150,513.00	26,036.42	3,500.61	306.70-	99.59
3401	Hlth Wfr Benefits Certfc Positn	76,163.00	78,120.00	7,341.27	126,048.84	1,572.26-	83.75
3402	Hlth Wfr Benefit Clasfcd Positn	237.00	234.00	2.85	71,375.00	596.27-	91.37
3501	StUnemplmntn Insurnc Cert Positns	124.00	121.00	11.05	199.16	31.99	85.11
3502	StUnemplmntn Insurnc Clssfcd Pos	11,721.00	11,273.00	136.08	120.66	10.71-	99.72
3601	WC Insurance Certificatd Positns	6,447.00	6,011.00	535.82	9,637.19	1,499.73	85.49
3602	WC Compensn Insurnc Class Positn	21,492.00	21,123.00	256.48	5,974.00	498.82-	99.38
3701	OPEB Allocated Certificatd Positn	11,821.00	10,853.00	1,009.97	18,156.76	2,709.76	85.96
3702	OPEB Allocated Classified Positn				11,259.94	1,416.91-	103.75
Total Employee Benefits		437,383.00	432,597.00	42,331.74	380,947.52	9,317.74	88.06
Books and Supplies							
4100	Apprvd Txtbook Cor Curricula Mtrl		525.00		517.33	7.67	98.54
4300	Materials and Supplies	20,000.00	20,298.00		10,792.16	9,505.84	53.17
4400	Noncapitalized Equipment	9,000.00	7,000.00			7,000.00	
Total Books and Supplies		29,000.00	27,823.00	.00	11,309.49	16,513.51	40.65
Services and Other Operating Expenditures							
5200	Travel and Conferences	5,000.00	11,000.00		10,694.28	305.72	97.22
5300	Dues and Memberships	2,000.00	2,760.00		2,310.02	449.98	83.70
5501	Gas Electricity	23,935.00	23,935.00		10,284.40	13,650.60	42.97
5502	Pest Control		700.00	138.76	550.00	11.24	78.57
5503	Sewer Fees		1,400.00		1,346.76	53.24	96.20
5505	Water		6,000.00	1,308.25	2,743.52	1,948.23	45.73
5506	Waste Disposal		3,000.00	423.38	2,062.47	514.15	68.75
5601	Facilities Rent	54,000.00	54,000.00		54,470.00	470.00-	100.87
5602	Copier Postage Meter Rents	1,000.00	1,000.00		335.30	664.70	33.53
5603	Copier Maintenance	3,000.00	9,500.00	238.39	6,649.76	2,611.85	70.00
5620	Equipment Rentals and Repairs		950.00		800.00	150.00	84.21
5640	Building and Site Repairs	3,500.00	17,500.00		6,889.44	10,610.56	39.37
5750	Transfers Direct Costs Interfund	18,308.00	19,000.00		1,915.32	17,084.68	10.08
5800	Prof Consulting Svcs and Oper Expend	67,000.00	97,000.00	8,437.00	121,252.14	32,689.14-	125.00
5804	Pre Employment Testing	9,500.00	9,500.00		2,489.50	7,010.50	26.21
5806	Advertising	40,000.00	40,000.00	11,371.00	15,846.40	12,782.60	39.62

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2020, Ending Account Period = 0, Stmt Option? = R,

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

Fund 11 - Adult Education Fund

Fiscal Year 2019/20 Through June 2020

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5850	Software Maintenance And Licences	14,625.00	17,078.00		16,590.24	487.76	97.14
5900	Communications	10,000.00	36,000.00	6,649.54	32,597.15	3,246.69-	90.55
	Total Services and Other Operating Expenditures	251,868.00	350,323.00	28,566.32	289,826.70	31,929.98	82.73
Capital Outlay							
6100	Land	15,000.00					NO BDGT
6200	Building Improvement Of Buildings	15,000.00					NO BDGT
6400	Equipment		5,100.00		14,056.21	8,956.21-	275.61
	Total Capital Outlay	30,000.00	5,100.00	.00	14,056.21	8,956.21-	275.61
Transfers of Indirect/direct support costs							
7350	Trans Indirect Costs Interfund	59,085.00	61,103.00			61,103.00	
	Total Transfers of Indirect/direct support costs	59,085.00	61,103.00	.00	.00	61,103.00	
Debt Service							
7438	Debt Service-Interest	34,076.00	34,076.00		51,511.81	17,435.81-	151.17
7439	Other Debt Service-Principal	50,764.00	50,764.00		541,772.71	491,008.71-	1,067.24
	Total Debt Service	84,840.00	84,840.00	.00	593,284.52	508,444.52-	699.30
	Total Year To Date Expenditures	1,629,213.00	1,708,786.00	98,916.26	1,939,711.02	329,841.28-	113.51

Fund 11 - Adult Education Fund

Fiscal Year 2019/20 Through June 2020

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,513,831.00	1,625,962.00		1,517,577.99	108,384.01	93.33
B. Expenditures	1,629,213.00	1,708,786.00	98,916.26	1,939,711.02	329,841.28-	113.51
C. Subtotal (Revenue LESS Expense)	115,382.00-	82,824.00-		422,133.03-	438,225.29	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	115,382.00-	82,824.00-		422,133.03-	438,225.29	
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	1,118,075.00		778,766.20		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	791,603.00	1,118,075.00				
Other				98,916.26		

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2019/20 Through June 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8220	ChildNutritionPrograms	765,000.00	970,000.00	685,697.88	284,302.12	70.69
		765,000.00	970,000.00	685,697.88	284,302.12	70.69
Total Federal Revenue						
Other State Revenues						
8520	ChildNutrition	83,000.00	75,000.00	53,321.29	21,678.71	71.10
		83,000.00	75,000.00	53,321.29	21,678.71	71.10
Total Other State Revenues						
Other Local Revenue						
8634	FoodServiceSales	115,000.00	15,000.00	21,254.97	6,254.97-	141.70
8660	Interest	100.00-	200.00-	604.76-	404.76	302.38
8699	AllOtherLocalRevenue	1,000.00	1,000.00		1,000.00	
		115,900.00	15,800.00	20,650.21	4,850.21-	130.70
Total Other Local Revenue						
Total Year To Date Revenues						
		963,900.00	1,060,800.00	759,669.38	301,130.62	71.61

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Classified Salaries							
2200	ClassifiedSupportSalaries	220,186.00	238,582.00	24,488.81	211,347.68	2,745.51	88.58
2201	ClassSupportSubPay	19,300.00	32,900.00		24,761.11	8,138.89	75.26
2202	ClassSupportExtraPay	12,100.00	12,100.00		10,050.58	2,049.42	83.06
2300	ClassSuprvsrAdministratorsSlry	57,336.00	59,602.00	5,418.33	54,183.30	.37	90.91
2400	ClericITechniclOffcStaffSlrys	21,210.00	13,411.00	1,554.61	11,996.61	140.22-	89.45
2401	ClericalSubPay		2,200.00		2,041.58	158.42	92.80
		330,132.00	358,795.00	31,461.75	314,380.86	12,952.39	87.62
Total Classified Salaries							
Employee Benefits							
3202	PERSClassifiedPositions	55,668.00	54,802.00	5,532.25	48,018.99	1,250.76	87.62
3302	OASDIMedicrAltrmtvClasPositn	19,653.00	20,589.00	1,937.49	18,925.49	273.98-	91.92
3312	MedicareClassified	4,595.00	4,815.00	453.12	4,426.21	64.33-	91.93
3402	HlthWlfarBenefitClasifidPositn	72,000.00	90,425.00	9,440.17	72,497.73	8,487.10	80.17
3502	StUnemplmntInsurncClassifidPos	158.00	167.00	15.63	152.63	1.26-	91.40
3602	WCCompenstnInsurnceClassPositn	8,109.00	8,426.00	754.48	7,539.17	132.35	89.48
3702	OPEBAllocatedClassifiedPositn	14,759.00	14,839.00	1,422.08	14,210.12	793.20-	95.76
		174,942.00	194,063.00	19,555.22	165,770.34	8,737.44	85.42
Total Employee Benefits							
Books and Supplies							
4300	MaterialsandSupplies	25,000.00	50,000.00	11,409.31	36,972.78	1,617.91	73.95

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2019/20 Through June 2020

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Books and Supplies (continued)							
4302	SuppersProgNonFood				7.99	7.99-	NO BDGT
4400	NoncapitalizedEquipment	8,000.00			3,498.19	3,498.19-	NO BDGT
4700	Food	499,850.00	559,000.00	74,327.80	387,795.14	96,877.06	69.37
	Total Books and Supplies	532,850.00	609,000.00	85,737.11	428,274.10	94,988.79	70.32
Services and Other Operating Expenditures							
5200	TravelandConferences	4,000.00	2,000.00		435.44	1,564.56	21.77
5300	DuesandMemberships	500.00	500.00		385.33	114.67	77.07
5620	EquipmentRentalsAndRepairs	2,000.00	1,500.00			1,500.00	
5750	TransfersDirectCostsInterfund	2,000.00	1,500.00		913.84	586.16	60.92
5800	ProfConsultingSrvcsandOperExpnd	3,000.00	3,000.00		2,696.55	303.45	89.89
5804	PreEmploymentTesting	2,500.00	2,500.00		1,999.00	501.00	79.96
5806	Advertising	350.00	350.00			350.00	
5850	SoftwareMaintenanceAndLicences	7,000.00	5,900.00		2,782.76	3,117.24	47.17
5900	Communications	500.00	500.00		152.63	347.37	30.53
	Total Services and Other Operating Expenditures	21,850.00	17,750.00	.00	9,365.55	8,384.45	52.76
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	43,086.00	40,212.00			40,212.00	
	Total Transfers of Indirect/direct support costs	43,086.00	40,212.00	.00	.00	40,212.00	
	Total Year To Date Expenditures	1,102,860.00	1,219,820.00	136,754.08	917,790.85	165,275.07	75.24

Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
Other Financing Sources						
Other Financing Sources						
8916	ToCafeFundFromGenFund	156,144.00	183,501.00	280,000.00	96,499.00-	152.59
	Total Other Financing Sources	156,144.00	183,501.00	280,000.00	96,499.00-	152.59
	Total Year To Date Other Financing Sources	156,144.00	183,501.00	280,000.00	96,499.00-	152.59

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2019/20 Through June 2020

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	963,900.00	1,060,800.00		759,669.38	301,130.62	71.61
B. Expenditures	1,102,860.00	1,219,820.00	136,754.08	917,790.85	165,275.07	75.24
C. Subtotal (Revenue LESS Expense)	138,960.00-	159,020.00-		158,121.47-	135,855.55	
D. Other Financing Sources and Uses	156,144.00	183,501.00		280,000.00	96,499.00-	152.59
LESS Uses						
E. Net Change in Fund Balance	17,184.00	24,481.00		121,878.53	39,356.55	
F. Fund Balance:						
Beginning Balance (9791)				19,147.44		
Audit Adjustments (9793)		19,147.00				
Other Restatements (9795)						
Adjusted Beginning Balance	.00	19,147.00		19,147.44		
G. Calculated Ending Balance	17,184.00	43,628.00		141,025.97		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unappropri (9790)	17,184.00	43,628.00		136,754.08		
Other						

Fund 25 - Capital Facilities Fund

Fiscal Year 2019/20 Through June 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	4,000.00	10,000.00	8,422.64	1,577.36	84.23
8681	Mitigation/Developer Fees	207,000.00	225,000.00	160,771.76	64,228.24	71.45
	Total Other Local Revenue	211,000.00	235,000.00	169,194.40	65,805.60	72.00
	Total Year To Date Revenues	211,000.00	235,000.00	169,194.40	65,805.60	72.00

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Services and Other Operating Expenditures							
5800	ProfConsultingSrvcsandOperExpnd				4,072.00	4,072.00-	NO BDGT
	Total Services and Other Operating Expenditures	.00	.00	.00	4,072.00	4,072.00-	NO BDGT
Capital Outlay							
6200	BuildingImprovementOfBuildings	.00	.00	.00	53,282.75	53,282.75-	NO BDGT
	Total Capital Outlay	.00	.00	.00	53,282.75	53,282.75-	NO BDGT
Debt Service							
7438	DebtService-Interest				4,917.79	4,917.79-	NO BDGT
7439	OtherDebtService-Principal				138,489.64	138,489.64-	NO BDGT
	Total Debt Service	.00	.00	.00	143,407.43	143,407.43-	NO BDGT
	Total Year To Date Expenditures	.00	.00	.00	200,762.18	200,762.18-	NO BDGT

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Other Financing Uses							
Interfund Transfers Out							
7619	OtherAuthrizdInterFndTrnsfrsOut	13,000.00	13,000.00		10,488.20	2,511.80	80.68
	Total Interfund Transfers Out	13,000.00	13,000.00	.00	10,488.20	2,511.80	80.68
	Total Year To Date Other Financing Uses	13,000.00	13,000.00	.00	10,488.20	2,511.80	80.68

Fund 25 - Capital Facilities Fund

Fiscal Year 2019/20 Through June 2020

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	211,000.00	235,000.00		169,194.40	65,805.60	72.00
B. Expenditures				200,762.18	200,762.18-	NO BDGT
C. Subtotal (Revenue LESS Expense)	211,000.00	235,000.00		31,567.78-	266,567.78	
D. Other Financing Sources and Uses						
Sources						
LESS Uses	13,000.00	13,000.00		10,488.20	2,511.80	80.68
E. Net Change in Fund Balance	198,000.00	222,000.00		42,055.98-	264,055.98	
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	864,029.00		599,973.20		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	790,625.00	864,029.00				
Other						

Fund 26 - RDAFeesFund

Fiscal Year 2019/20 Through June 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8625	ComRdvlpmntFndNotSubjct2LCLFFDd	119,000.00	119,000.00	159,131.27	40,131.27-	133.72
8660	Interest	5,000.00	8,000.00	6,587.06	1,412.94	82.34
	Total Other Local Revenue	124,000.00	127,000.00	165,718.33	38,718.33-	130.49
	Total Year To Date Revenues	124,000.00	127,000.00	165,718.33	38,718.33-	130.49

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Financial Statement

Fund 26 - RDAFeesFund

Fiscal Year 2019/20 Through June 2020

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	124,000.00	127,000.00		165,718.33	38,718.33-	130.49
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	124,000.00	127,000.00		165,718.33	38,718.33-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	124,000.00	127,000.00		165,718.33	38,718.33-	
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	642,849.00		681,566.88		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	614,966.00	642,849.00				
Other						

Fund 51 - BndIntRdmpFndA

Fiscal Year 2019/20 Through June 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	Rcvd	%
Revenue Detail							
Other State Revenues							
8571	VotdIndbtndnesLeviHmownrExmptn	5,000.00	5,000.00	1,368.71	3,631.29	27.37	
8572	VotdIndbtndnesLevOtrSbvtntnsInLuTx	1,000.00	1,000.00	1,464.94	464.94-	146.49	
	Total Other State Revenues	6,000.00	6,000.00	2,833.65	3,166.35	47.23	
Other Local Revenue							
8611	VotedIndebtdnssLevieSecurdRol	493,000.00	493,000.00	461,737.98	31,262.02	93.66	
8612	VotdIndebtdnssLevieUnscurdRol	20,000.00	20,000.00	28,010.49	8,010.49-	140.05	
8613	VotdIndebtdnssLeviePriYrTaxes	1,000.00	1,000.00	745.85	254.15	74.58	
8614	VotdIndbtndnssLevieSuplmtntTaxe	5,000.00	5,000.00	3,990.77	1,009.23	79.82	
8660	Interest	6,000.00	6,000.00	5,931.61	68.39	98.86	
	Total Other Local Revenue	525,000.00	525,000.00	500,416.70	24,583.30	95.32	
	Total Year To Date Revenues	531,000.00	531,000.00	503,250.35	27,749.65	94.77	

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 June 2020

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		503,250.35	27,749.65	94.77
B. Expenditures	485,000.00	485,000.00		485,000.00		100.00
C. Subtotal (Revenue LESS Expense)	46,000.00	46,000.00		18,250.35	27,749.65	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	46,000.00	46,000.00		18,250.35	27,749.65	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)	554,806.00	783,290.00		783,290.39		
Adjusted Beginning Balance	554,806.00	783,290.00		783,290.39		
G. Calculated Ending Balance	600,806.00	829,290.00		801,540.74		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	600,806.00	829,290.00				
Other						

Fund 52 - BndIntRdmptEndIB

Fiscal Year 2019/20 Through June 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	Rcvd %
Revenue Detail						
Other State Revenues						
8571	VoidIndbtdnesLeviHmownrExmptn	6,000.00	6,000.00	1,442.60	4,557.40	24.04
8572	VtdIndbtdnsLevOtrSbvntrnsInLuTx	1,000.00	1,000.00	1,033.64	33.64-	103.36
	Total Other State Revenues	7,000.00	7,000.00	2,476.24	4,523.76	35.37
Other Local Revenue						
8611	VotedIndebtdnesLevieSecurdRol	349,000.00	349,000.00	343,221.24	5,778.76	98.34
8612	VoidIndebtdnesLevieUnscurdRol	16,000.00	16,000.00	19,777.94	3,777.94-	123.61
8613	VoidIndebtdnesLeviePriYrTaxes	1,000.00	1,000.00	540.43	459.57	54.04
8614	VotdIndbtdnsLevieSuplmntlTaxe	3,000.00	3,000.00	2,869.79	130.21	95.66
8660	Interest	13,000.00	13,000.00	4,290.70	8,709.30	33.01
	Total Other Local Revenue	382,000.00	382,000.00	370,700.10	11,299.90	97.04
	Total Year To Date Revenues	389,000.00	389,000.00	373,176.34	15,823.66	95.93

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 - BndIntRdmpfEndB

Fiscal Year 2019/20 Through June 2020

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	389,000.00	389,000.00		373,176.34	15,823.66	95.93
B. Expenditures	360,000.00	360,000.00		360,000.00		100.00
C. Subtotal (Revenue LESS Expense)	29,000.00	29,000.00		13,176.34	15,823.66	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	29,000.00	29,000.00		13,176.34	15,823.66	
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	601,425.00		585,601.32		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	459,078.00	601,425.00				
Other						

Fund 53 - BndIntRdmpFndHarrison

Fiscal Year 2019/20 Through June 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotIndbtednesLeviHmownrExmptn	17,000.00	17,000.00	3,840.36	13,159.64	22.59
8572	VotIndbtdnsLevOtrSbvtntnsInLuTx	3,000.00	3,000.00	3,077.18	77.18-	102.57
	Total Other State Revenues	20,000.00	20,000.00	6,917.54	13,082.46	34.59
Other Local Revenue						
8611	VotedIndebtdnssLevieSecurdRol	959,000.00	959,000.00	895,137.87	63,862.13	93.34
8612	VotIndebtdnesLevieUnscurdRol	43,000.00	43,000.00	58,821.92	15,821.92-	136.80
8613	VotIndebtdnesLeviePriYrTaxes	1,000.00	1,000.00	1,506.46	506.46-	150.65
8614	VotIndbtdnssLevieSuplmtntTaxe	10,000.00	10,000.00	8,457.45	1,542.55	84.57
8660	Interest		9,000.00	10,851.83	1,851.83-	120.58
	Total Other Local Revenue	1,013,000.00	1,022,000.00	974,775.53	47,224.47	95.38
	Total Year To Date Revenues	1,033,000.00	1,042,000.00	981,693.07	60,306.93	94.21

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	230,671.00		230,671.14	.14-	100.00
	Total Debt Service	903,250.00	815,671.00	.00	815,671.14	.14-	100.00
	Total Year To Date Expenditures	903,250.00	815,671.00	.00	815,671.14	.14-	100.00

Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
Other Financing Sources						
Other Financing Sources						
8979	AllOtherFinancingSources			4,520.71	4,520.71-	NO BDGT
	Total Other Financing Sources	.00	.00	4,520.71	4,520.71-	NO BDGT
	Total Year To Date Other Financing Sources	.00	.00	4,520.71	4,520.71-	NO BDGT

Fund 53 - BndIntRdmpFndHarrison

Fiscal Year 2019/20 Through June 2020

Description

Revenues, Expenditures, and Changes in Fund Balance

	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
A. Revenues	1,033,000.00	1,042,000.00		981,693.07	60,306.93	94.21
B. Expenditures	903,250.00	815,671.00		815,671.14	.14-	100.00
C. Subtotal (Revenue LESS Expense)	129,750.00	226,329.00		166,021.93	60,307.07	
D. Other Financing Sources and Uses						
Sources				4,520.71	4,520.71-	NO BDGT
LESS Uses						
E. Net Change in Fund Balance	129,750.00	226,329.00		170,542.64	55,786.36	
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	1,538,353.00		1,482,566.89		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,012,116.00	1,538,353.00				
Other						

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2019/20 Through June 2020

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	20,000.00	20,000.00	21,867.97	1,867.97-	109.34
8699	AllOtherLocalRevenue	23,000.00	23,000.00	28,280.90	5,280.90-	122.96
	Total Other Local Revenue	43,000.00	43,000.00	50,148.87	7,148.87-	116.63
	Total Year To Date Revenues	43,000.00	43,000.00	50,148.87	7,148.87-	116.63
Expenditure Detail						
Services and Other Operating Expenditures						
5800	ProfConsultingSrvcsandOperExpnd	43,000.00	43,000.00	56,100.00	13,100.00-	130.47
	Total Services and Other Operating Expenditures	43,000.00	43,000.00	56,100.00	13,100.00-	130.47
	Total Year To Date Expenditures	43,000.00	43,000.00	56,100.00	13,100.00-	130.47

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2019/20 Through June 2020

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		50,148.87	7,148.87-	116.63
B. Expenditures	43,000.00	43,000.00		56,100.00	13,100.00-	130.47
C. Subtotal (Revenue LESS Expense)	.00	.00		5,951.13-	5,951.13	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		5,951.13-	5,951.13	
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		1,483,013.57		
*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 June 2020

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 June 2020

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues						
B. Expenditures						
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses				165,128.09	165,128.09-	NO BDGT
Sources						
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)						
Undesig/Unapprop (9790)						
Other						

Checks Dated 05/07/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-176629	05/07/2020	Guthrie, Brian	01-4300	NUMEROUS CLASSROOM SUPPLIES		562.08
3005-176630	05/07/2020	Siplin Jr., Durell B	01-5900	POSTAGE/ STUDENTS PACKET		28.75
3005-176631	05/07/2020	Drury, Timothy	01-5200	MILEAGE REIMB. EQUITY CONF.		147.77
3005-176632	05/07/2020	ACCOUNTABLE HEALTHCARE	01-5800	SHARLET WAGNER TIMESHEET- 4/22/2020	80.00	
				SHARLET WAGNER TIMESHEET- 4/27-28/2020	320.00	400.00
3005-176633	05/07/2020	ANIXTER INC	01-4300	MAINT. PARTS AND SUPPLIES		139.46
3005-176634	05/07/2020	AT&T	01-5900	ACCT. 9391008278 APRIL2020	20.96	
				ACCT. 9391008279 APRIL2020	20.84	
				ACCT. 9391008280 APRIL2020	20.86	
				ACCT. 9391008281 APRIL2020	20.86	
				ACCT. 9391008282 APRIL2020 DW	1,109.82	
			11-5900	ACCT. 9391008282 APRIL2020 DW	29.68	
				ACCT. 9391047160 APRIL2020	93.27	
			13-5900	ACCT. 9391008282 APRIL2020 DW	15.26	1,331.55
3005-176635	05/07/2020	WILLIAM PATTERSON BETTER BUILT FENCE	01-5640	SERVE DONE AT LP HS		2,180.00
3005-176636	05/07/2020	CDW GOVERNMENT INC	13-4300	HP COLOR PRINTER FOR CAFETERIA		347.57
3005-176637	05/07/2020	COMERS PRINT SHOP	01-4300	#10 WINDOW ENVELOPE		239.23
3005-176638	05/07/2020	Condensed Curriculum International, Inc.	11-5800	EKG TECH CLASSES	14,259.40	
				HET MED/PHAR. TECH CLASSES	16,999.50	31,258.90
3005-176639	05/07/2020	DANIELSEN CO	13-4700	APRIL2020 FS/LP		1,212.55
3005-176640	05/07/2020	DAY WIRELESS SYSTEMS	01-5900	MAY2020 BILLING		762.00
3005-176641	05/07/2020	ENLOE MEDICAL CENTER	01-5804	MARCH2020 PRE SCREENING	392.00	
			13-5804	MARCH2020 PRE SCREENING	329.00	721.00
3005-176642	05/07/2020	GOLD STAR FOODS	13-4700	APRIL 2020 FOOD SUPPLIES- LP	3,043.00	
				APRIL 2020 FOOD SUPPLIES- OUHS	328.55	
				MARCH 2020 FOOD SUPPLIES- LP	392.04	
				MARCH 2020 FOOD SUPPLIES- OUHS	2,279.88	
				MAY 2020 FOOD SUPPLIES- LP	1,335.79	7,379.26
3005-176643	05/07/2020	GRAINGER INC	01-4300	MAINT. SUPPLIES		444.73
3005-176644	05/07/2020	HILLYARD INC.	01-4300	MAINT. SUPPLIES		659.98
3005-176645	05/07/2020	HUMBOLDT COE	01-5850	PERSONAL DATA WIZARD		130.00
3005-176646	05/07/2020	JACK SCHREDER & ASSOCIATES INC	25-5800	DEVELOPER FEE JUSTIFICATION STUDY		4,072.00
3005-176647	05/07/2020	JACKSONS GLASS CO	01-4300	WINDOWS REPAIRS		75.00
3005-176648	05/07/2020	NORTHAM DISTRIBUTORS INC	13-4700	APRIL2020- FS/ LP	3,441.38	
				MAY2020- FS/ LP	388.96	3,830.34
3005-176649	05/07/2020	O'REILLY AUTOMOTIVE INC	01-4363	TRANS/ CERAMIC PADS	56.85	

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

ESCAPE

ONLINE

Checks Dated 05/07/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-176649	05/07/2020	OREILLY AUTOMOTIVE INC	01-4363	TRANS/ CREDIT	56.85-	
				TRANS/ MANIFOLD	3.15	
				TRANS/ OIL FILTER	8.98	12.13
3005-176650	05/07/2020	OROVILLE ADULT ED REVOLVING	11-5800	MARCH REIMB. CHECK#1306-1314	10.00	
3005-176651	05/07/2020	OROVILLE POWER EQUIPMENT	11-8671	MARCH REIMB. CHECK#1306-1314	897.95	907.95
3005-176652	05/07/2020	OUHSD SCHOLARSHIP FUND	01-4300	WHEEL AND EDGER BLADE		62.31
3005-176653	05/07/2020	PERSEUS ASSOCIATES	73-5800	REIMB CHECK 1553-1561		4,400.00
3005-176654	05/07/2020	PG&E	01-5850	MAY/JUNE2020 HOSTING FEE		772.00
3005-176655	05/07/2020	PSAT/NMSQT	01-5501	APRIL2020 #0290829210-1		525.07
3005-176656	05/07/2020	RAY MORGAN COMPANY	01-5800	PSAT TESTING		1,113.00
			01-5602	CONTRACT/USAGE- OHS	1,065.16	
			01-5603	CONTRACT/USAGE- OHS	289.70	1,354.86
3005-176657	05/07/2020	RIVERSIDE TECHNOLOGIES INC.	01-4300	VIEWSONIC CART		430.84
3005-176658	05/07/2020	S&L Meat Sales Company, Inc.	13-4300	APRIL FS/ LP	1,243.98	
			13-4700	APRIL FS/ LP	3,667.05	
				MAY FS/ LP	847.72	
				Unpaid Sales Tax	84.08-	5,674.67
3005-176659	05/07/2020	School Steps Inc.	01-5800	MARCH2020 EDUCATIONAL PSYCH		15,627.50
3005-176660	05/07/2020	SFWP - ACCTS RECEIVABLE	01-5505	APRIL2020 BILLING LP #007847-000	168.61	
				APRIL2020 BILLING LP AG #007833-000	96.11	264.72
3005-176661	05/07/2020	SHERWIN WILLIAMS CO	01-4300	PAINT SUPPLIES- LP		985.61
3005-176662	05/07/2020	TOTAL EDUCATION SOLUTIONS	01-5800	MARCH2020 LAS/SLPA SERVICES		5,195.00
3005-176663	05/07/2020	Tree Of Life Tree Service	01-5800	PRUNING OF 2 LARGE CEDARS/ LP		3,000.00
Total Number of Checks					35	96,247.83

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	26	36,697.38
11	AdultEducationFund	3	32,289.80
13	CafeteriaSpecialRevenueFund	7	18,872.73
25	CapitalFacilitiesFund	1	4,072.00
73	FoundationPrivPurposeTrustFu	1	4,400.00

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.

Checks Dated 05/07/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
		Total Number of Checks	35			96,331.91
		Less Unpaid Sales Tax Liability				84.08
		Net (Check Amount)				96,247.83

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), May 12 2020
2:10PM

Checks Dated 05/14/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-176977	05/14/2020	ANDREA BEAUCHANE	11-8671	TUITION REFUND BEGINNERS COMP 2		60.00
3005-176978	05/14/2020	ASHLEY VIERSTRA	11-8671	TUITION REFUND MS OFC		60.00
3005-176979	05/14/2020	AUBREY OPP	11-8671	TUITION REFUND SIGN LANGUAGE		50.00
3005-176980	05/14/2020	BREWSTER BEATTIE	11-8671	TUITION REFUND MS OFC		60.00
3005-176981	05/14/2020	CAREY ROBINSON	11-8671	TUITION REFUND BEGINNERS COMP 2		60.00
3005-176982	05/14/2020	CATHY LEMOS	11-8671	TUITION REFUND MS OFC		60.00
3005-176983	05/14/2020	CHERYL KNOTT	11-8671	TUITION REFUND WATER COLOR CLASS		50.00
3005-176984	05/14/2020	CONNIE BRENNAN	11-8671	TUITION REFUND MS OFC		60.00
3005-176985	05/14/2020	DENA BERRY	11-8671	TUITION REFUND SIGN LANGUAGE		50.00
3005-176986	05/14/2020	DYLAN TELLESEN	11-8671	TUITION REFUND SIGN LANGUAGE		50.00
3005-176987	05/14/2020	GABRIELLE BENATHY	11-8671	TUITION REFUND SIGN LANGUAGE		50.00
3005-176988	05/14/2020	JOELLA COSTIGAN	11-8671	TUITION REFUND MS OFC		60.00
3005-176989	05/14/2020	JULIE BROWNING	11-8671	TUITION REFUND SIGN LANGUAGE		50.00
3005-176990	05/14/2020	KRISTEN MONTGOMERY	11-8671	TUITION REFUND SIGN LANGUAGE		50.00
3005-176991	05/14/2020	MARIA GONZALEZ	11-8671	TUITION REFUND CNA		998.00
3005-176992	05/14/2020	MARIO LEMOS	11-8671	TUITION REFUND MS OFC/ BEGINNERS		120.00
3005-176993	05/14/2020	MICHELLE AUSTIN	11-8671	TUITION REFUND SIGN LANGUAGE		50.00
3005-176994	05/14/2020	REGINA WALKER	11-8671	TUITION REFUND MS OFC		60.00
3005-176995	05/14/2020	RUSSELL BROWNING	11-8671	TUITION REFUND SIGN LANGUAGE		50.00
3005-176996	05/14/2020	SARA PEREZ MONTES	11-8671	TUITION REFUND MS OFC		60.00
3005-176997	05/14/2020	SONDRA MURPHY	11-8671	TUITION REFUND SIGN LANGUAGE		50.00
3005-176998	05/14/2020	VICKI HIGBY	11-8671	TUITION REFUND SIGN LANGUAGE		50.00
3005-176999	05/14/2020	Siplin Jr., Durell B	01-5900	MAILING PACKET FOR STUDENT DUE TO COVID		32.65
3005-177000	05/14/2020	ACCOUNTABLE HEALTHCARE	01-5800	SHARLET WAGNER TIMESHEET-5/06/2020		80.00
3005-177001	05/14/2020	BSN SPORTS	01-4300	MAGIA BALL	1,688.12	
				NET SOFTBALL SUPPLIES	1,407.64	3,095.76
3005-177002	05/14/2020	BUTTE COUNTY SHERIFF	01-5800	FY 2019-20/ SCHOOL RESOURCE OFFICER SERVICES/ 3RD QTR		40,065.73
3005-177003	05/14/2020	CALIFORNIA WATER SERVICE	01-5505	MAY 2020 BILLING/ 9931655860	22.38	
			11-5505	MAY 2020 BILLING/ 8767360151	139.82	162.20
3005-177004	05/14/2020	CENTURY LINK	01-5900	4/01/2020-4/30/2020 - BILLING #87101630		.22
3005-177005	05/14/2020	COMCAST	11-5900	MAY BILLING- #933675892	1,595.44	
			11-8699	MAY E-RATE #933675892	1,279.55-	315.89
3005-177006	05/14/2020	DANNIS WOLIVER KELLEY	01-5801	BUSINESS MATTERS #001121	145.00	
				CERT NEGOTIATION #002202	924.00	
				CLAS NEGOTIATIONS #002203	6,804.00	

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.

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Checks Dated 05/14/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-177006	05/14/2020	DANNIS WOLIVER KELLEY	01-5801	J.T. COMPLAINT #020419 PERSONNEL ISSUES #001106 S.K. CERT DISCIPLINE #020220	15,528.58 823.00 280.00	24,504.58
3005-177007	05/14/2020	FARONICS TECHNOLOGIES USA INC	01-5850	INSIGHT PERPETUAL LICENSE AND MAINTENANCE		1,169.64
3005-177008	05/14/2020	GRAINGER INC	01-4300	MAINT. SUPPLIES		1,316.80
3005-177009	05/14/2020	HERFF JONES	01-4300	DEPLOMA/ OHS		673.59
3005-177010	05/14/2020	HILLYARD INC.	01-4300	MAINT. SUPPLIES		965.82
3005-177011	05/14/2020	HOME DEPOT	01-4300	OHS- MAINT/ SANTOS		159.68
3005-177012	05/14/2020	INSIDE OUT DESIGNS	01-4300	3"X8" ALUMINUM SIGN	84.44	
3005-177013	05/14/2020	LA COSTENA RESTAURANT	01-4300	48 X 72 ALUMINUM SIGN	600.64	685.08
3005-177014	05/14/2020	MT SHASTA SPRING WATER CO INC	01-4300	3/10/2020 BOARD MEETING		242.31
3005-177015	05/14/2020	PG&E	01-5501	1-5 GAL/ DO		10.40
3005-177016	05/14/2020	RESERVE ACCOUNT	01-5900	APRIL2020 BILLING 7241342564-5	6,765.47	
3005-177017	05/14/2020	PUBLIC CONSULTING GROUP INC.	01-5200	MAY BILLING 625577568-3	227.70	
3005-177018	05/14/2020	RAY MORGAN COMPANY	01-5602	APRIL2020 BILLING 7241342564-5 POSTAGE REFILL FOR OHS 2020 SUMMER PARAPROFESSIONAL ACADEMY 4 QTR CONTRACT USAGE/LP COPY ROOM 4QTR CONTRACT SERVICE/ USAGE/ LP OFFICES	308.55 2,302.49 1,940.15	7,301.72 1,500.00 7,968.00
3005-177019	05/14/2020	RECOLOGY BUTTE COLLUSA COUNTIES	01-5603	4 QTR CONTRACT USAGE/ LP COPY ROOM 4QTR CONTRACT SERVICE/ USAGE/ LP OFFICES	905.78 408.07	
3005-177020	05/14/2020	SYNECTIC TECHNOLOGIES	11-5603 11-5850	4 QTR CONTRACT/ OAE CLASS ROOM LSAP/LASERFICHE- OAE LP/ 021396977	413.28 612.24 222.73	6,582.01
3005-177021	05/14/2020	THE MUSIC CONNECTION SALLY S MACMILLAN	01-5506	TRANS/ 020088658	171.92	
3005-177022	05/14/2020	THERMALITO WATER & SEWER DIST	11-5506	OAE/ 021126259	190.35	585.00
3005-177023	05/14/2020	US BANK CORPORATE PAYMENT SYSTEM	01-5620	REMOTE LABOR TO ACESS VM REMOTELY	1,015.25	
3005-177024	05/14/2020	THE MUSIC CONNECTION SALLY S MACMILLAN	01-4300	MUSICAL INSTRUMENT AND PIANO	339.25	
3005-177025	05/14/2020	THERMALITO WATER & SEWER DIST	01-5505	MAY2020- 617301	76.66	
3005-177026	05/14/2020	US BANK CORPORATE PAYMENT SYSTEM	01-4300	MAY2020- 620601 0909- R. DARRACH/ K-GAS	80.79 26.98	157.45

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ESCAPE

ONLINE

Checks Dated 05/14/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-177023	05/14/2020	US BANK CORPORATE PAYMENT SYSTEM	01-4300	0909- R. DARRACH/ MJB	480.95	
				0950- D. RAMOS/ AMAZON	559.89	
				0950- D. RAMOS/ COSTCO	107.24	
				2510- C. WILLENBERG/ STAPLES	87.93	
				5501- T. DRURY/ DAVE BURGESS	289.58	
				5501- T. DRURY/ WALMART	660.36	
				5996- CRISTI/ CROWN AWARDS	81.98	
				5996- CRISTI/ OFFICE DEPOT	221.94	
				5996- CRISTI/ STAR BUCKS	53.85	
				6976- J. OCHS/ OFFICE DEPOT	56.39	
				8163- A. VON DER	248.18	
				8163- A.VON DER	70.93	
				8808- J. LAGRONE/ AMAZON	1,326.45	
				9689- K. SIMAS/ WALMART	48.63	
			01-5200	0950- D. RAMOS/ CA MOCK FINAL	1,275.00	
				0950- D. RAMOS/ GREAT ESCAPE TRAVEL	3,750.20	
				9689- K. SIMAS/ JACIA	175.00	
			01-5900	0215- R. SANDERS/ UPS	27.27	
				5501- T. DRURY/ USPS	53.73	
				5996- CRISTI/ USPS	679.70	
			13-4300	7723- J. DEADMORE/ WEBSTRAUNT	617.39	
			25-6200	8808- J. LAGRONE/ COPY CENTER	15.00	10,914.57
				Total Number of Checks	47	112,051.60

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	24	107,231.08
11	AdultEducationFund	27	4,188.13
13	CafeteriaSpecialRevenueFund	1	617.39
25	CapitalFacilitiesFund	1	15.00
	Total Number of Checks	47	112,051.60
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		112,051.60

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), May 19 2020
9:21AM

Checks Dated 05/21/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-177359	05/21/2020	Deadmore, Jacqueline	13-5200	ONLINE WORKSHOP		75.00
3005-177360	05/21/2020	ALL METALS PIPE & STEEL SUPPLY	01-4300	FENCE TUBE		26.01
3005-177361	05/21/2020	ANIXTER INC	01-4300	MAINT. PARTS AND SUPPLIES		752.62
3005-177362	05/21/2020	BETTER DEAL EXCHANGE	01-4300	MAINT. SUPPLIES/BILL	140.06	
				MAINT. SUPPLIES/DEAN	150.59	
				MAINT. SUPPLIES/ JIM	64.14	
				MAINT. SUPPLIES/ JOHNNY	5.82	
				MAINT. SUPPLIES/ MARK	266.18	
				MAINT. SUPPLIES/ RUSSELL	86.73	
				MAINT. SUPPLIES/ SANTOS	25.66	
				MAINT. SUPPLIES/ STEVE	75.06	814.24
3005-177363	05/21/2020	BEYONDTRUST CORP	01-5850	REMOTE SUPPORT LICENSE		2,493.95
3005-177364	05/21/2020	BSN SPORTS	01-4300	FOOTBALL SHOULDER PADS AND HELMETS		7,968.89
3005-177365	05/21/2020	DIRKS AUTOMOTIVE & TRANSMISSION	01-5620	SUTOMATIC TRANS FLUID	355.11	
				SUTOMATIC TRANS FLUID & FILTER	358.35	713.46
3005-177366	05/21/2020	HOBBS PEST SOLUTIONS INC	01-5502	MAY2020 SERVICE/ DO	50.00	
				MAY2020 SERVICE/ TRANS	75.00	
			11-5502	MAY2020 SERVICE/ OAE	55.00	180.00
3005-177367	05/21/2020	HOME DEPOT	01-4300	OHS- MAINT/ RUSSELL	78.40	
				OHS- MAINT/ SANTOS	78.09	156.49
3005-177368	05/21/2020	OROVILLE ADULT ED REVOLVING	11-5800	APRIL REIMB. CK#1306-1314		10.00
3005-177369	05/21/2020	OUHSD Cafeteria Account	13-5800	SERVICE CHARGE APRIL2020		20.00
3005-177370	05/21/2020	OUHSD CLEARING ACCOUNT	01-5800	APRIL SERVICE CHARGE		10.00
3005-177371	05/21/2020	OUHSD REVOLVING FUND	01-5800	STOP PAY CHARGE 4/06		25.00
3005-177372	05/21/2020	PRACTI-CAL INC	01-5800	MEDI-CAL CLAIMS TRANSF.		31.66
3005-177373	05/21/2020	PSAT/NMSQT	01-5800	PSAT TESTING/ OHS		1,224.00
3005-177374	05/21/2020	School Steps Inc.	01-5800	APRIL EDUCATIONAL PSYCH	12,065.00	
				APRIL BEHAVIOR TECH	3,132.50	
				MARCH BCBA/ BEHAVIOR TECH.	2,390.00	17,587.50
3005-177375	05/21/2020	SPURR	01-5501	BILLING 3/25/2020-4/23/2020	5,008.67	
			11-5501	BILLING 3/25/2020-4/23/2020	285.01	5,293.68
3005-177376	05/21/2020	TOTAL SCHOOL SOLUTIONS	01-5800	COMP3 D.DULLY ONLINE TRAINING		1,500.00
3005-177377	05/21/2020	US BANK CORPORATE PAYMENT SYSTEM	01-4300	5501- T. DRURY/ COMERS	67.66	
				5501- T. DRURY/ HOME DEPOT	255.34	
				5501- T. DRURY/ USPO	168.60	
				5996- C. TELLECHEA/ 4IMPRINT	944.62	
				5996- C. TELLECHEA/ EDGEWOOD	813.28	
The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.					ESCAPE	ONLINE

Checks Dated 05/21/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-177377	05/21/2020	US BANK CORPORATE PAYMENT SYSTEM	01-4300	8808- J. LAGRONE/ AMAZON	829.42	
				8808- J. LAGRONE/ OFFICE DEPOT	226.85	
			01-5200	5501- T. DRURY/ VIRTUAL BOLD CONF.	245.00	
			01-5850	8808- J. LAGRONE/ SAFETY REPORT	500.00	4,050.77
Total Number of Checks					19	42,933.27

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	16	42,488.26
11	AdultEducationFund	3	350.01
13	CafeteriaSpecialRevenueFund	2	95.00
Total Number of Checks		19	42,933.27
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			42,933.27

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), May 26 2020
11:39AM

Checks Dated 05/28/2020 through 06/02/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-177848	05/28/2020	Deadmore, Jacqueline	13-4300	INK TONER SUPPLIES		36.79
3005-177849	05/28/2020	ACCOUNTABLE HEALTHCARE	01-5800	SHARLET WAGNER TIMESHEET-05/11/2020-05/13/2020		400.00
3005-177850	05/28/2020	ALICIA CUEVAS	01-5800	TRANSLATION BILLING/ J.G		20.00
3005-177851	05/28/2020	ALPHA FIRED ARTS CERAMIC SUPPLIES NOW	01-4300	CERAMICS- C. OLSON		224.10
3005-177852	05/28/2020	BETTER DEAL EXCHANGE	01-4300	MAINT. SUPPLIES/ BILL	44.55	
				MAINT. SUPPLIES/ MARK	22.91	
				MAINT. SUPPLIES/ RUSSELL	94.74	
				MAINT. SUPPLIES/ SANTOS	18.79	180.99
3005-177854	05/28/2020	CHICO ER OROVILLE MERCURY NORTH VALLEY	25-6200	PUBLIC NOTICE HEARING		261.36
		COMMUNITY MEDIA				
3005-177855	05/28/2020	DAN'S ELECTRICAL SUPPLY	01-4300	LP- BOYS LOCKER ROOM SUPPLIES		62.35
3005-177856	05/28/2020	GOLD STAR FOODS	13-4700	MAY 2020 FOOD SUPPLIES- LP	3,338.23	
				MAY 2020 FOOD SUPPLIES- LP CREDIT	364.23-	
				MAY 2020 FOOD SUPPLIES- OUHS STATE FEES	33.30	
				MAY2020 FOOD SUPPLIES- OUHS STORAGE FEES	194.75	3,202.05
3005-177857	05/28/2020	GRAINGER INC	01-4300	MAINT. SUPPLIES		280.07
3005-177858	05/28/2020	HILL YARD INC.	01-4300	MAINT. SUPPLIES		1,539.45
3005-177859	05/28/2020	HOME DEPOT	01-4300	OHS- MAINT/ DEAN	838.86	
				OHS- MAINT/ JIM	280.34	
				OHS- MAINT/ RUSSELL	591.98	
				OHS- MAINT/ SANTOS	151.72	1,862.90
3005-177860	05/28/2020	MJB SALES & SERVICE	01-5620	SERVICE CALL		899.37
3005-177861	05/28/2020	OFFICE DEPOT	01-4300	DO SUPPLIES/ CHOPPER		462.10
3005-177862	05/28/2020	OROVILLE POWER EQUIPMENT	01-4300	TITANIUM LINE		64.94
3005-177863	05/28/2020	PG&E	01-5501	MAY BILLING 8353087371-6		321.53
3005-177864	05/28/2020	RESERVE ACCOUNT	01-5900	POSTAGE REFILL FOR PHS		500.00
3005-177865	05/28/2020	S&L Meat Sales Company, Inc.	13-4300	MAY2020 FS/ LP	143.21	
			13-4700	MAY2020 FS/ LP	4,746.99	
				Unpaid Sales Tax	18.93-	4,871.27
3005-177866	05/28/2020	Semington Architects Inc	25-6200	ELECTRICAL HVAC OHS	8,371.25	
				HVAC PROJECT OHS	12,749.75	21,121.00
3005-177867	05/28/2020	SEVEN UP BOTTLING COMPANY OF CHICO INC	11-5601	JUNE2020 LEASING		4,500.00
3005-177868	05/28/2020	SHERWIN WILLIAMS CO	01-4300	PAINT SUPPLIES- LP	774.08	
				PAINT SUPPLIES- LP/OHS	3,024.99	
				PAINT SUPPLIES- OHS	324.64	4,123.71

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
Page 1 of 2

Checks Dated 05/28/2020 through 06/02/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-177869	05/28/2020	State Of California Energy Resources Conservation	01-7439	LOAN 005-15-ECG PAYMENT #4		147,368.43
3005-177870	05/28/2020	STOTT OUTDOOR ADVERTISING	01-5806	DIGITAL AD 5/18/2020-5/31/2020		810.00
3005-177871	05/28/2020	Tree Of Life Tree Service	01-5800	TREE REMOVAL OHS		5,000.00
3813-177853	05/28/2020	CALIFORNIA'S VALUED TRUST FINANCE DEPARTMENT	76-9544	JUNE2020 BILLING- RETIRED	37,481.00	
			76-9560	JUNE2020 BILLING- ACTIVE	347,657.72	385,138.72
Total Number of Checks					24	583,251.13

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	17	164,119.94
11	AdultEducationFund	1	4,500.00
13	CafeteriaSpecialRevenueFund	3	8,129.04
25	CapitalFacilitiesFund	2	21,382.36
76	Warrant/Pass-ThroughFund	1	385,138.72
Total Number of Checks		24	583,270.06
Less Unpaid Sales Tax Liability			18.93
Net (Check Amount)			583,251.13

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
Page 2 of 2

Checks Dated 06/04/2020 through 06/08/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-178262	06/04/2020	Deadmore, Jacqueline	13-4300	COPY PAPER SUPPLY		49.32
3005-178263	06/04/2020	ACCOUNTABLE HEALTHCARE	01-5800	SHARLET WAGNER TIMESHEET-05/18/2020-05/21/2020	480.00	
				SHARLET WAGNER TIMESHEET-05/26/2020 & 05/29/2020	760.00	1,240.00
3005-178264	06/04/2020	CALIFORNIA WATER SERVICE	01-5505	JUNE BILLING # 0556577777		2,568.86
3005-178265	06/04/2020	COMERS PRINT SHOP	01-4300	GRADUATION PROGRAMS- LP		910.44
3005-178266	06/04/2020	DAN'S ELECTRICAL SUPPLY	01-4300	LP- BOYS LOCKER ROOM SUPPLIES		6.30
3005-178267	06/04/2020	DAY WIRELESS SYSTEMS	01-5900	MAY2020 BILLING		762.00
3005-178268	06/04/2020	DONTE DAWAN CLARK	01-4200	10- KNOWFREEDOM BOOKS		216.50
3005-178269	06/04/2020	HILLYARD INC.	01-6400	MAINT. SUPPLIES		13,138.45
3005-178270	06/04/2020	INSIDE OUT DESIGNS	01-4300	48 X 96 SIGN OHS		404.13
3005-178271	06/04/2020	JW PEPPER MUSIC	01-4300	MUSIC SUPPLIES/ M.WALKER		865.15
3005-178272	06/04/2020	LG ENVIRONMENTAL	01-5800	MAY2020- MONTHLY INSPECTION		150.00
3005-178273	06/04/2020	NORCAL KENWORTH	01-4362	COOLANT 55 GAL DRUM		761.73
3005-178274	06/04/2020	NORTHAM DISTRIBUTORS INC	13-4700	JUNE2020- FS/ LP	299.12	
				MAY2020- FS/ LP	3,615.38	3,914.50
3005-178275	06/04/2020	OFFICE DEPOT	01-4300	OHS SUPPLIES		87.64
3005-178276	06/04/2020	OREILLY AUTOMOTIVE INC	01-4363	AIR FILTER	75.68	
				OIL FILTER	18.94	94.62
3005-178277	06/04/2020	OROVILLE POWER EQUIPMENT	01-4300	TRIMMER HEAD		57.44
3005-178278	06/04/2020	PAC PIZZA LLC	13-4700	2019 DUE FS/ LP	114.76	
				2019 DUE FS/ OHS CAFE	15.16	
				2019 DUE FS/ PHS	15.02	144.94
3005-178279	06/04/2020	PG&E	01-5501	MAY2020 BILLING 7241342564-5	3,668.95	
			11-5501	MAY2020 BILLING 7241342564-5	299.55	3,968.50
3005-178280	06/04/2020	POWERSCHOOL GROUP LLC	01-5850	SY20/21 ENROLLMENT REGISTRATION		12,953.64
3005-178281	06/04/2020	PRACTI-CAL INC	01-5800	MEDI-CAL CLAIMS TRANSF.		83.55
3005-178282	06/04/2020	RECOLOGY BUTTE COLUSA COUNTIES	01-5506	LP/ 021396977	683.07	
				OHS/ 020007641	305.58	
				PHS/ 020173831	331.83	
				TRANS/ 020088658	214.74	
			01-5800	LP/ 624689	97.28	
			11-5506	OAE/ 021126259	197.70	1,830.20
3005-178283	06/04/2020	S&L Meat Sales Company, Inc.	13-4700	MAY2020 FS/ LP		1,102.15
3005-178284	06/04/2020	SFWP - ACCTS RECEIVABLE	01-5505	MAY2020 BILLING LP #007847-000	283.46	
				MAY2020 BILLING LP AG #007833-000	125.93	409.39
3005-178285	06/04/2020	TEHAMA TIRE SERVICE	01-4364	FORD F150XL SERVICE		692.60

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
Page 1 of 2

Checks Dated 06/04/2020 through 06/08/2020

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-178286	06/04/2020	TOTAL SCHOOL SOLUTIONS	01-5800	COMPT.1 N.PETERSON ZOOM MEETING		3,000.00
3005-178287	06/04/2020	US POSTAL SERVICE	11-5900	FALL COURSE CATALOGS		6,849.54
3005-178288	06/04/2020	Condensed Curriculum International, Inc.	11-5800	EKG TECH/ REISSUE	3,417.15	
				EKG TECH/ REISSUE TO CORRECT AMOUNT	7,589.58	
				HET MED/PHAR. TECH/ REISSUE	16,999.50	28,006.23
				Total Number of Checks	27	84,067.82

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	21	43,703.89
11	AdultEducationFund	4	35,153.02
13	CafeteriaSpecialRevenueFund	4	5,210.91
	Total Number of Checks	27	84,067.82
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		84,067.82

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

023 - Oroville Union High School District

Generated for Christina Hopper (CHHOPPER), Jun 8 2020
10:13AM

Oroville Union High School District

Memorandum

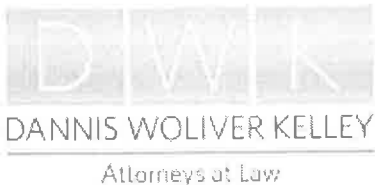
TO: Board of Trustees
FROM: Dr. Corey Willenberg
DATE: June 8, 2020
SUBJECT: **Acceptance of Donations to the Hall of Fame**

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

Operating Fund

Scholarship Fund

Al Hottinger	\$180.48
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CHRISTIAN M. KEINER

Attorney at Law

ckeiner@DWKesq.com

Sacramento

May 29, 2020

Dr. Corey Willenberg
Superintendent
Oroville Union High School District
2211 Washington Avenue
Oroville, CA 95966-5440

Re: 2020-21 Agreement for Professional Services

Dear Corey:

Thank you for the opportunity to provide legal advice and counseling services to the Oroville Union High School District. It has been our honor for over four decades to be vital, participating partners with California school and community college districts in their mission to educate and prepare all children and young adults to be responsible, mindful citizens in the global marketplace of ideas. We remain your steadfast allies and will support you with our full range of expertise as you meet new challenges and overcome extraordinary hurdles in your continuing efforts to provide quality education programs to millions of California students.

Attached is our Agreement for Professional Services for 2020-21. In light of the economic uncertainty confronting us all, no changes have been made to the billing ranges. While our ranges remain unchanged, the rates for some individuals who perform work on your matters may increase within the existing ranges.

We will continue to offer the District efficient and prompt service and the highest quality legal advice and counsel you have come to expect.

We look forward to serving the District in the coming school year and continuing our mutually rewarding partnership. Please sign the attached Agreement, insert the date of Board approval, and return to the undersigned via email.

Best regards,

DANNIS WOLIVER KELLEY

Christian M. Keiner

Canace M. Bandoian

CMK:clb

SAN FRANCISCO
275 Battery Street
Suite 1150
San Francisco, CA 94111
TEL 415.543.4111
FAX 415.543.4384

LONG BEACH
115 Pine Avenue
Suite 500
Long Beach, CA 90802
TEL 562.366.8500
FAX 562.366.8505

SAN DIEGO
750 B Street
Suite 2310
San Diego, CA 92101
TEL 619.595.0202
FAX 619.702.6202

SAN RAFAEL
4040 Civic Center Drive
Suite 200
San Rafael, CA 94903
TEL 415.543.4111
FAX 415.543.4384

CHICO
2485 Notre Dame Boulevard
Suite 370-A
Chico, CA 95928
TEL 530.343.3334
FAX 530.924.4784

SACRAMENTO
555 Capitol Mall
Suite 645
Sacramento, CA 95814
TEL 916.978.4040
FAX 916.978.4039

SAN LUIS OBISPO
1065 Higuera Street
Suite 301
San Luis Obispo, CA 93401
TEL 805.985.7900
FAX 916.978.4039

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into on May 29, 2020, by and between the Oroville Union High School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

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

SCOPE OF SERVICES. District appoints Attorney to represent, advise, and counsel it from July 1, 2020, through and including June 30, 2021, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

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

FEES AND BILLING PRACTICES. Except as hereinafter provided, District agrees to pay Attorney two hundred sixty-five dollars (\$265) to three hundred sixty dollars (\$360) per hour for Shareholders and Of Counsel; two hundred forty-five dollars (\$245) to two hundred ninety-five dollars (\$295) for Special Counsel; one hundred ninety-five dollars (\$195) to two hundred sixty dollars (\$260) per hour for Associates; and one hundred thirty dollars (\$130) to one hundred eighty dollars (\$180) per hour for Paralegals and Law Clerks. The rate for Gregory J. Dannis will be four hundred dollars (\$400) per hour. Rates for individual attorneys may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services provided. Agreements for legal fees at other than the hourly rate set forth above may be made by mutual agreement for special projects, particular scopes of work, or for attorneys with specialized skills. The rates specified in this agreement are subject to change at any time by Attorney by written notice to Client and shall apply to all services rendered after such notice is given. Substantive communications advice (telephone, voice-mail, e-mail) is billed in a minimum increment of one-tenth (.1) of an hour, except for the first such advice in any business day, which is charged in a minimum of three-tenths (.3) of an hour. Actual travel time is charged at the rates above. In the course of travel it may be necessary for Attorney to work for and bill other clients while in transit. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

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

District further agrees to pay third parties, directly or indirectly through Attorney, for major costs and expenses including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, District may either advance or reimburse Attorney for such costs and expenses.

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

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

INDEPENDENT CONTRACTOR. It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

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

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

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

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

OROVILLE UNION HIGH SCHOOL DISTRICT

Dr. Corey Willenberg
Superintendent

Date

DANNIS WOLIVER KELLEY

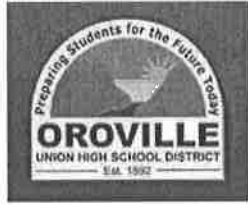
Date: May 29, 2020


Christian M. Keiner
Attorney at Law

Date: May 29, 2020


Candace M. Bandoian
Attorney at Law

At its public meeting of _____, 2020, the Board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.



To: Oroville Union High School Board of Trustees
From: Kevin Simas, Director of Education
Date: 6/3/20
Subject: Butte SELPA

Background Information: Under the trailer bill language of the adopted budget in 2018 AB 1808, the governor required all Special Education Local Plan Areas (SELPAs) develop a Local Plan that conformed to a template to be provided by the CDE. The Local Plan has been reviewed at meetings of all Butte County governance committees according to Brown Act requirements. The SELPA Local Plan was approved by the SELPA Governing Board. The plan complies with all requirements outlined on the plan template provided by the CDE. All links to the draft Local Plan can be found on the SELPA website at:

<https://www.bcoe.org/o/selpa/page/butte-county-selpa-local-plan>

The approved Local Plan must be posted on the website of each district, the Butte County SELPA, and the Butte County Office of Education and the Certification of the plan must be returned to SELPA by June 19, 2020.

Financial Impact: None.

Recommendation: Approval

Section A: Contacts and Certifications

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

The Special Education Local Plan Area (SELPA) shall include a signed copy of the following Local Educational Agency (LEA) certification for each participating agency when submitting the original, or revised local plan Governance and Administration (Section B).

LEA

The LEA certifies the SELPA local plan has been adopted at a public hearing convened by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

☐ Single LEA SELPA ☒ Multi-LEA SELPA

This Governance and Administration was:

Adopted on the day of ,
Yeas Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

LEA Superintendent/Chief Administrator

Date

INDEPENDENT CONSULTANT AGREEMENT FOR SPECIAL SERVICES TO BE PROVIDED BY BCOE

This Independent Consultant Agreement for Special Services ("Agreement") is made as of May 11th, 2020, between the Butte County Office of Education ("BCOE") and Oroville Union High School District ("Client") (together, "Parties").

WHEREAS, the Client is authorized to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, or administrative matters, if those persons are specially trained and competent to perform the special services required, and the Client has determined the BCOE to be specially trained and competent to perform the special services required under this Agreement.

1. **Services.** The BCOE shall furnish to the Client the services as described in EXHIBIT "A" attached hereto and incorporated herein by this reference ("Services").
2. **Term.** BCOE shall commence providing Services under this Agreement upon execution of the Agreement by both parties, and will diligently perform such Services as required. The term for Services and schedule to provide Services shall be in accordance with the schedule included in EXHIBIT "B";
3. **Compensation.** BCOE compensation from the Client shall be as set forth in EXHIBIT "B" as the proposed fee for Services.
4. **Expenses.** BCOE shall be paid any additional costs or expenses incurred by BCOE in performing Services for Client.
5. **Independent Contractor.** BCOE, in the performance of this Agreement, shall be and act as an independent contractor.
6. **Materials.** Client shall furnish, and pay for all labor, materials, equipment, supplies and other items necessary for BCOE to complete the Services to be provided pursuant to this Agreement.
7. **Termination.** BCOE may, at any time, with or without reason, terminate this Agreement with thirty (30) days written notice, and be compensated by Client for Services rendered up to the date of termination (i.e., BCOE will be compensated by Client for Services completed to date as a pro-rata amount of the full fees, costs, and expenses).
8. **Indemnification.** To the furthest extent permitted by California law, Client shall, at its sole expense, defend, indemnify, and hold harmless the BCOE, the State of California, and their agents, representatives, officers, employees, trustees, and volunteers (the "indemnified parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "claims") of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and consultants and/or attorneys fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, or thing done, permitted, or suffered by the Client under or in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The BCOE shall have the right to accept or reject any legal representation that Client proposes to defend the indemnified parties.

9. **Insurance.**

9.1. The BCOE shall procure and maintain at all times it performs any portion of the Services its applicable forms of insurance.

10. **Assignment.** The obligations of the Client pursuant to this Agreement shall not be assigned by the Client.
11. **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
1859 Bird Street
Oroville, CA 95965
ATTN: Mary Sakuma

If to Client:

OROVILLE UNION HIGH SCHOOL
DISTRICT
2211 Washington Ave.
Oroville, CA 95966
ATTN: Jim LaGrone

Any notice personally given or sent by facsimile transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) days after deposit in the United States mail.

12. **Attorney Fees/Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorneys' fees.
13. **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.
14. **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. This Agreement is not valid until approved/ratified by the BCOE's governing board. Services shall not be rendered until Agreement is approved or ratified.
15. **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, California.
16. **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.

17. **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.
18. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.
19. **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.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the dates indicated below.

BCOE:

Dated: _____, 2020

BUTTE COUNTY OFFICE OF EDUCATION

By: _____

Print Name: _____

Title: _____

Client:

Dated: _____, 2020

OROVILLE UNION HIGH SCHOOL DISTRICT

By: _____

Print Name: _____

Title: _____

EXHIBIT "A"

Scope of Services

Butte County Office of Education (BCOE) will provide LAN Services to Oroville Union High School District. The LAN Services provided for the District under this agreement are for the design, installation, maintenance, and support of LAN networking equipment. This service is available to OUHSD (District) departments and Administrative units for support of customers within a building, campus, or remote small office environments. Specific services to be provided include:

1. Provide LAN Services to the district in accordance with industry best practices
2. Provide installation, maintenance and support of LAN based hardware (Servers, Switches and Wi-Fi)
3. Provide installation, maintenance and support of end user devices (Workstations, Printers and Peripherals)
4. Provide support for Google (GAFE) which includes configuration and management
5. Chromebook, tablet and mobile device provisioning
6. Hardware and software configuration changes as needed
7. Software upgrades and patches (including bug fixes and security patches) as needed
8. Coordination of all hardware/software repairs with the district representative
9. Identify and diagnose failed components and assist with installation of replacement components
10. Monitoring of the core network infrastructure (Servers, Network)
11. Provide annual budget recommendations for new technology
12. Assist with district wide implementation of backups
13. Installation and support of video conferencing systems
14. Project planning, oversight and management
15. Documentation of network infrastructure

Services Not Included

The following services are not included with our LAN Service:

- Cost for hardware replacement devices or components
- Cost for software and licenses
- Installation, configuration, or maintenance of Wide Area Network (WAN) equipment
- Installing or relocating wiring
- Installation or mounting of projectors, cameras, bell systems, speakers, clocks and alarm system
- Support of audio visual systems (VCR's, DVD Players, stereo equipment)
- E-Rate consulting and assistance
- Technical training, we recommend certified training's for all technicians. Training recommendations can be provided upon request.
- Web site development and hosting
- Provide support for non-district owned equipment

- Support and maintenance of phone systems (POTS)

Customer Responsibilities

- Submit a request by phone or email to the ITS Service Desk for any Information Technology related services requests
- Designate a point of contact(s) responsible for submitting IT related work requests
- Must pay invoices within two weeks of receiving

SLA – Service Level Agreement

- BCOE will acknowledge voice or email inquiries regarding LAN support requests within X hour during support hours
- Response to service interruptions will include voice, email, SMS, or physical response, depending on the severity of the issue
- If the LAN support request is not deemed an emergency, a service request will be scheduled for the next LAN service support day
- Technical support may include remote, telephone or in-person support
- BCOE ITS will coordinate the repair or replacement of LAN equipment with the designated site contact
- Scheduled routine maintenance will need to be performed occasionally on District owned servers or network equipment for software upgrades, hardware upgrades, and patches, which may need to happen during school hours
- BCOE will provide at least 1 week notice for planned scheduled maintenance that creates a service interruption

EXHIBIT "B"

Fee Schedule

Terms of Agreement

- The contract term for LAN Services will be one (1) year
- The term of this contract is for one (1) year effective 7/1/2020 through 6/30/2021
- The annual cost for 180 hours of LAN service is \$17,100 (\$95.00/hr.)



2211 Washington Avenue
Oroville, CA 95966
(530) 538-2300 Business
(530) 538-2308 FAX – Dist. Office
(530) 538-2357 FAX – Supt. Office

Superintendent
(530) 538-2300, ext. 1107

Asst. Supt. of Business
(530) 538-2300, ext. 1103

Director of Alternative Education
(530) 538-5350

Educational Services
(530) 538-2300, ext. 1104

Las Plumas High School
2380 Las Plumas Avenue
Oroville, CA 95966
(530) 538-2310
Fax: (530) 534-5974

Oroville High School
1535 Bridge Street
Oroville, CA 95966
(530) 538-2320
Fax: 534-6203

Prospect High School/
Community Day School
2060 2nd Street
Oroville, CA 95965
(530) 538-2330
Fax: (530) 538-2338

Oroville Adult Education
Career & Technical Center
2750 Mitchell Avenue
Oroville, CA 95966
(530) 538-5350
Fax: (530) 538-5396

Memorandum

To: The Board of Education

From: Susan Watts *SW*

Date: 5/21/20

Re: Revisions to Section 125 Cafeteria Plan

To assist with the effects of the COVID-19 outbreak, the Federal government increased flexibility in the regulations applied to Section 125 cafeteria plans through December 31, 2020. The proposed plan amendments would allow the employees participating in the plan to take advantage of these flexibilities.

The changes are described in more detail in the documents provided, but to summarize, changes include:

- Allowing mid-year plan changes
- Allowing unused amounts in the dependent care assistance program to be used to pay for medical expenses
- Provides relief for expenses related to COVID-19 and telehealth services for those employees with high deductible health plans.

COVID-19 GUIDANCE UNDER § 125 CAFETERIA PLANS AND RELATED TO HIGH DEDUCTIBLE HEALTH PLANS

Notice 2020-29

I. PURPOSE AND OVERVIEW

To assist with the nation's response to the 2019 Novel Coronavirus outbreak (COVID-19), this notice provides for increased flexibility with respect to mid-year elections under a § 125 cafeteria plan during calendar year 2020 related to employer-sponsored health coverage, health Flexible Spending Arrangements (health FSAs), and dependent care assistance programs. This notice also provides increased flexibility with respect to grace periods to apply unused amounts in health FSAs to medical care expenses incurred through December 31, 2020, and unused amounts in dependent care assistance programs to dependent care expenses incurred through December 31, 2020.

As described more fully below, this notice provides that –

- For mid-year elections made during calendar year 2020, a § 125 cafeteria plan may permit employees who are eligible to make salary reduction contributions under the plan to: (1) with respect to employer-sponsored health coverage, (a) make a new election on a prospective basis, if the employee initially declined to elect employer-sponsored health coverage; (b) revoke an existing election and make a new election to enroll in different health coverage sponsored by the same employer on a prospective basis;

and (c) revoke an existing election on a prospective basis, provided that the employee attests in writing that the employee is enrolled, or immediately will enroll, in other health coverage not sponsored by the employer; (2) revoke an election, make a new election, or decrease or increase an existing election applicable to a health FSA on a prospective basis; and (3) revoke an election, make a new election, or decrease or increase an existing election regarding a dependent care assistance program on a prospective basis;

- For unused amounts remaining in a health FSA or a dependent care assistance program under the § 125 cafeteria plan as of the end of a grace period or plan year ending in 2020, a § 125 cafeteria plan may permit employees to apply those unused amounts to pay or reimburse medical care expenses or dependent care expenses, respectively, incurred through December 31, 2020; and
- The relief provided in Notice 2020-15, 2020-14 IRB 559 regarding high deductible health plans (HDHPs) and expenses related to COVID-19, and in section 3701 of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) (P.L. 116-136, 134 Stat. 281 (March 27, 2020)) regarding an exemption for telehealth services, may be applied retroactively to January 1, 2020.

II. BACKGROUND

A. Elections Under a § 125 Cafeteria Plan

Section 125(d)(1) of the Internal Revenue Code (Code) defines a § 125 cafeteria plan as a written plan maintained by an employer under which all participants are

employees, and all participants may choose among two or more benefits consisting of cash and qualified benefits. Subject to certain exceptions, § 125(f) defines a qualified benefit as any benefit which, with the application of § 125(a), is not includable in the gross income of the employee by reason of an express provision of the Code. Qualified benefits that may be provided under a § 125 cafeteria plan include employer-provided accident and health plans excludable under §§ 106 and 105(b), health FSAs excludable under §§ 106 and 105(b), and dependent care assistance programs excludable under § 129.

Elections regarding qualified benefits under a § 125 cafeteria plan generally must be irrevocable and must be made prior to the first day of the plan year, except as provided under Treas. Reg. § 1.125-4.¹ Treas. Reg. § 1.125-4 provides that a § 125 cafeteria plan may permit an employee to revoke an election during a period of coverage and to make a new election under certain circumstances, such as if the employee experiences a change in status or there are significant changes in the cost of coverage. Section 125 does not require a § 125 cafeteria plan to permit the mid-year election changes allowed under Treas. Reg. § 1.125-4.

Due to the nature of the public health emergency posed by COVID-19 and unanticipated changes in the need for medical care, some employers have indicated a willingness to offer employees who initially declined to elect employer-sponsored health coverage an opportunity to elect health coverage or allow employees enrolled in

¹ In contrast, for qualified transportation fringe benefits under § 132(f) (which pursuant to § 125(f)(1) may not be offered under a § 125 cafeteria plan), Treas. Reg. § 1.132-9, Q&A 14 provides that employees may change or revoke compensation reduction elections related to the qualified transportation fringe benefits under § 132(f) before the employee is able currently to receive the cash or other taxable amount at the employee's discretion (generally before the beginning of a pay period).

employer-sponsored health coverage to enroll in different health coverage offered by the same employer or drop their existing employer-sponsored health coverage to enroll in other health coverage not offered by their employer (for example, coverage offered by their spouse's employer). In addition, some employees may have an increase or decrease in medical expenses due to unanticipated changes in the need for or availability of medical care and may wish to increase or decrease amounts in their health FSAs. Further, some employees may have an increase or decrease in the need for dependent care assistance due to the unanticipated closure of schools and child care providers and changes to the employee's work location or schedule. Depending on an employee's circumstances, the exceptions set forth in Treas. Reg. § 1.125-4 may not apply with respect to election changes that employees may wish to request for employer-sponsored health coverage, health FSAs, and dependent care assistance programs for reasons related to the COVID-19 public health emergency.

B. Health FSAs and Dependent Care Assistance Programs

Under the carryover rule, a § 125 cafeteria plan may permit the carryover of unused amounts remaining in a health FSA as of the end of a plan year to pay or reimburse a participant for medical care expenses incurred during the following plan year, subject to the carryover limit (currently \$550). See Notice 2013-71, 2013-47 IRB 532, and Notice 2020-33, 2020-22 IRB _____. Under the grace period rule, a § 125 cafeteria plan may permit a participant to apply unused amounts (including amounts remaining in a health FSA or dependent care assistance program) at the end of a plan year to pay expenses incurred for those same qualified benefits during the period of up to two months and 15 days immediately following the end of the plan year. See

Notice 2005-42, 2005-1 C.B. 1204, and Prop. Treas. Reg. § 1.125-1(e). For a health FSA, a § 125 cafeteria plan may adopt a carryover or a grace period (or neither), but may not adopt both features. See Notice 2013-71.

Due to the nature of the public health emergency posed by COVID-19, in particular unanticipated changes in the availability of certain medical care and dependent care, employees may be more likely to have unused health FSA amounts or dependent care assistance program amounts (or have larger unused health FSA amounts or dependent care assistance program amounts) as of the end of plan years, or grace periods, ending in 2020 and may wish to have an extended period during which to apply their unused health FSA amounts or dependent care assistance program amounts to pay or reimburse medical care expenses or dependent care expenses.

C. Impact of Health FSA Reimbursements on Eligibility to Contribute to an HSA

Section 223 permits eligible individuals to establish and contribute to health savings accounts (HSAs). Pursuant to § 223(c)(1)(A), an eligible individual is, with respect to any month, any individual if (i) such individual is covered under an HDHP as of the first day of such month, and (ii) such individual is not, while covered under an HDHP, covered under any health plan which is not an HDHP, and which provides coverage for any benefit which is covered under the HDHP. An HDHP is a health plan that satisfies the minimum annual deductible requirement and maximum out-of-pocket expenses requirement under § 223(c)(2)(A).

Coverage by a general purpose health FSA is coverage by a health plan that disqualifies an otherwise eligible individual from contributing to an HSA, although coverage by a limited purpose health FSA would not do so.² See Rev. Rul. 2004-45, 2004-1 C.B. 971. Similarly, a telemedicine arrangement generally constitutes a health plan or insurance that provides coverage before the minimum annual deductible is met, and provides coverage that is not disregarded coverage or preventive care, which would generally disqualify an otherwise eligible individual from contributing to an HSA. However, section 3701 of the CARES Act amended § 223 of the Code to temporarily allow HSA-eligible HDHPs to cover telehealth and other remote care services. See section IV.B. of this notice for more details.

III. RELIEF

A. Elections Under a § 125 Cafeteria Plan

This notice provides temporary flexibility for § 125 cafeteria plans to permit employees to make certain prospective mid-year election changes for employer-sponsored health coverage, health FSAs, and dependent care assistance programs during calendar year 2020 that the plan chooses to permit. Specifically, an employer, in its discretion, may amend one or more of its § 125 cafeteria plans (including limiting the period during which election changes may be made) to allow each employee who is eligible to make salary reduction contributions under the plan to make prospective

² Notice 2005-86, 2005-49 IRB 1075 clarifies that coverage by a general purpose health FSA during a grace period is health coverage that disqualifies an otherwise eligible individual from contributing to an HSA during that period. However, Notice 2005-86 provides methods an employer can use to amend the health FSA for the grace period so it does not disqualify employees from contributing to an HSA during that period.

election changes (including an initial election) during calendar year 2020 regarding employer-sponsored health coverage, a health FSA, or a dependent care assistance program, regardless of whether the basis for the election change satisfies the criteria set forth in Treas. Reg. § 1.125-4. In particular, an employer may amend one or more of its § 125 cafeteria plans to allow employees to: (1) make a new election for employer-sponsored health coverage on a prospective basis, if the employee initially declined to elect employer-sponsored health coverage; (2) revoke an existing election for employer-sponsored health coverage and make a new election to enroll in different health coverage sponsored by the same employer on a prospective basis (including changing enrollment from self-only coverage to family coverage); (3) revoke an existing election for employer-sponsored health coverage on a prospective basis, provided that the employee attests in writing that the employee is enrolled, or immediately will enroll, in other health coverage not sponsored by the employer; (4) revoke an election, make a new election, or decrease or increase an existing election regarding a health FSA on a prospective basis; and (5) revoke an election, make a new election, or decrease or increase an existing election regarding a dependent care assistance program on a prospective basis.

To accept an employee's revocation of an existing election for employer-sponsored health coverage, the employer must receive from the employee an attestation in writing that the employee is enrolled, or immediately will enroll, in other comprehensive health coverage not sponsored by the employer. The employer may rely on the written attestation provided by the employee, unless the employer has actual knowledge that the employee is not, or will not be, enrolled in other comprehensive

health coverage not sponsored by the employer. The following is an example of an acceptable written attestation:

Name: _____ (and other identifying information requested by the employer for administrative purposes).

I attest that I am enrolled in, or immediately will enroll in, one of the following types of coverage: (1) employer-sponsored health coverage through the employer of my spouse or parent; (2) individual health insurance coverage enrolled in through the Health Insurance Marketplace (also known as the Health Insurance Exchange); (3) Medicaid; (4) Medicare; (5) TRICARE; (6) Civilian Health and Medical Program of the Department of Veterans Affairs (CHAMPVA); or (7) other coverage that provides comprehensive health benefits (for example, health insurance purchased directly from an insurance company or health insurance provided through a student health plan).

Signature: _____

An employer utilizing this relief under § 125 is not required to provide unlimited election changes but may, in its discretion, determine the extent to which such election changes are permitted and applied, provided that any permitted election changes are applied on a prospective basis only, and the changes to the plan's election requirements do not result in failure to comply with the nondiscrimination rules applicable to § 125 cafeteria plans. In determining the extent to which election changes are permitted and applied, an employer may wish to consider the potential for adverse selection of health coverage by employees. To prevent adverse selection of health coverage, an employer may wish to limit elections to circumstances in which an employee's coverage will be increased or improved as a result of the election (for example, by electing to switch from self-only coverage to family coverage, or from a low option plan covering in-network expenses only to a high option plan covering expenses in or out of network). Changes to the plan may also implicate other applicable laws,

such as notice requirements under Title I of the Employee Retirement Income Security Act of 1974, with which any changes should comply. With respect to mid-year election changes for employer-sponsored coverage, this relief applies to both employers sponsoring self-insured plans and employers sponsoring insured plans. With respect to health FSAs, this relief applies to all health FSAs, including limited purpose health FSAs compatible with HSAs. In addition, with respect to health FSAs and dependent care assistance programs, employers are permitted to limit mid-year elections to amounts no less than amounts already reimbursed.

This relief may be applied retroactively to periods prior to the issuance of this notice and on or after January 1, 2020, to address a § 125 cafeteria plan that, prior to the issuance of this notice, permitted mid-year election changes for employer-sponsored health coverage, health FSAs, or dependent care assistance programs that otherwise are consistent with the requirements for the relief provided in this notice.

B. Extended Claims Period for Health FSAs and Dependent Care Assistance Programs

This notice also provides flexibility for a § 125 cafeteria plan to provide an extended period to apply unused amounts remaining in a health FSA or dependent care assistance program to pay or reimburse medical care expenses or dependent care expenses. Specifically, an employer, in its discretion, may amend one or more of its § 125 cafeteria plans to permit employees to apply unused amounts remaining in a health FSA or a dependent care assistance program as of the end of a grace period ending in 2020 or a plan year ending in 2020 to pay or reimburse expenses incurred for the same qualified benefit through December 31, 2020. For example, if an employer

sponsors a § 125 cafeteria plan with a health FSA that has a calendar year plan year and provides for a grace period ending on March 15 immediately following the end of each plan year, the employer may amend the plan to permit employees to apply unused amounts remaining in an employee's health FSA as of March 15, 2020, to reimburse the employee for medical care expenses incurred through December 31, 2020.³ This relief applies to all health FSAs, including limited purpose health FSAs compatible with HSAs. However, health FSA amounts may only be used for medical care expenses, and dependent care assistance program amounts may only be used for dependent care expenses. The extension of time for incurring claims is available both to § 125 cafeteria plans that have a grace period, and plans that provide for a carryover, notwithstanding Notice 2013-71, which otherwise continues in effect and provides that health FSAs can either adopt a grace period or provide for a carryover amount but cannot have both. The following examples illustrate how a plan with a July 1 plan year that allows a \$500 carryover would implement the extended period for incurring claims allowed by this notice:

Example 1. Employer provides a health FSA under a § 125 cafeteria plan that allows a \$500 carryover for the 2019 plan year (July 1, 2019 to June 30, 2020). Pursuant to this notice and Notice 2020-33, Employer amends the plan to adopt a \$550 (indexed) carryover beginning with the 2020 plan year, and also amends the plan to adopt the temporary extended period for incurring claims with respect to the 2019 plan year, allowing for claims incurred prior to January 1, 2021, to be paid with respect to amounts from the 2019 plan year.

Employee A has a remaining balance in his health FSA for the 2019 plan year of \$2,000 on June 30, 2020, because a scheduled non-emergency procedure was postponed. For the 2020 plan year beginning July 1, 2020, Employee A elects to contribute \$2,000 to his health FSA. Employee A is able to reschedule the procedure before December 31,

³ Certain plans would not need the relief provided in this notice. For example, a plan with a plan year ending on or after October 31, 2020, continues to be able to provide a grace period of up to two months and 15 days, which would allow the reimbursement of claims incurred after December 31, 2020.

2020 and, between July 1, 2020 and December 31, 2020, incurs \$1,900 in medical care expenses. The health FSA may reimburse Employee A \$1,900 from the \$2,000 remaining in his health FSA at the end of the 2019 plan year, leaving \$100 unused from the 2019 plan year. Under the plan terms that provide for a carryover, Employee A is allowed to use the remaining \$100 in his health FSA until June 30, 2021, to reimburse claims incurred during the 2020 plan year. Employee A may be reimbursed for up to \$2,100 (\$2,000 contributed to the health FSA for the 2020 plan year plus \$100 carryover from the 2019 plan year) for medical care expenses incurred between January 1, 2021 and June 30, 2021. In addition, Employee A may carry over to the 2021 plan year beginning July 1, 2021 up to \$550 of any remaining portion of that \$2,100 after claims are processed for the 2020 plan year that began July 1, 2020. A grace period is not available for the plan year ending June 30, 2021.

Example 2. Same facts as Example 1, except that Employee B has a remaining balance in his health FSA for the 2019 plan year of \$1,250 on June 30, 2020. For the 2020 plan year beginning July 1, 2020, Employee B elects to contribute \$1,200 to his health FSA. Between July 1, 2020 and December 31, 2020, Employee B incurs \$600 in medical care expenses. The health FSA may reimburse Employee B \$600 from the \$1,250 remaining in his health FSA at the end of the 2019 plan year, leaving \$650 unused from the 2019 plan year. Under the plan terms, Employee B is allowed to use \$500⁴ of the \$650 unused amount from the 2019 plan year to reimburse claims incurred during the 2020 plan year, and the remaining \$150 will be forfeited. Employee B may be reimbursed for up to \$1,700 (\$1,200 contributed to the health FSA for the 2020 plan year plus \$500 carryover from the 2019 plan year) for medical care expenses incurred between January 1, 2021 and June 30, 2021. In addition, Employee B may carry over to the 2021 plan year beginning July 1, 2021 up to \$550 of any remaining unused portion of that \$1,700 after claims are processed for the 2020 plan year that began July 1, 2020. A grace period is not available for the plan year ending June 30, 2021.

The extension of the period for incurring claims that may be reimbursed by the health FSA is an extension of coverage by a health plan that is not an HDHP for purposes of determining whether an eligible individual qualifies to make contributions to an HSA (except in the case of an HSA-compatible health FSA, such as a limited purpose health FSA). See section II.C. of this notice. Thus, an individual who had unused amounts remaining at the end of a plan year or grace period ending in 2020 and

⁴ The maximum unused amount remaining in a health FSA from a plan year beginning in 2019 allowed to be carried over to the immediately following plan year beginning in 2020 is \$500, whereas the maximum unused amount remaining in a health FSA from a plan year beginning in 2020 allowed to be carried over to the immediately following plan year beginning in 2021 is \$550 (20 percent of \$2,750, the indexed 2020 limit under § 125(i)). See Notice 2020-33.

who is allowed an extended period to incur expenses under a health FSA pursuant to a plan amended in accordance with this notice will not be eligible to contribute to an HSA during the extended period (except in the case of an HSA-compatible health FSA, including a health FSA that is amended to be HSA-compatible).

The relief set forth in this notice may be applied on or after January 1, 2020 and on or before December 31, 2020, provided that any elections made in accordance with this notice apply only on a prospective basis.

C. Plan Amendments

An employer that decides to amend one or more of its § 125 cafeteria plans to provide for mid-year election changes for employer-sponsored health coverage, health FSAs, or dependent care assistance programs in a manner consistent with this notice or to provide for an extended period to apply unused amounts remaining in a health FSA or a dependent care assistance program to pay or reimburse medical care expenses or dependent care expenses in a manner consistent with this notice must adopt a plan amendment. In addition, an employer that decides to amend its health FSA to provide for an increase in the carryover of unused amounts to the following year in a manner consistent with Notice 2020-33, for the 2020 plan year or plan years thereafter, must adopt a plan amendment.

An amendment for the 2020 plan year must be adopted on or before December 31, 2021, and may be effective retroactively to January 1, 2020, provided that the § 125 cafeteria plan operates in accordance with this notice or Notice 2020-33 or both, as applicable, and the employer informs all employees eligible to participate in

the § 125 cafeteria plan of the changes to the plan. Any amendment adopted pursuant to this notice must apply only to mid-year elections made during calendar year 2020, or to an extended period to apply unused health FSA amounts or dependent care assistance program amounts for the payment or reimbursement of medical care expenses or dependent care expenses incurred through December 31, 2020.

IV. MISCELLANEOUS

A. HDHPs and Application of Notice 2020-15

Notice 2020-15 provides that a health plan that otherwise satisfies the requirements to be an HDHP under § 223(c)(2)(A) will not fail to be an HDHP merely because the health plan provides medical care services and items purchased related to testing for and treatment of COVID-19 prior to the satisfaction of the applicable minimum deductible. This notice clarifies that the relief provided in Notice 2020-15 regarding HDHPs and expenses related to testing for and treatment of COVID-19 applies with respect to reimbursements of expenses incurred on or after January 1, 2020. This notice further clarifies that the panel of diagnostic testing for influenza A & B, norovirus and other coronaviruses, and respiratory syncytial virus (RSV) and any items or services required to be covered with zero cost sharing under section 6001 of the Families First Coronavirus Response Act (P.L. 116-127, 134 Stat. 178 (March 18, 2020)), as amended by the CARES Act, are part of testing and treatment for COVID-19 for purposes of Notice 2020-15.

B. HDHPs and Application of Section 3701 of the CARES Act

Section 3701 of the CARES Act amends § 223(c) of the Code to provide a temporary safe harbor for providing coverage for telehealth and other remote care services. As added by the CARES Act, § 223(c)(2)(E) of the Code allows HSA-eligible HDHPs to cover telehealth and other remote care services without a deductible or with a deductible below the minimum annual deductible otherwise required by § 223(c)(2)(A) of the Code. Section 3701 of the CARES Act also amends § 223(c)(1)(B)(ii) of the Code to include telehealth and other remote care services as categories of coverage that are disregarded for purposes of determining whether an individual who has other health plan coverage in addition to an HDHP is an eligible individual who may make tax-favored contributions to his or her HSA under § 223 of the Code. Thus, an otherwise eligible individual with coverage under an HDHP may also receive coverage for telehealth and other remote care services outside the HDHP and before satisfying the deductible of the HDHP and still contribute to an HSA. The amendments to § 223 of the Code under section 3701 of the CARES Act are effective March 27, 2020, and apply to plan years beginning on or before December 31, 2021. This notice provides that treatment of telehealth and other remote care services under section 3701 of the CARES Act applies with respect to services provided on or after January 1, 2020, with respect to plan years beginning on or before December 31, 2021. Therefore, for example, an otherwise eligible individual with coverage under an HDHP who also received coverage beginning February 15, 2020 for telehealth and other remote care services under an arrangement that is not an HDHP and before satisfying the deductible for the HDHP will not be disqualified from contributing to an HSA during 2020.

V. DRAFTING INFORMATION

The principal author of this notice is Jennifer Solomon of the Office of Associate Chief Counsel (Employee Benefits, Exempt Organizations, and Employment Taxes), though other Treasury Department and IRS officials participated in its development. For further information on the provisions of this notice, contact Jennifer Solomon at (202) 317-5500 (not a toll-free number).



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AMENDMENT TO FLEXIBLE BENEFIT PLAN

Droville Union High School District, as Plan Sponsor ("Employer"), adopts this Amendment to their Flexible Benefit Plan.

RECITALS

To assist with the response to the 2019 Novel Coronavirus outbreak (COVID-19), the Employer wishes to utilize the flexibility provided under IRS notice 2020-29 and 2020-33 with respect to mid-year elections under its §125 cafeteria plan during calendar year 2020 as related to employer sponsored health coverage, health Flexible Spending Arrangements (health FSAs), and dependent care assistance programs. This amendment will also provide increased flexibility with respect to grace periods to apply unused amounts in health FSAs to medical care expenses incurred through December 31, 2020, and unused amounts in dependent care assistance programs to dependent care expenses incurred through December 31, 2020 as well as provide for the increased carry over amount of health FSA contributions to \$550.

The Employer has decided to alter the provisions of its Flexible Benefit Plan

The Plan gives the Employer the authority to make amendments to the Plan.

The Employer therefore amends the Plan by adding the following provisions to the Plan.

ARTICLE I PREAMBLE

- 1.1 **Adoption and effective date of Amendment.** The Employer adopts this Amendment to the Plan as indicated below for the respective provisions. This Amendment is effective March 13, 2020.
- 1.2 **Superseding of inconsistent provisions.** This Amendment supersedes the provisions of the Plan to the extent those provisions are inconsistent with the provisions of this Amendment
- 1.3 **Employer's election.** The Employer adopts all Articles of this Amendment, except those Articles which the Employer specifically elects at the end of the Article not to adopt.
- 1.4 **Construction.** Any "Section" reference in this Amendment refers only to this Amendment, and is not a reference to the Plan. The Article and Section numbering in this Amendment is solely for the purposes of this Amendment, and does not relate to the Plan article, section or other numbering designations.



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ARTICLE II AMENDED TERMS

Health Flexible Spending Arrangements (FSA)

The terms for the Health FSA under the Employer's Flexible Benefit Plan are amended to allow for the following:

Mid-year changes:

An employee can make mid-year changes during the 2020 calendar year to their Health FSA election on a prospective basis. The employee may revoke their FSA election, make a new election, or decrease or increase an existing election on a prospective basis.

Grace Period:

For unused amounts remaining in a health FSA at the end of the plan year, ending in 2020, a grace period is put into the Flexible Benefit Plan so that Employees may apply those unused amounts to pay or reimburse medical care expenses, incurred at any time through December 31, 2020 regardless of the date the plan year ends in 2020. This grace period is allowed even if there is an election of the employer to utilize the provision for the carry over unused amounts up the limit imposed by the IRS.

Carry over amount:

The carry over limit for unused funds in the health FSA at the end of the plan year is raised from \$500 to \$550.

Dependent Care Assistance Programs

Mid-year changes:

An employee can make mid-year changes during the 2020 calendar year to the Dependent Care account on a prospective basis. The employee is allowed to revoke their election, make a new election, decrease or increase an existing election on a prospective basis.

Grace Period:

For unused amounts remaining in a Dependent care assistance program at the end of the plan year, ending in 2020, An extended Grace Period will be put into place which allows Employees to apply those unused amounts to pay or reimburse dependent care expenses, incurred at any time during the year through December 31, 2020, regardless of the date the plan year ends in 2020.

Health Care Plans

The Employer amends the Flexible Benefit Plan to allow employees to:

1. Make a new election for employer-sponsored health coverage on a prospective basis, if the employee initially declined to elect employer-sponsored health coverage.
2. Revoke an existing election for employer-sponsored health coverage and make a new election to enroll in different health coverage sponsored by the same employer on a prospective basis (including changing enrollment for self-only coverage to family coverage);
3. Revoke an existing election for employer-sponsored health coverage on a prospective basis, provided that the employee attests in writing that the employee is enrolled, or immediately will enroll, in other health coverage not sponsored by the employer. (see attached copy of written attestation)

HDHPs and Application of Section 3701 of the CARES Act

COVID-19 testing and treatment. As provided through IRS Notice 2020-15, The Flexible Benefit Plan is amended to allow HSA-eligible HDHPs to cover COVID-19 testing and treatment at 100%, with no cost-sharing to employees, even before the deductible is met. This includes expenses incurred after Jan. 1, 2020.

Telemedicine. As provided under The Coronavirus Aid, Relief, and Economic Security (CARES) Act the Plan is amended to allow HSA-eligible HDHPs to cover telehealth services at 100%, with no cost-sharing to employees, even before the deductible is met. This includes telehealth services provided after Jan. 1, 2020.

Except as provided in this Amendment the Plan remains unchanged and in full force and effect. The Employer has executed this Amendment on this 18th day of May, 2020.

Orange Union High School District
Plan Sponsor / Employer

By: Evan White

Evan White, Assistant Superintendent
[Print Name, Title]

EB



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AMENDMENT TO FLEXIBLE BENEFIT PLAN ADOPTION AGREEMENT

Oroville Union High School District, as Plan Sponsor ("Employer"), adopts this Amendment to their Flexible Benefit Plan.

RECITALS

To assist with the response to the 2019 Novel Coronavirus outbreak (COVID-19), the Employer wishes to utilize the flexibility provided under IRS notice 2020-15, 2020-29 and 2020-33. Changes to the Plan are made with respect to mid-year elections under its §125 cafeteria plan during calendar year 2020 as related to:

1. employer sponsored health coverage,
2. health Flexible Spending Arrangements (health FSAs), and
3. dependent care assistance programs.
4. High Deductible Health Plans and limited FSA, if adopted by the Plan Sponsor.

This amendment will provide increased flexibility with respect to grace periods to apply unused amounts in health FSAs to medical care expenses incurred through December 31, 2020, and unused amounts in dependent care assistance programs to dependent care expenses incurred through December 31, 2020.

This amendment will also provide for the increased carry over amount of health FSA contributions to \$550 for plans ending in the calendar year 2021.

The Employer has Amended the provisions of its Flexible Benefit Plan

The Plan gives the Employer the authority to make amendments to the Plan.

The Employer therefore amends the Plan Adoption Agreement as follows.

ARTICLE I PREAMBLE

- 1.1 **Adoption and effective date of Amendment.** The Employer adopts this Amendment to the Plan Adoption Agreement effective March 13, 2020 20____.
- 1.2 **Superseding of inconsistent provisions.** This Amendment supersedes the provisions of the Plan Adoption Agreement to the extent those provisions are inconsistent with the provisions of this Amendment.
- 1.3 **Employer's election.** The Employer adopts all Articles of this Amendment to the Adoption agreement, except those Articles which the Employer specifically elects not to adopt.
- 1.4 **Construction.** Any "Section" reference in this Amendment refers only to this Amendment, and is not a reference to the Plan. The Article and Section



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numbering in this Amendment is solely for the purposes of this Amendment, and does not relate to the Plan article, section or other numbering designations.

ARTICLE II AMENDED TERMS

By checking the boxes in front of each term, the Employer hereby adopts that term into the plan. If the box is not checked, the Employer has not adopted the applicable altered terms.

Health Flexible Spending Arrangements (FSA)

The terms for the Health FSA under the Employer's Flexible Benefit Plan are amended to allow for the following:

☒ **Mid-year changes:**
An employee can make mid-year changes during the 2020 calendar year to their Health FSA election on a prospective basis. The employee may revoke their FSA election, make a new election, or decrease or increase an existing election on a prospective basis.

☒ **Grace Period:**
For unused amounts remaining in a health FSA at the end of the plan year, ending in 2020, a grace period is put into the Flexible Benefit Plan so that Employees may apply those unused amounts to pay or reimburse medical care expenses, incurred at any time through December 31, 2020 regardless of the date the plan year ends in 2020. This grace period is allowed even if there is an election of the employer to utilize the provision for the carry over unused amounts up the limit imposed by the IRS.

☒ **Carry over amount:**
The carry over limit for unused funds in the health FSA at the end of the plan year is raised from \$500 to \$550.

Dependent Care Assistance Programs

☒ **Mid-year changes:**
An employee can make mid-year changes during the 2020 calendar year to the Dependent Care account on a prospective basis. The employee is allowed to revoke their election, make a new election, decrease or increase an existing election on a prospective basis.

☒ **Grace Period:**
For unused amounts remaining in a Dependent care assistance program at the end of the plan year, ending in 2020, An extended Grace Period will be put into place which allows Employees to apply those unused amounts to pay or reimburse dependent care expenses, incurred at any time during the year through December 31, 2020, regardless of the date the plan year ends in 2020.

Health Care Plans

☒ The Employer amends the Flexible Benefit Plan to allow employees to:

1. Make a new election for employer-sponsored health coverage on a prospective basis, if the employee initially declined to elect employer-sponsored health coverage.
2. Revoke an existing election for employer-sponsored health coverage and make a new election to enroll in different health coverage sponsored by the same employer on a prospective basis (including changing enrollment for self-only coverage to family coverage);
3. Revoke an existing election for employer-sponsored health coverage on a prospective basis, provided that the employee attests in writing that the employee is enrolled, or immediately will enroll, in other health coverage not sponsored by the employer. (see attached copy of written attestation)

HDHPs and Application of Section 3701 of the CARES Act

☒ **COVID-19 testing and treatment.** As provided through IRS Notice 2020-15, The Flexible Benefit Plan is amended to allow HSA-eligible HDHPs to cover COVID-19 testing and treatment at 100%, with no cost-sharing to employees, even before the deductible is met. This includes expenses incurred after Jan. 1, 2020.

Telemedicine. As provided under The Coronavirus Aid, Relief, and Economic Security (CARES) Act the Plan is amended to allow HSA-eligible HDHPs to cover telehealth services at 100%, with no cost-sharing to employees, even before the deductible is met. This includes telehealth services provided after Jan. 1, 2020.

Except as provided in this Amendment the Plan remains unchanged and in full force and effect. The Employer has executed this Amendment on this 18th day of May, 2020.

Oroville Union High School District
Plan Sponsor / Employer

By: Susan Watts
Susan Watts, Assistant Superintendent /
[Print Name, Title] CBU

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2020–21 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2020)

Las Plumas High School

School Site

Oroville Union High School District

District

Please include the following items with your application:

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

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

Signature of Authorized Agent

Andree' Earley

Digitally signed by Andree' Earley
DN: cn=Andree' Earley, o=Las Plumas High School,
ou=Las Plumas Agriculture Department,
email=aeearley@ouhsd.org, c=US
Date: 2020.05.05 09:44:53 -07'00'

Signature of Agriculture Teacher
Responsible for the Program

Superintendent

Authorized Agent Title

Daniel Ramos

Digitally signed by Daniel Ramos
DN: cn=Daniel Ramos, o=Oroville Union High School
District, ou=Las Plumas High School,
email=dramos@ouhsd.net, c=US
Date: 2020.05.03 08:59:04 -07'00'

Signature of Principal

Contact Phone Number: (530) 701-8189

Date of Local Agency Board Approval: 06/17/20

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2020–21 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2020)

Eligibility Determination Sheet

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

Please check each Quality Criteria you meet:

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

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

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

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

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

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

☐ Yes ☒ No

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

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

STOP

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

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2020-21 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2020)

AWARD ESTIMATOR

DATES OF PROJECT DURATION: JULY 1, 2020 TO JUNE 30, 2021

Applicant Information (please fill in the underlined fields)

Number of Different Agriculture Teachers at Site
(Please attach a separate list of Agriculture teachers' names): 4.6

Total Number of Students from the prior fiscal year R-2 Report: 382

Number of teachers meeting Criterion 10 (Class size - See instructions): 2

Number of teachers meeting Criterion 11a (Year round employment - See instructions): 4

Number of teachers meeting Criterion 11b (Project supervision period - See instructions): 1

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

Award Calculations

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

Part 2: Based on \$8.00 per member listed on the R-2 Report: \$ 3,056.00

Part 3a: Based on number of teachers meeting Criterion 10: \$ 4,000.00

Part 3b: Based on number of teachers meeting Criterion 11a: \$ 8,000.00

Part 3c: Based on number of teachers meeting Criterion 11b: \$ 2,000.00

Part 4: Based on meeting all criteria on the Quality Criterion 12 Form: \$ 0.00

Total Estimated Award: \$ 22,056.00

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2020–21 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2020)

Budget Sheet

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

Amount left to Allocate:

\$ 0.00

4000: Books & Supplies

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	supplies and small equipment	\$ 13,236.00	\$ 13,236.00
Subtotal	N/A	\$ 13,236.00	\$ 13,236.00

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

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Conferences	\$ 5,000.00	\$ 5,000.00
2.	FFA Packets	\$ 3,820.00	\$ 3,820.00
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Subtotal	N/A	\$ 8,820.00	\$ 8,820.00

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

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

Total Allocated Funds:

\$ 22,056.00

\$ 22,056.00

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2020–21 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2020)

VARIANCE REQUEST FORM

PLEASE NOTE: EACH CRITERION FOR WHICH A VARIANCE IS REQUESTED MUST BE
COMPLETED ON A SEPARATE FORM

Variance Request for Funding Year:

Las Plumas High School

School Site

Oroville Union High School District

District

1. Standard and criterion for which variance is requested:

Standard Number:

Criterion Number:
2. Reasons why the criterion is not being met at this time (use additional pages if needed):

3. Steps to be taken in order to meet this criterion (use additional pages if needed):

Name of Agriculture Teacher
Responsible for the Program

Signature of Agriculture
Teacher Responsible for the Program

Name of Principal

Signature of Principal

Name of Regional Supervisor

Signature of Regional Supervisor

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2020–21 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2020)

QUALITY CRITERION 12 FORM

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

Please check each qualifying condition you meet below.

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

Number of Students on Previous Year's R-2 Report: 388

12A: Leadership and Citizenship Development

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

12B: Practical Application of Occupational Skills

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

12C: Qualified and Professional Activities

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

12D: Community, Business, and Industry Involvement

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

Name of Agriculture Advisory Committee Chair: Lyman Hagen

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

12E: Retention

☐ Number of students from the 2016 freshman cohort who completed 3 or 4 years of Agriculture Education courses. Must be at least 30% of the 2016 freshman cohort

12F: Graduate Follow-Up

☐ Number of program completers graduating last year

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

**Formula Grant Electronic Application System for
Indian Education (EASIE Allocation 1 - Initial) School Year 2020-21**

OMB #: 1810-0021 OMB Expiration Date: 02/29/2020

Type of applicant:	LEA (Consortium Leader)
Type of application:	Regular formula grant program
Applicant name:	Oroville Union High/School District Consortium
Address:	2750 Mitchell Avenue
City, State, Zip	Oroville, CA 95966
Applicant DUNS Number:	081270811
Applicant NCES Number:	0629130
Applicant PR Award number:	S060A200488

Allocation 1 - Initial 2020-21 Allocation:	\$79,876
Grant award start date:	July 01, 2020 12:00 AM
Grant award end date:	June 30, 2021 12:00 AM
Application Part II version:	1.0
Total Indian student count:	315
Total student enrollment:	315

Participating LEAs:

LEA name:	Oroville Union High/School District Consortium
City, State:	Oroville, CA
NCES number:	0629130
Grades offered:	7,8,9,10,11,12
Student enrollment:	150
Indian student count:	150
Increase of 10% or more:	N

LEA name:	Oroville City Elementary School District
City, State:	Oroville, CA
NCES number:	0629100
Grades offered:	7,8,9,10,11,12
Student enrollment:	111
Indian student count:	111
Increase of 10% or more:	N

LEA name:	Thermalito Union School District
City, State:	Oroville, CA
NCES number:	0639180
Grades offered:	7,8,9,10,11,12
Student enrollment:	54
Indian student count:	54
Increase of 10% or more:	Y

Application Timeframe:	Single-Year
Current Application Cycle:	Year 1 Of 1

2.1.5.1 Project Director and Authorized Representative Information

Applicant Demographics:		Project Director:	
Applicant Name:	Oroville Union High/School District Consortium	First Name:	Jeff
Address:	2750 Mitchell Avenue	Last Name:	Ochs
Address 2:		Phone:	530-538-5350 Ext: 5103
City:	Oroville	FAX:	530-538-5396
State:	CA	E-Mail:	jochs@ouhsd.net
Zip:	95966		
Applicant Identification:		Authorized Representative of the Applicant Agency:	
PR Award Number:	S060A200488	First Name:	David
DUNS Number:	081270811	Last Name:	Devine
NCES Number:	0629130	Phone:	530-538-5350 Ext: 5107
		FAX:	530-538-5396
		E-Mail:	ddevine@ouhsd.net

2.2 Coordination of Service

2.2.1 Coordination of Services with Formula Grant Programs

Programs	(a) Is this Program Available?	(b) Is this Program coordinated with Title VII Services?	Program Type
Title I	Yes	No	Federal
Homeless Child and Youth	No	No	Federal
Title III: English Language Acquisition	No	No	Federal
School Improvement Grants	No	No	Federal
Rural and Low-Income School Program	Yes	No	Federal
Impact Aid	No	No	Federal
Migrant Education	No	No	Federal

2.2.2.1 Description of Coordination of Services for American Indian/Alaska Native Students

The Indian Education Liaison meets with education directors, from Mooretown Rancheria, Berry Creek Rancheria and Enterprise Rancheria, once a month, as a member of the Tribal Community Intervention Task Force Education Subcommittee. This committee, Indian Education, and the three local tribes, plan the following culturally appropriate education activities and events: visits to Native American cultural museums such as the Maidu cultural exhibit at the Oroville Visitor's Center; college campus field trips, such as Chico State University (in collaboration with Office of Tribal Relations, CSU) and Butte Community College; the annual Intertribal Education Fair; and the Native American Club meetings and activities at each of the high schools. All of these are designed specifically for Native American students and contain information about Native culture and language. These events are funded by contributions from each of the tribes as well as from Native American Club student led fundraisers.

2.2.3 Coordination of Services Professional Development

Staff	Professional Development Opportunity	Content
LEA staff	Workshops/Sessions	Cultural Awareness Education and Sensitivity
LEA staff	Conferences, including national, regional, state, or LEA-sponsored	Indian Education-specific

2.2.4.1 - 2.2.4.3 Dissemination and Use of Assessment Data

Timeframe of Last Assessment(s) Conducted:	School Year: 2020-21
Method of Dissemination to Indian Community and Parent Committee	☐ Public hearing for application ☒ Parent Committee meeting ☐ Within a written report ☐ Posted on website ☐ Other open meeting ☐ Sent home with student ☐ Radio Broadcast ☒ Newsletter
How Is LEA responding to findings of previous assessment(s)?	☒ No changes in services/programs ☐ Modifications to services/programs at LEA level Please describe : ☐ Modification to services/programs within project Please describe :
Public Hearing Date : 12/17/2019	

2.2.5.1 Description of Meaningful Collaboration with Tribes

The Indian Education Liaison maintains frequent telephone and email contact with parents and the education directors at each of the three local tribes in order to identify students in need of para-educator tutor intervention or mentoring. The Indian Education Liaison also meets with the education directors, once a month, as a member of the Tribal Community Intervention Task Force Education Subcommittee to discuss and implement broader strategies to meet the goals and objectives of Indian Education and to cooperate on planning jointly supported activities for the students.

2.3 Indian Education Project Description

2.3.1.1 Indian Education Formula Grant Objectives and Data Sources

Objective: Increase knowledge of cultural identity and awareness

Objective Target Grade Levels: Middle school grades, High school grades

Services Provided

Service	DataSource
Student advocacy or leadership	Student surveys, interviews, or focus groups
Cultural enrichment	Student surveys, interviews, or focus groups

Objective: Increase academic achievement

Objective Target Grade Levels: Middle school grades, High school grades

Services Provided

Service	DataSource
Culturally-responsive academic support	Documents

Objective: Increase at-risk student support

Objective Target Grade Levels: High school grades

Services Provided

Service	DataSource
Drop-out prevention strategies	Documents
Culturally-responsive counseling	Teacher surveys, interviews, or focus groups

2.4 Budget

2.4.1.0.1 Supplemental Information

☒ By Checking this box, I will ensure that the Indian Education formula grant funds will supplement and not supplant other funding for the education of Indian children, with the goal of providing culturally-responsive education to meet the academic needs of American Indian/Alaska Native students and to assist those students in meeting State achievement standards. See FAQs for guidance and examples.

2.4.9 Budget Summary

Allocated Funds: \$79,876	Total Admin %: 0.0% Total Admin Funds: \$0 Waiver Applied For: ☐	Budgeted Funds: \$79,876	Unbudgeted Funds: \$0
Budget Category	Status	Category Subtotal	% of Overall Allocation
Supplemental Information	Finished	\$0	0.0%
Personnel	Finished	\$71,954	90.1%
Travel	Finished	\$500	0.6%
Equipment	Finished	\$0	0.0%
Supplies	Finished	\$562	0.7%
Contractual	Finished	\$2,910	3.6%
Other	Finished	\$1,450	1.8%
Indirect Costs	Finished	\$2,500	3.12%
Budget Total		\$79,876	100%

2.4.1.1 Budget-Personnel

Type of Personnel	#	% of Time	Admin Cost	Prog. Cost	Fringe Cost	Total
Project Director	1	2%	\$0	\$0	\$0	\$0
Project Coordinator	1	100%		\$40,934	\$23,903	\$64,837
Other:						\$0
Instructional Assistants	1	14%		\$3,849	\$3,268	\$7,117
Category Totals	3		\$0	\$44,783	\$27,171	\$71,954

2.4.2.1 Budget-Travel

Type of Travel	Admin Cost	Program Cost	Totals
In-District		\$500	\$500
Out of District			\$0
Professional Development			\$0
Category Subtotals	\$0	\$500	\$500

2.4.3.1 Budget-Equipment

Item	Admin Cost	Program Cost	Totals
			\$0
Category Subtotals	\$0	\$0	\$0

2.4.4.1 Budget-Supplies

Item	Admin Cost	Program Cost	Totals
Direct Instructional Delivery		\$300	\$300
Student Consumables		\$262	\$262
Program Management			\$0
Category Subtotals	\$0	\$562	\$562

2.4.5.1 Budget-Contractual

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Evaluations			\$0
rent & utilities		\$2,910	\$2,910
Category Subtotals	\$0	\$2,910	\$2,910

2.4.6.1 Budget-Other

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Activities Related to Services			\$0
Professional Development		\$1,200	\$1,200
postage		\$250	\$250
Category Subtotals	\$0	\$1,450	\$1,450

2.4.7.1 Budget-Indirect Costs

Rate %	Total
3.13%	\$2,500

2.6 GEPA Section 427

Oroville Union High School District Indian Education program is committed to equal opportunity for all individuals in education and take specific steps to insure that all students with a valid 506 forms are included in all IE activities. Our Indian Education program and activities are free from discrimination based on gender, race, age, color, religion, tribal affiliation, ethnic group, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. All students who qualify and instructional staff that want to be involved in the program are welcomed to participate in all activities. The high school Native American clubs are open to all students so that those who do not qualify for the Indian Education program have the opportunity to learn and participate in native American activities.

2.7 Comments

All sections have been addressed and there are no anomalies to be explained.

☒ I, the legal authorized representative, have read both program assurance forms, Standard Form 424B Assurances – Non-Construction Programs and Additional Program Assurances for 84.060–Indian Education Formula Grants, and agree to their provisions. NOTE: You do not need to sign and mail-in program assurances to the program office. Checking the checkbox is equivalent to a signature. You should keep a signed copy on file for your project records.

☒ All of the required student forms (ED 506 Forms) are on file with the LEA and will be provided to the Office of Indian Education upon request.

☒ I certify that the Parent Committee participated in the development of the application submitted and approves the proposed application. I have uploaded the Parent Committee Approval form and a Consortium Agreement signed by all members of our consortium.

☒ I certify that I am an employee authorized to legally bind this entity, and that by accepting the award for the Indian Education Formula Grant Program, this grantee will comply with all program assurances, agrees to carry out the program and meet all applicable requirements described herein. I certify that, to the best of my knowledge, the information in this application is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to penalties under The False Claims Act, 18 U.S.C. 1001.

Certified By: Jeff Ochs
Certified Date: Wednesday, May 20, 2020, 4:37:01 PM

Applicant Contact Name: Jeff Ochs
Applicant Contact E-mail: jochs@ouhsd.org
Applicant Contact Title: Principal
Applicant Contact Telephone: (530) 538-5350

User 1: David Devine
E-mail: DDevine@ouhsd.org
Title: Project Coordinator

User 2: Jeff Ochs
E-mail: jochs@ouhsd.org
Title: Principal

If you have any questions regarding your SY 2020-21 EASIE Formula Grant application or need to report changes of EASIE system users for your LEA prior to the close of the application submission, review, and approval period (approximately July 1, 2020), please contact the Partner Support Center. PSC is available between 8:00 a.m. and 6:00 p.m., Eastern Time. PSC is closed on federal holidays.

EDFacts Partner Support Center (PSC)
Voice: 877-457-3336 (877-HLP-EDEN)
Fax: 888-329-3336 (888-FAX-EDEN)
E-mail: eden_OIE@ed.gov

Hearing impaired persons may contact the Partner Support Center via the Federal Relay Service: 800-877-0996 (Voice/TTY) / federalrelay@sprint.com.

If you have questions or need to make changes to SY 2019-20 or prior grants or need information after July 1, 2020, please contact the Office of Indian Education.

Office of Indian Education
Telephone: 202-260-1454
E-mail: Indian.education@ed.gov

School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Oroville Community Day School
Address	2060 2nd Street Oroville, Ca. 95965
County-District-School (CDS) Code	046151500430140
Principal	Tim Drury
District Name	Oroville Union High School District
SPSA Revision Date	May 8, 2020
Schoolsite Council (SSC) Approval Date	June 10, 2020
Local Board Approval Date	June 17, 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Mission:

It is the mission of the Oroville Union High School District Community Day School is to leave no student behind. Our Community Day School is an integral part of an educational system that seeks to offer opportunities to the highest achievers as measured by traditional assessments and also offers opportunities for recovery to those who have the most difficulty because of a single serious offense or a pattern of inappropriate behavior.

Vision:

The vision of the Oroville Union High School District Community Day School is to assist students to overcome behavioral and academic barriers in order to be successful students and productive, contributing members of the community.

DOJ will be making major changes in the way we operate. This document in 2021-2022 will look much different.

School Profile

The OUHSD Community Day School proposal is designed to assist students to modify behavior, earn academic credits and complete all of the requirements necessary to earn a high school diploma. One of the key elements in this plan will be the ability of the Continuation School to transition students into appropriate educational placements within the alternative education program. The Continuation School Principal will work with the Superintendent and /or designee to insure that expulsion plans are considered when transitioning students between alternative education sites. DOJ will be making major changes in the way we operate - and this document in 2021-2022 will look much different based on new plans the OUHSD will put in place..

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

CDS Staff and the Oroville community hold discussions in several forums: Site Council, weekly faculty meetings, and one-on-one discussions with Admin and staff. The conclusion from all of these meetings is that our school needs to focus on the learning outcomes from our teaching that will help students to grow academically, increase rigor, and prepare students for college/career. Our school has taken steps to unify our efforts under the Single School Plan for Student Achievement by assisting all students in reaching graduation through a variety of programs and support services. All categorical funding is dedicated to the classroom to assist students to reach reading at grade level and earning credits to stay on track for graduation whether it be in a return one of our comprehensive high schools or at Prospect High School. Grade level and subject level Common Assessments have been created and baseline data at the beginning of every year will occur. Because our population is fluid, testing will need to occur often and as part of the intake process.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	15.79%	22.22%	23.08%	6	6	6
African American	10.53%	11.11%	3.85%	4	3	1
Asian	2.63%	%	3.85%	1		1
Filipino	%	%	0%			0
Hispanic/Latino	15.79%	11.11%	34.62%	6	3	9
Pacific Islander	%	%	0%			0
White	52.63%	55.56%	34.62%	20	15	9
Multiple/No Response	%	%	0%			0
Total Enrollment				38	27	26

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	2	2	
Grade 10	16	15	14
Grade 11	14	3	10
Grade 12	6	7	2
Total Enrollment	38	27	26

Conclusions based on this data:

- Oroville Community Day School added another additional teacher in 18-19 to create a better learning environment for students, and staff by creating better grade level options for students. The school is open to 9th, 10th, 11th, and 12th, grade students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	1	0	1	2.6%	0.0%	3.8%
Fluent English Proficient (FEP)	1	0	4	2.6%	0.0%	15.4%
Reclassified Fluent English Proficient (RFEP)		0	0	0	0.0%	0.0%

Conclusions based on this data:

1. Oroville Community Day School opened up courses by adding staff in 2018-19 doubling the course offerings. This has created more space for EL, and Special Education students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*			
All Grades	*	*	*	*	*	*	*	*	*			

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Data sample size too low to report out.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*			
All Grades	*	*	*	*	*	*	*	*	*			

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Number of students tested is too low to report out data.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Conclusions based on this data:

1. N/A - No EL students enrolled

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
27	92.6	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.
<p>This is the total number of students enrolled.</p> <p>This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.</p>			

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
Homeless	5	18.5
Socioeconomically Disadvantaged	25	92.6
Students with Disabilities	6	22.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	11.1
American Indian	6	22.2
Hispanic	3	11.1
White	15	55.6

Conclusions based on this data:

1. There is a high percentage of Socioeconomically disadvantaged students enrolled at CDS
2. There is an ethnically diverse population of students at CDS
3. SEL support is a need

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

College/Career



No Performance Color

Academic Engagement

Graduation Rate



No Performance Color

Conditions & Climate

Suspension Rate



Orange

Conclusions based on this data:

1. This school has expelled students, probation placements, and truants. This indicates the suspension rate will naturally be high.
2. Students cannot graduate from CDS.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
-----------------------	-----	--------	--------	-------	------	------------------------

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red

Orange

Yellow

Green

Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

Conclusions based on this data:

1. N/A - Data not reportable.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator	
	English Learner Progress
	making progress towards English language proficiency
	Number of EL Students:
	Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1.	N/A
2.	N/A
3.	N/A

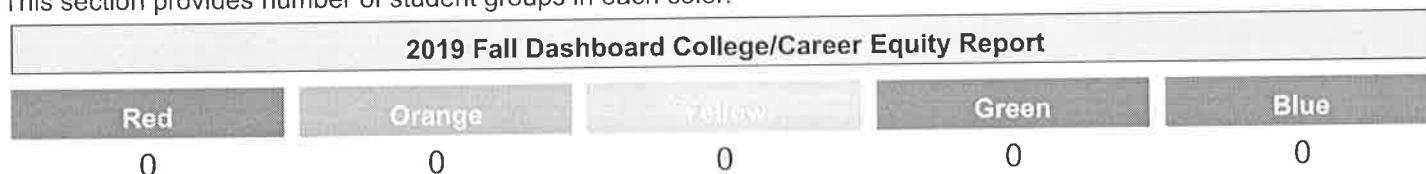
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	English Learners  No Performance Color 0 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Students with Disabilities  No Performance Color 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Attendance did increase this year (2019-2020) in preliminary reports from Data Zone.
2. N/A
3. N/A

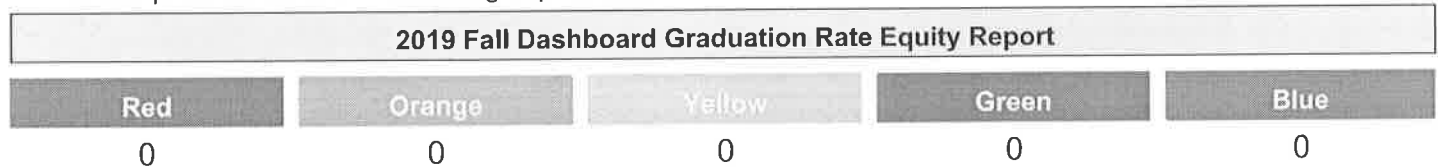
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	English Learners  No Performance Color 0 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Students with Disabilities  No Performance Color 0 Students

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1. Students must promote to Prospect Continuation High School to graduate.
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 36.3 Declined -9.3 80	 No Performance Color Less than 11 Students - Data Not 1	 No Performance Color Less than 11 Students - Data Not 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 46.2 Declined -10.1 13	 Orange 39.4 Declined -6.5 66	 No Performance Color 26.7 Declined -34.9 15

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 5	American Indian  No Performance Color 64.3 Increased +18.1 14	Asian	Filipino  No Performance Color Less than 11 Students - Data 1
Hispanic  No Performance Color 50 Declined -3.3 14	Two or More Races  No Performance Color Less than 11 Students - Data 1	Pacific Islander	White  Orange 22.2 Declined -23.6 45

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	45.6	36.3

Conclusions based on this data:

1. The suspension rate is in the high category, BUT it indicates that suspensions are declining.
2. Alternatives to Suspension are explored and utilized when possible.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Pupil Engagement: Chronic Absenteesim

Goal Statement

Promote the importance to come to school.

LCAP Goal

Pupil Engagement: (Engagement)

Basis for this Goal

Our district has an involuntary transfer policy, and 9th and 10th graders are sent directly to CDS as a means to get students back on track.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 5: Pupil Engagement - Attendance rates	Attendance for CDS 2018-19 school year is below 50%	Students need to have 70% attendance to promote to Prospect

Planned Strategies/Activities

Strategy/Activity 1

We will be emphasizing the importance of attending school.

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020 school year

Person(s) Responsible

Administration, teachers, support staff, Social Worker, Counselor, and a new Teacher on Special Assignment (TOSA) for two periods a day. This will get the students jump started in school.

Proposed Expenditures for this Strategy/Activity

Amount	17,000
Source	General Fund

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Funding for staff to make phone calls, conduct home visits, mail letters home, and hold conferences with parents on the importance of attendance will occur.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

Promote the importance to come to school.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 5: Pupil Engagement - Attendance rates	Students need to have 70% attendance to promote to Prospect	We asked for 80% attendance for the two weeks prior to the transfer after achieving Level 4 on a Daily Assessment Report (DAR)

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We will be emphasizing the importance of attending school. If students want a high school diploma, they must come to school at least 3 days a week.	Goal was shared continually with students - and daily/hourly review of progress was made.	Funds will be used to pay make phone calls, do home visits, mail letter home, and conference with parents on the importance of attendance. 1000-1999: Certificated Personnel Salaries General Fund 17,000	Funds will be used to pay make phone calls, do home visits, mail letter home, and conference with parents on the importance of attendance. 1000-1999: Certificated Personnel Salaries General Fund 19,482

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The TOSA (Teacher on Special Assignment) position proved to be valuable in having staff make phone calls, do home visits, mail letters home, and hold conferences with parents on the importance of attendance, behavior, and earning credits.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

This is a must - and a needed position to be continued. DOJ will be making major changes in the way we operate also - and this TOSA position should support both of our efforts. This document in 2021-2022 will look much different based on changes made from COVID-19 mandates and DOJ recommendation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

More was spend as a sub was also used on top of paying for the personnel.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We hope to further increase attendance rates and decrease out of school suspensions.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	17,019
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	17,000.00

Allocations by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
General Fund	17,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	17,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	17,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Tim Drury	Principal
Michela Monnot	Other School Staff
Dawn White	Classroom Teacher
Logan Infranca	Secondary Student
Melissa Infranca	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.	
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	
This SPSA was adopted by the SSC at a public meeting on June 10, 2020.	
Attested:	
<div>Principal, Tim Drury on June 10, 2020</div> <div>SSC Chairperson, Michela Monnot on June 10, 2020</div>	

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program



School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Oroville High School
Address	1535 Bridge Street Oroville, CA 95966
County-District-School (CDS) Code	04615150000000
Principal	Cristi Tellechea
District Name	Oroville Union High School District
SPSA Revision Date	03/16/2020

Schoolsite Council (SSC) Approval Date

Local Board Approval Date

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The mission at Oroville High School is to provide a safe, engaging environment that promotes high academic achievement, and personal and social responsibility. Oroville High School's guiding vision is to assure that all students meet the academic, social, physical and career challenges of the 21st century.

School Profile

Oroville High School has existed as an institution for over 120 years, though the site it currently occupies is around 100 years old. The facility itself reflects that age; however an \$8.5 million renovation and modernization project was initiated through the passage of a local bond measure. Completed construction projects include the building of a new library, a new science wing, and a new industrial arts building. Other modernization projects include the conversion of the old library into a theater/performing arts center, conversion of the old wood shop building into new art and ceramics classrooms, and improvements and upgrades to the gymnasium and locker rooms. We also have new softball and baseball fields on campus and the most modern and sophisticated football/soccer stadium and track in the north section due to a \$12 Million bond measure.

At Oroville High School, we offer quality programs to help our students succeed. Courses, curriculum, and school wide goals at Oroville High School are reviewed and aligned regularly so that our instructional practices are focused on essential core content standards. Our students learn how to be critical thinkers, life-long learners, effective communicators, and community contributors. As we focus on instructional practices we are guided by the following four questions: 1) What do we expect students to learn? 2) How will we know if they have learned it? 3) How will we respond if they haven't learned it? 4) How will we respond when our students already know it? Technology has been a focus at Oroville High School for many years. Currently, we have over 1,000 Chromebooks operating in various classrooms across our campus. Improved fiber and Wi-Fi drop zones have been installed in every classroom to facilitate our growing need to access the internet across campus. Teachers are also being trained to utilize the latest technologically based instructional methods in order to improve student engagement in their classes.

The students from Oroville High School have many opportunities for higher education during and beyond high school. Our C.T.E. programs in Culinary Arts, Medical and Hospital Careers, Engineering and Design, and Automotive have generated partnerships and cooperative relationships with the local businesses in support of the school and its programs. Butte Community College offers comprehensive programs in many fields as well as a college connection program for current seniors. California State University Chico, a four-year university, offers OHS students participation in Upward Bound and Educational Talent Search, which give opportunities to low -income and first-generation students to get a head start on college through tutoring programs, residential summer programs, visitations, and personal encouragement.

Oroville High School has an active School Site Council, Parent Teacher Student Association, English Language Advisory Committee, Discipline and Safety Committee, and many opportunities for parent and community volunteers.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA was reviewed and adjusted during the 2019-2020 school year by the School Site Council and adopted by the OUHSD School Board on June 17, 2020. Various stakeholder groups such as the Staff Advisory committee (SAC) and English Learner Advisory Committee (ELAC) were also consulted on this plan.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	8.11%	8.68%	8.53%	78	85	84
African American	5.41%	5.31%	6.09%	52	52	60
Asian	22.14%	21.86%	21.02%	213	214	207
Filipino	0.94%	0.61%	0.71%	9	6	7
Hispanic/Latino	14.45%	16.75%	17.26%	139	164	170
Pacific Islander	0.21%	0.31%	0.3%	2	3	3
White	46.99%	45.25%	44.77%	452	443	441
Multiple/No Response	0.31%	0.2%	1.12%	3	2	2
Total Enrollment				962	979	985

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	264	267	261
Grade 10	256	248	245
Grade 11	222	239	218
Grade 12	193	225	261
Total Enrollment	962	979	985

Conclusions based on this data:

1. While we saw a decrease in enrollment in 2017-2018, there was a slight increase of 17 students in the 2018-2019 school year.
2. In 2019-2020 we have seen a slight decrease in enrollment with our current enrollment at 956 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	38	25	34	4.0%	2.6%	3.5%
Fluent English Proficient (FEP)	210	219	207	21.8%	22.4%	21.0%
Reclassified Fluent English Proficient (RFEP)	9	9	3	22.5%	23.7%	12.0%

Conclusions based on this data:

1. Oroville High School has seen a decline in English Learner enrollment over the last three years.
2. Reclassification rates increased slightly between the 2017-18 and 2018-19 school years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	201	195	234	193	186	227	193	186	227	96	95.4	97
All Grades	201	195	234	193	186	227	193	186	227	96	95.4	97

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2600.	2593.	2582.	20.73	24.19	19.38	37.82	32.26	33.48	27.98	22.04	25.99	13.47	21.51	21.15
All Grades	N/A	N/A	N/A	20.73	24.19	19.38	37.82	32.26	33.48	27.98	22.04	25.99	13.47	21.51	21.15

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	27.46	26.34	20.26	48.70	47.31	49.34	23.83	26.34	30.40
All Grades	27.46	26.34	20.26	48.70	47.31	49.34	23.83	26.34	30.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	34.20	34.41	36.28	54.92	40.32	44.69	10.88	25.27	19.03
All Grades	34.20	34.41	36.28	54.92	40.32	44.69	10.88	25.27	19.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	15.54	18.28	17.62	66.32	64.52	63.44	18.13	17.20	18.94
All Grades	15.54	18.28	17.62	66.32	64.52	63.44	18.13	17.20	18.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	33.16	38.71	26.87	53.89	41.40	51.98	12.95	19.89	21.15
All Grades	33.16	38.71	26.87	53.89	41.40	51.98	12.95	19.89	21.15

Conclusions based on this data:

1. Over 52% of 11th grade students met or exceeded standards overall on the ELA CAASPP. This is a decrease of 4% as compared to the 2017-18 school year.
2. While the percentage of students who have exceeded standards overall on the English/Language Arts test declined by almost 5% from the 2017-18 school year, there was a slight increase in the number of students who "met" or "nearly met" standards in 2018-2019. There was also a slight decrease in the number of students who did "not meet" standards from the 2017-18 and 2018-19 school year.
3. Reading continues to be an area of concern with a little over 30% of 11th grade students below standard. In contrast, there was an increase of 6% in the number of students who were "at or near standard" or "above standard" in the area of Writing between the 2017-18 and 2018-19 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	200	196	234	192	187	228	192	187	228	96	95.4	97.4
All Grades	200	196	234	192	187	228	192	187	228	96	95.4	97.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2534.	2545.	2548.	2.08	8.56	10.09	18.75	16.04	14.47	20.31	24.06	21.49	58.85	51.34	53.95
All Grades	N/A	N/A	N/A	2.08	8.56	10.09	18.75	16.04	14.47	20.31	24.06	21.49	58.85	51.34	53.95

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	10.94	17.11	14.91	24.48	22.46	22.37	64.58	60.43	62.72
All Grades	10.94	17.11	14.91	24.48	22.46	22.37	64.58	60.43	62.72

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	7.81	11.76	12.72	42.19	43.85	45.18	50.00	44.39	42.11
All Grades	7.81	11.76	12.72	42.19	43.85	45.18	50.00	44.39	42.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	9.38	9.63	12.72	54.17	62.03	51.75	36.46	28.34	35.53
All Grades	9.38	9.63	12.72	54.17	62.03	51.75	36.46	28.34	35.53

Conclusions based on this data:

- Only 24.6% of OHS 11th grade students are scoring at or above standard overall on the CAASPP Mathematics test.
- Over 50% of our students are scoring at below standard overall on the CAASPP Mathematics test with the Concepts and Procedures strand showing the greatest challenge for our students with over 60% of students scoring below standard.

3. Over 60% of students are "at/near standard" or "above standard" on the Communicating Reasoning strand of the test. While this appears to be the area of strength for OHS students, this is a decline of 10% as compared to the 2017-18 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1533.8	*	1518.8	*	1548.6	*	12	7
Grade 10	*	*	*	*	*	*	*	9
Grade 11	*	*	*	*	*	*	*	8
Grade 12	*		*		*		*	
All Grades							28	24

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	*	*	12	*
10	*	*	*	*		*		*	*	*
11	*	*	*	*		*		*	*	*
All Grades	*	12.50	42.86	54.17	*	29.17	*	4.17	28	24

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	*	*	12	*
10	*	*	*	*		*		*	*	*
11	*	*	*	*		*		*	*	*
All Grades	42.86	16.67	42.86	54.17	*	25.00	*	4.17	28	24

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*	*	*	*	*	*	*	12	*
10	*	*	*	*		*		*	*	*
11		*	*	*	*	*		*	*	*
All Grades	*	4.17	64.29	25.00	*	66.67	*	4.17	28	24

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	12	*
All Grades	*	0.00	60.71	87.50	*	12.50	28	24

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	12	*
All Grades	60.71	70.83	*	20.83	*	8.33	28	24

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	12	*
All Grades	*	12.50	71.43	58.33	*	29.17	28	24

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	12	*
All Grades	*	0.00	57.14	100.00	*	0.00	28	24

Conclusions based on this data:

1. Over 66% of English Learners scored at a Level 3 or 4 in overall language proficiency in the 2018-19 school year.
2. The majority (over 50%) of EL students at OHS are in the somewhat/moderately developed range in Reading, Writing, and Listening.
3. A little over 70% of EL students scored in the well developed range for speaking. This is a 10% increase from the 2017-18 school year.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
979	79.2	2.6	0.7
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	25	2.6
Foster Youth	7	0.7
Homeless	55	5.6
Socioeconomically Disadvantaged	775	79.2
Students with Disabilities	131	13.4

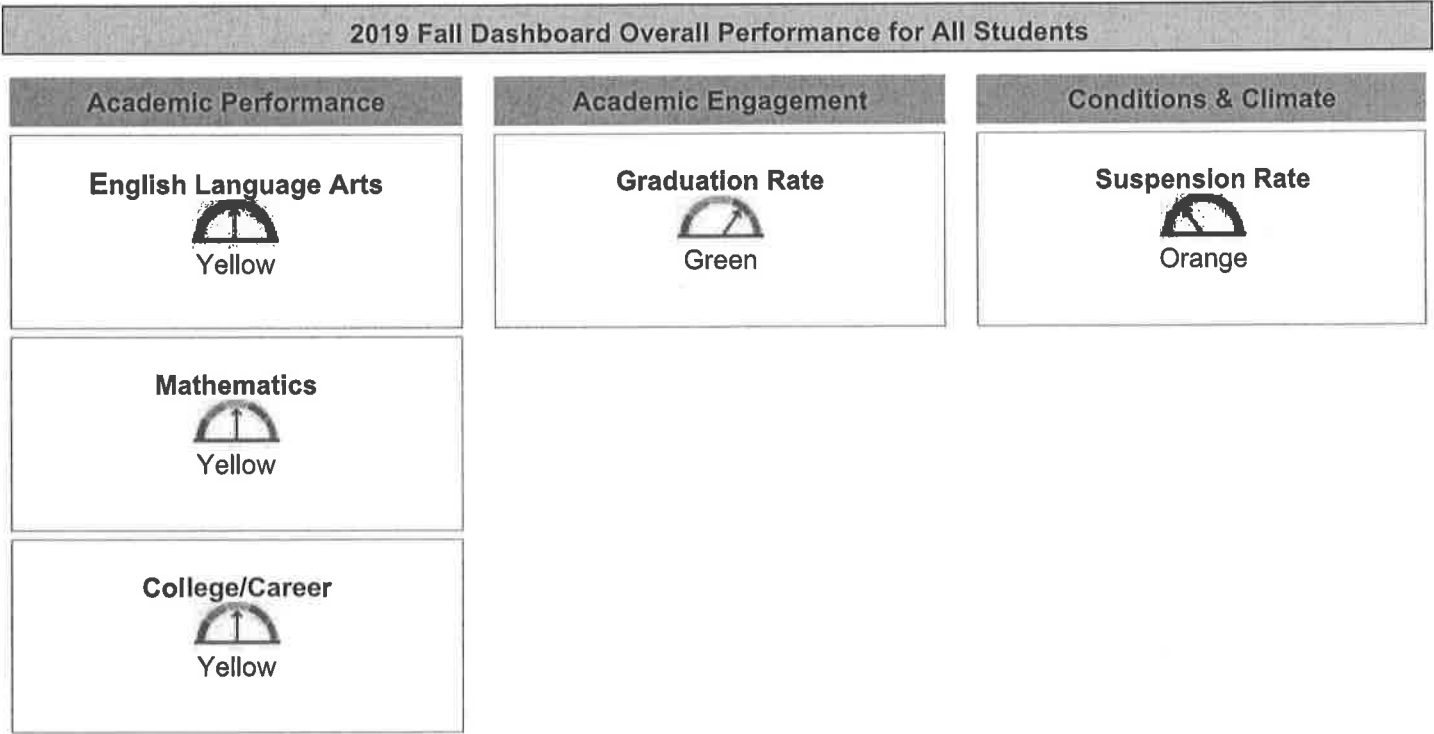
Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	52	5.3
American Indian	85	8.7
Asian	214	21.9
Filipino	6	0.6
Hispanic	164	16.8
Two or More Races	10	1.0
Pacific Islander	3	0.3
White	443	45.3

Conclusions based on this data:

1. The percentage of Socioeconomically disadvantaged students has slowly increased over the last few years, with the current percentage at just under 80%.
2. The largest ethnic group at OHS is White at 45.3%, with Asian second at 21.9%, and Hispanic third at 16.8%.

School and Student Performance Data

Overall Performance



Conclusions based on this data:

1. While OHS has been in the orange range for the last two years, there has been a decrease in the number of suspensions over the last three years.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 1.3 points above standard Declined -12.1 points 218	 No Performance Color 40.1 points below standard 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 13.6 points below standard 17	 Orange 8.8 points below standard Declined Significantly -20 points 172	 No Performance Color 96.7 points below standard Declined Significantly -31.8 points 21

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 74.3 points below standard Declined Significantly -45.5 points 20	 Green 54.2 points above standard Increased ++5.7 points 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 25.9 points below standard Declined Significantly -32.1 points 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 0.6 points above standard Declined -3.4 points 104

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6	Less than 11 Students - Data Not Displayed for Privacy 10	9 points below standard Declined -9.1 points 164

Conclusions based on this data:

- Overall, all 11th grade students at OHS declined by 12.1 points in English Language Arts (ELA).
- The Asian subgroup increased performance levels in ELA by 5.7 points and was the only subgroup to reach the highest performance level.
- Students with Disabilities performed the lowest at 96.7 points below standard.

School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 76.4 points below standard Increased ++3.2 points 218	English Learners  No Performance Color 140.1 points below standard 17	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color 105 points below standard 18	Socioeconomically Disadvantaged  Orange 90.9 points below standard Declined -8.2 points 172	Students with Disabilities  No Performance Color 228.2 points below standard Declined Significantly -85.3 points 21

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 99.8 points below standard Declined Significantly -16.3 points 19	 Green 11.9 points below standard Increased ++14.6 points 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 130.8 points below standard Declined Significantly -35.7 points 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 82 points below standard Increased Significantly ++21.2 points 104

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	Less than 11 Students - Data Not Displayed for Privacy 10	91.2 points below standard Increased ++9.6 points 163

Conclusions based on this data:

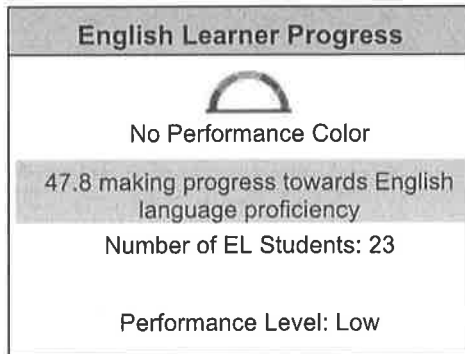
- Overall there was a 3.2 point increase for 11th grade students' performance in Math, but students are still 76.4 points below standard.
- The Asian subgroup had the highest performance, while the White subgroup and English Only students increased in performance. The White subgroup had the highest increase in performance at 21.2%.
- All of the other subgroups declined in performance from the 2017-18 school year.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6	6	0	11

Conclusions based on this data:

1. Out of the 23 EL students 17 (74%) maintained or progressed at least one level on ELPAC.
2. Out of the 23 EL students 6 (26%) decreased at least one level on ELPAC.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	1	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 34.2 Increased +8.3 202	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 21.1 Declined -3.9 19	 Yellow 31.4 Increased +5.6 172	 No Performance Color 4 Increased +4 25

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 33.3 15	 Green 58.8 Increased +19.8 51	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 33.3 Increased +2.1 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 Yellow 25.3 Increased +3.9 99

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	25.9 Prepared	34.2 Prepared
Approaching Prepared	21.8 Approaching Prepared	20.8 Approaching Prepared
Not Prepared	52.3 Not Prepared	45 Not Prepared

Conclusions based on this data:

- Overall, 34.2% of students in the class of 2019 were considered "Prepared" by the College and Career Readiness standards. This is an increase of 8.3% from 2018.
- There was also a decline of 7.3% in the number of students at OHS who were considered "Not Prepared" by the College/Career Readiness standards.
- Over 50% of students in the class of 2019 were considered "Approaching Prepared" or "Prepared" by the College and Career Readiness standards. Overall, all subgroups had an increase on this indicator.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report					
Red	Orange	Yellow	Green	Blue	

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students		English Learners		Foster Youth	
21.5%		8%		42.9%	
decreased -.5%		2		6	
219					
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
38.4%		23.9%		29.5%	
28		194		43	

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
32.7%	22.5%	6.8%	
18	20	15	
Hispanic	Two or More Races	Pacific Islander	White
27.6%	45.5%	33.3%	24.3%
48	5		112

Conclusions based on this data:

1. Overall 21.5% of our students are considered chronic absentees. This was a slight decrease (.5%) from the 2018-2019 school year.
2. The student group Foster Youth had the highest rate of chronic absenteeism at 42.9%, but their rate did decrease by 7.1% from the 2018-2019 school year.
3. Students of Two or More Races, Pacific Islander, and African American students had the highest rate of absenteeism among race/ethnic groups.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 90.6 Maintained -0.6 203	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 94.7 Maintained -0.3 19	 Orange 89.5 Declined -1.4 172	 No Performance Color 53.9 Declined -14 26

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 93.3 15	 Yellow 94.1 Declined -3.4 51	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 88.9 Increased +4.5 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 Green 92 Increased +1 100

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
91.2	90.6

Conclusions based on this data:

- Overall, there was a slight decline (.6%) in graduation rates from the 2018-19 school year.
- Most subgroups increased or maintained graduation rates from the previous year.
- There was a decline in graduation rates among Asian students, Students with Disabilities, and Socioeconomically Disadvantaged students.

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	6	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 10.9 Declined -0.4 1057	English Learners  No Performance Color 3.6 Declined -4.3 28	Foster Youth  No Performance Color 0 Declined -33.3 16
Homeless  Red 17.1 Increased +2.1 82	Socioeconomically Disadvantaged  Orange 11.1 Declined -1.6 840	Students with Disabilities  Orange 12.7 Declined -1.9 157

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 18.2 Declined -12.9 55	 Red 13.8 Increased +1.3 94	 Orange 4.5 Increased +1.3 220	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.8 Increased +2.9 183	 No Performance Color 6.3 Declined -3.8 16	 No Performance Color Less than 11 Students - Data 3	 Orange 13.1 Declined -0.4 480

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
14.4	11.3	10.9

Conclusions based on this data:

1. There has been a steady decline of suspension rates over the last three years.
2. Most subgroups show a decline in suspension rates.
3. Subgroups who showed a slight increase in suspension rates are Homeless (+2.1%), American Indian (+1.3%), Asian (+1.3%), and Hispanic (+2.9%) students.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Improve student performance levels in all subjects

Goal Statement

Increase overall student growth in all subject areas as determined by CAASPP testing, Dashboard indicators, and Local indicators.

LCAP Goal

Quality educational experience for all students

Basis for this Goal

State and local data demonstrate that our students are struggling to achieve proficiency in grade level standards. Our school dashboard indicator for all students in ELA is yellow and 52% of students met or exceeded standards. Although our Asian subgroup increased by 5.7 points, overall our students declined by 12.1 points. Our Students with Disabilities are performing the lowest of all subgroups in ELA at 96.7 points below standard. Our school dashboard indicator for all students in Math is yellow and 25% of students met or exceeded standards. Although we've increased by 3.2 points, we are still 76.4 points below standard. The Asian subgroup had the highest performance, while the Socioeconomically Disadvantaged subgroup, Hispanic students, and Students with Disabilities had declines in performance. Our Students with Disabilities are performing the lowest of all subgroups in Math at 228.2 points below standard. While 74% of our English Learner (EL) students maintained or progressed at least one level on ELPAC, overall, 47.8% are making progress which is just below the state average of 48.3%. Local data on Grade Point Averages (GPA) shows that 81% of students earned a 2.0 or higher at the end of 1st semester, with 19% of students earning below a 2.0. A closer look shows that our freshmen and sophomore students' had the largest percentage of students whose GPA was below a 2.0 at 24% (Frosh) and 22% (Soph) respectively.

Although over 50% of all students are meeting standards in ELA and there was a slight increase in Math, it is important that we continue this trend. If our Students with Disabilities (SWD) group does not continue to increase in ELA and Math, then they will most likely be in the Red performance level next year. Additionally, our EL students had a slight decline in progress this year and typically outperform students in the state. It is important that we continue to find ways to support them in their classes. Student achievement in all subject areas especially at the freshmen and sophomore level can impact their ability to complete the necessary coursework required to graduate from high school.

This goal meets the following WASC Critical Areas for Follow-Up:

Area 1: The school, district and greater educational community need to develop and implement a plan to improve and increase articulation with service area feeder schools with the stated goal of significantly improving the academic readiness of all students entering the school.

Area 2: The school and district need to develop and adopt a technology plan to incorporate the use of technology throughout the curriculum and is supported by the adoption of a computer competency graduation requirement.

Area 3: The school needs to continue efforts to develop strategies and methods to improve overall performance levels of all students through means including the adoption and use of California State Standards by all departments and in all classrooms, employment of effective teaching strategies including direct instruction, reading and writing across the curriculum, and implementation of a master schedule that allows for tutoring/support opportunities for identified students

Area 4: The district needs to develop and implement measures to provide more collaboration time on a regularly scheduled basis to address issues of ongoing school improvement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 4: Pupil Achievement ELA CAASPP	2018-19 Data: 52% met or exceeded standards, 43% of students did not meet standards	Increase the percentage of students who meet or exceed standards by 3% All students: 55%
State Priority 4: Pupil Achievement Math CAASPP	2018-19 Data: 25% met or exceeded standards, 75% of students did not meet standards	Increase the percentage of students who meet or exceed standards by 3% All students: 28%
State Priority 4: Pupil Achievement English Learner Progress	2018-19 Data: 47.8% of English Learners are making progress	Increase the percentage of English Learners making progress by 2%
State Priority 4: Student Achievement Local Benchmarks (GPA Distributions)	2019 Data: Students' 1st Semester GPA at a 2.0 or above Freshmen: 76% Sophomores: 78% Juniors: 86% Seniors: 94%	Increase percentage of students earning a 2.0 or higher for all grade levels by 1% or more.
State Priority 5: Student Engagement High School Graduation Rate	2019 Data: 91% graduation rate	Maintain or increase graduation rate by 1%

Planned Strategies/Activities

Strategy/Activity 1

Utilize supplemental materials and technology to increase student engagement and achievement

Students to be Served by this Strategy/Activity

All

Timeline

On-going

Person(s) Responsible

Administration, Counselors, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials and technology will be purchased as needed to support best practices in teaching and increase student engagement and achievement in all content areas.

Strategy/Activity 2

Provide teachers with professional development opportunities that focus on the implementation of best practices in instruction such as: the integration of technology, Common Core/NGSS/ELD standards, data/assessment, Professional Learning Communities, Freshmen Success, literacy across the curriculum, Advanced Placement (AP) Classes, and Positive Behavioral Interventions and Supports (PBIS).

Students to be Served by this Strategy/Activity

All Students

Timeline

On-going

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4,942
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Funds will be used to support professional development that focuses on the implementation of best practices in instruction and student engagement such as: the integration of technology, Common Core/NGSS/ELD standards, data/assessment, English Language Development (ELD), Professional Learning Communities, Freshmen Success, literacy across the curriculum, Advanced Placement (AP) Classes, and Positive Behavioral Interventions and Supports (PBIS).
Amount	5,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will be paid the hourly rate to attend professional development outside of the school day and subs will be covered for professional development during the school day that focuses on the implementation of best practices in instruction such as: the integration of technology, Common Core/NGSS/ELD standards, data/assessment, English Language Development (ELD), Professional Learning Communities, Freshmen Success, literacy across the curriculum, and Positive Behavioral Interventions and Supports (PBIS).

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Interventions and Academic Support

Goal Statement

Oroville High School is committed to offering quality, targeted systems of interventions to meet the needs of students who are not achieving performance standards, and who may be in danger of failing individual courses, and/or not graduating.

LCAP Goal

Quality educational experience for all students

Basis for this Goal

State and local data demonstrate that our students are struggling to achieve proficiency in grade level standards. Our school dashboard indicator for all students in ELA is yellow and 52% of students met or exceeded standards. Our Students with Disabilities are performing the lowest of all subgroups in ELA at 96.7 points below standard. Our school dashboard indicator for all students in Math is yellow and 25% of students met or exceeded standards. Our Students with Disabilities are performing the lowest of all subgroups in Math at 228.2 points below standard. Of the 33 freshmen students enrolled in Power Reading at the end of the 1st semester, 75% of students increased by 15 points or more on the Reading Inventory Lexile growth. At the end of 1st semester 36% of students had earned a MAP score at or above the median score for 9th grade of 220. Data was incomplete for Students With Disabilities enrolled in the course.

Although over 50% of all students are meeting standards in ELA and there was a slight increase overall in Math, it is important that we continue this trend. If our Students with Disabilities (SWD) group does not continue to increase in ELA and Math, then they will most likely be in the Red performance level next year.

This goal meets the following WASC Critical Areas for Follow-Up:

Area 1: The school, district and greater educational community need to develop and implement a plan to improve and increase articulation with service area feeder schools with the stated goal of significantly improving the academic readiness of all students entering the school.

Area 3: The school needs to continue efforts to develop strategies and methods to improve overall performance levels of all students through means including the adoption and use of California State Standards by all departments and in all classrooms, employment of effective teaching strategies including direct instruction, reading and writing across the curriculum, and implementation of a master schedule that allows for tutoring/support opportunities for identified students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 4: Pupil Achievement ELA CAASPP	2018-19 Data: 52% met or exceeded standards, 43% of students did not meet standards	Increase the percentage of students who meet or exceed standards by 3% All students: 55%
State Priority 4: Pupil Achievement Math CAASPP	2018-19 Data: 25% met or exceeded standards, 75% of students did not meet standards	Increase the percentage of students who meet or exceed standards by 3% All students: 28%
State Priority 4: Pupil Achievement	Fall 2019 data for students enrolled in Power Reading: 75% of students	Increase the percentage of Power Reading students who are at or

Metric/Indicator	Baseline	Expected Outcome
Local Benchmarks (9th grade MAP Reading and Lexile scores)	<p>increased Lexile by 15 points or more and 36% of students earned a MAP Reading score at or above 220.</p> <p>*Baseline data for SWD students on MAP and Lexile was incomplete for the 2019-20 school year.</p>	above grade level (220) based on the MAP Reading assessment by 2%.

Planned Strategies/Activities

Strategy/Activity 1

Offer Power Reading courses to improve student achievement in English Language Arts.

Students to be Served by this Strategy/Activity

All Students

Timeline

Annually

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	58,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Two sections of Power Reading will be offered to 9th grade students who are identified as struggling readers. Students with Disabilities will also be placed in Power Reading if determined a proper placement at their IEP.
Amount	2,535
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	A stipend is paid for the Reading Coordinator to assess students performance. The focus for the 2020-2021 school year will be data analysis of student growth on MAP scores and Lexile scores, with a specific focus on the monitoring of progress of Students with Disabilities.

Strategy/Activity 2

Provide a classroom aide for 3 periods to assist students in ELA/Math.

Students to be Served by this Strategy/Activity

All Students

Timeline

Annually

Person(s) Responsible

Administration, Teachers, Para-Educator

Proposed Expenditures for this Strategy/Activity**Amount**

25,000

Source

Title I

Budget Reference

2000-2999: Classified Personnel Salaries

Description

A para-educator will work with teachers in Power Reading/ELA/ Math classes to support student achievement.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School-Wide System of Support and Enrichment

Goal Statement

Create and implement a school-wide system of support and enrichment opportunities to develop a positive school culture and reinforce academics.

LCAP Goal

Safe and nurturing environment for all students
Prepare students to be critical thinkers in the 21st century

Basis for this Goal

State and local data demonstrate that our students are struggling to attend school regularly and be academically successful in their first year of high school. School-wide GPA data shows a decrease in GPA for freshmen students. Overall 21.5% of our students are considered chronic absentees. This was a slight decrease (.5%) from the 2018-2019 school year, but still well above the state average of 10.1%. Overall, there was a slight decline (.6%) in graduation rates from the 2018-19 school year, but OHS is still above the state average of 85.9%. State and local data demonstrate that 34% of our students are meeting college and career readiness standards and considered "Prepared." While we had an increase of 8.3% in this area, we are still below the state average of 44.1%. While OHS has seen a decline in suspension rates over the last 3 years, the current rate of 10.9% is still well above the state average of 3.4% and continues to be an area of focus for improvement.

Although the percentage of students who are considered prepared for college/ career increased by 8.3% and our graduation rate at 90.6% is above the state average, it is important that we continue to find ways to increase our students' college/career readiness and decrease the number of students who are suspended. While 74% of our English Learner (EL) students maintained or progressed at least one level on ELPAC, overall, 47.8% are making progress which is just below the state average of 48.3%. We want to continue to find ways to motivate and support our EL students on this assessment to improve in this area. Additionally, improving parent connectivity, establishing Positive Behavioral Interventions and Supports, along with increasing student enrichment/incentive opportunities will likely improve student engagement, behavior, and attendance at school.

This goal meets the following WASC Critical Areas for Follow-Up:

Area 5: The staff and administration need to complete the process of identifying measurement indicators aligned to the standards for all ESLOs.

Area 6: The school and district need to continue to expand efforts to include all stakeholder groups in all aspects of the school.

Area 7: The school needs to establish, at the earliest possible date, a career center that provides students comprehensive services on options including colleges and universities, trade/technical institutions, other skill development program, and/or employment opportunities.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 4: Student Achievement Local Benchmarks (GPA Distributions)	2019 Data: Students' 1st Semester GPA at a 2.0 or above Freshmen: 76% Sophomores: 78% Juniors: 86% Seniors: 94%	Increase percentage of students earning a 2.0 or above for all grade levels by 1% or more.

Metric/Indicator	Baseline	Expected Outcome
State Priority 5: Student Engagement Chronic Absenteeism rates	2018-19 Data: 21.5% chronic absenteeism rate for all students	Maintain or decrease chronic absenteeism by 1%
State Priority 4: Student Achievement College and Career Readiness	2018-19 Data: 34% of all students met college and career readiness standards	Maintain or increase college/career readiness by 2%
State Priority 5: Student Engagement High School Graduation Rate	2018-19 Data: 90.6% graduation rate	Maintain or increase graduation rate by 1%
State Priority 3: Parent Involvement Local Evaluation Tool (Back to School Night Survey)	2018-19 Data: 2% of parents responded to a Back to School Night survey. No survey administered in 2019-20 school year.	Administer a Back to School Night survey and maintain or increase participation in Back to School Night survey by 1%
State Priority 3: Parent Involvement Local Evaluation Tool (Sign in Sheets)	Back to School Night 2019-20: Baseline data was not collected. Approximately 200 attended. Freshmen Orientation Coffee with the Principals: 43 parents attended ELAC: 4 parents (total) attended 8th Grade Parent Night: approximately 30 parents attended Cash for College Night: baseline data was not collected	Maintain or increase parent participation by 1%
State Priority 5: Student Engagement Local Indicator: (College and Career Counselor sign-in sheets)	Baseline data from sign in sheets for 2019-20 school year were incomplete due to school closure. As of February 2020 50 students had signed up and met with C&C counselor.	Increase the number of students who sign up to see the College and Career Counselor by 10%.
State Priority 6: School Climate Suspension Rates	2017 Suspension Rate: 14.4% 2018 Suspension Rate: 11.3% 2019 Suspension Rate: 10.9%	Decrease suspension rate by 2% or more
State Priority 6: Pupil Achievement English Learner Progress	2018-19 Data: 47.8% of English Learners are making progress	Increase the percentage of English Learners making progress by 2%

Planned Strategies/Activities

Strategy/Activity 1

Improve Parent Involvement and Connectivity to OHS

Students to be Served by this Strategy/Activity

All Students

Timeline

On-Going

Person(s) Responsible

Administration, Teachers, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	3,422
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	OHS will improve parent and family connectivity by providing opportunities for parents and families to participate in school activities and increasing school-to-home communication via phone/email/home visits/letters/apps and the translation of parent correspondence. This includes school events such as Back to School Night, Coffee with the Principals, English Learner Advisory Committee meetings (ELAC), and other school sponsored events.

Strategy/Activity 2

Provide enrichment activities and incentives to reinforce academics.

Students to be Served by this Strategy/Activity

All Students

Timeline

On-Going

Person(s) Responsible

Administration, Teachers, Counselors, ASB

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Provide enrichment activities on campus to provide support to students and reinforce academics such as Link Crew, Positive Behavioral Interventions and Supports, Student of the Month recognition, Advanced Placement (AP) Classes, Reclassification ceremonies for English Learners, Motivational Speakers/Assemblies, and incentives for CAASPP/CAST/ELPAC participation and/or performance.

Strategy/Activity 3

Teacher on Special Assignment (TOSA): College and Career Readiness

Students to be Served by this Strategy/Activity

All

Timeline

On-Going

Person(s) Responsible

Administration, Counselors

Proposed Expenditures for this Strategy/Activity**Amount**

25,000

Source

Title I

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

A part time (.2) TOSA will meet with all interested students to discuss college/career goals, assist with college applications/financial aid/scholarships, and assist Academic Counselors as needed to increase college and career readiness of OHS students. The TOSA will meet with every 10th grader to review their 4-year plan and college and career goals by the end of the 2020-21 school year.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

Increase overall student growth in all subject areas as determined by CAASPP testing, Dashboard indicators, and Local indicators.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 4: Pupil Achievement ELA CAASPP	Increase the percentage of students who meet or exceed standards by 3% All students: 55%	
State Priority 4: Pupil Achievement Math CAASPP	Increase the percentage of students who meet or exceed standards by 3% All students: 28%	
State Priority 4: Pupil Achievement English Learner Progress	Increase the percentage of English Learners making progress by 2%	
State Priority 4: Student Achievement Local Benchmarks (GPA Distributions)	Increase percentage of students earning a 2.0 or higher for all grade levels by 1% or more.	
State Priority 5: Student Engagement High School Graduation Rate	Maintain or increase graduation rate by 1%	

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Utilize supplemental materials and technology to increase student engagement and achievement		Supplemental materials and technology will be purchased as needed to support best practices in teaching and increase student engagement and achievement in all content areas. 4000-4999: Books And Supplies Title I 3,000	
Provide teachers with professional development opportunities that focus on the implementation of best practices in instruction such as: the integration of technology,		Funds will be used to support professional development that focuses on the implementation of best practices in instruction	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Common Core/NGSS/ELD standards, data/assessment, Professional Learning Communities, Freshmen Success, and literacy across the curriculum.		and student engagement such as: the integration of technology, Common Core/NGSS/ELD standards, data/assessment, English Language Development (ELD), Professional Learning Communities, Freshmen Success, literacy across the curriculum, and Positive Behavioral Interventions and Supports (PBIS). 5000-5999: Services And Other Operating Expenditures Title I 4,942	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

Oroville High School is committed to offering quality, targeted systems of interventions to meet the needs of students who are not achieving performance standards, and who may be in danger of failing individual courses, and/or not graduating.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 4: Pupil Achievement ELA CAASPP	Increase the percentage of students who meet or exceed standards by 3% All students: 55%	
State Priority 4: Pupil Achievement Math CAASPP	Increase the percentage of students who meet or exceed standards by 3% All students: 28%	
State Priority 4: Pupil Achievement Local Benchmarks (9th grade MAP Reading and Lexile scores)	Increase the percentage of Power Reading students who are at or above grade level (220) based on the MAP Reading assessment by 2%.	

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Offer Power Reading courses to improve student achievement in English Language Arts.		Two sections of Power Reading will be offered to 9th grade students who are identified as struggling readers. Students with Disabilities will also be placed in Power Reading if determined a proper placement at their IEP. 1000-1999: Certificated Personnel Salaries Title I 58,000	
Provide a classroom aide for 3 periods to assist students in ELA/Math.		A para-educator will work with teachers in Power Reading/ELA/Math classes to support student achievement. 2000-2999: Classified Personnel Salaries Title I 25,000	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

Create and implement a school-wide system of support and enrichment opportunities to develop a positive school culture and reinforce academics.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 4: Student Achievement Local Benchmarks (GPA Distributions)	Increase percentage of students earning a 2.0 or above for all grade levels by 1% or more.	
State Priority 5: Student Engagement Chronic Absenteeism rates	Maintain or decrease chronic absenteeism by 1%	
State Priority 4: Student Achievement College and Career Readiness	Maintain or increase college/career readiness by 2%	
State Priority 5: Student Engagement High School Graduation Rate	Maintain or increase graduation rate by 1%	
State Priority 3: Parent Involvement Local Evaluation Tool (Back to School Night Survey)	Administer a Back to School Night survey and maintain or increase participation in Back to School Night survey by 1%	
State Priority 3: Parent Involvement Local Evaluation Tool (Sign in Sheets)	Maintain or increase parent participation by 1%	
State Priority 5: Student Engagement Local Indicator: (College and Career Counselor sign-in sheets)	Increase the number of students who sign up to see the College and Career Counselor by 10%.	
State Priority 6: School Climate Suspension Rates	Decrease suspension rate by 2% or more	
State Priority 6: Pupil Achievement English Learner Progress	Increase the percentage of English Learners making progress by 2%	

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Improve Parent Involvement and Connectivity to OHS		OHS will improve parent and family connectivity by providing	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>opportunities for parents and families to participate in school activities and increasing school-to-home communication via phone/email/home visits/letters/apps and the translation of parent correspondence. This includes school events such as Back to School Night, Coffee with the Principals, English Learner Advisory Committee meetings (ELAC), and other school sponsored events.</p> <p>4000-4999: Books And Supplies Title I 3,422</p>	
Provide enrichment activities and incentives to reinforce academics.		<p>Provide enrichment activities on campus to provide support to students and reinforce academics such as Link Crew, Positive Behavioral Interventions and Supports, Student of the Month recognition, Reclassification ceremonies for English Learners, Motivational Speakers/Assemblies, and incentives for CAASPP/CAST/ELPAC participation and/or performance. 4000-4999: Books And Supplies Title I 2,500</p>	
Teacher on Special Assignment (TOSA): College and Career Readiness		<p>A part time (.2) TOSA will meet with all interested students to discuss college/career goals, assist with college applications/financial aid/scholarships, and assist Academic Counselors as needed to increase college and</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		career readiness of OHS students. The TOSA will meet with every 10th grader to review their 4-year plan and college and career goals by the end of the 2019-20 school year. 1000-1999: Certificated Personnel Salaries Title I 25,000	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	168,485
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	129,399.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	168,485	39,086.00

Expenditures by Funding Source

Funding Source	Amount
Title I	129,399.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	90,535.00
2000-2999: Classified Personnel Salaries	25,000.00
4000-4999: Books And Supplies	8,922.00
5000-5999: Services And Other Operating Expenditures	4,942.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	90,535.00
2000-2999: Classified Personnel Salaries	Title I	25,000.00
4000-4999: Books And Supplies	Title I	8,922.00
5000-5999: Services And Other Operating Expenditures	Title I	4,942.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Cristi Tellechea	Principal
Jania Johnson	Classroom Teacher
Diana Castillo	Classroom Teacher
Stephanie Greco	Classroom Teacher
Jeff Reid	Classroom Teacher
Ana Maganda	Parent or Community Member
Louisa Louie	Parent or Community Member
Susan Houle	Parent or Community Member
Troy Moench	Secondary Student
Jordyn Williams	Secondary Student
Kamalpreet Dhanoya	Secondary Student
Christina Olson	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature


Committee or Advisory Group Name

English Learner Advisory Committee

Departmental Advisory Committee

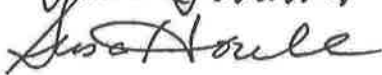
Alisha Weliver

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/28/2020.

Attested:

Principal, Cristi Tellechea on 05/28/2020

SSC Chairperson, Susan Houle on 05/28/2020

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Prospect High School
Address	2060 2nd Street Oroville, Ca. 95965
County-District-School (CDS) Code	046151504437566
Principal	Tim Drury
District Name	Oroville Union High School District
SPSA Revision Date	May 8, 2020
Schoolsite Council (SSC) Approval Date	June 10, 2020
Local Board Approval Date	June 17, 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

In 2017-18 Prospect revised our Vision and Mission Statements. Please see both statements and Expected School-Wide Learning Results outlined below.

Prospect High School Vision Statement:

Academic rigor that facilitates learning

College/career readiness

Empathy, integrity and good citizenship

A safe and nurturing environment that is conducive to learning

Prospect High School Mission Statement:

Our mission at Prospect High School is to provide an alternative educational environment in which all students will learn.

Expected School-Wide Learning Results: (What students should know, be able to do and understand upon graduation).

EVERY STUDENT WILL BE PREPARED TO BE:

EFFECTIVE COMMUNICATORS WHO:

Understand the English language, both written and orally.

Can convey information, both written and orally in a clear manner.

Can receive and interpret information necessary to carry out tasks.

Understand and use current technology.

Will show personal growth as measured by assessment data.

Synthesize information from multiple sources and identify complexities and discrepancies in the information and how different perspectives are found in each medium. (Language Arts, State Board Adopted Standards)

COMPLEX THINKERS WHO: Transfer learned skills to aid in solving new processes and situations. Use logical and effective decision-making processes. Develop solutions to problems. Use a variety of higher-level thinking skills and resources for problem-solving. Will show personal growth as measured by assessment data. Apply complex problem-solving processes and critical thinking to real-life scenarios, and analyze, interpret, and evaluate significant concepts within various contexts. (Mathematics, State Board Adopted Standards)

RESPONSIBLE CITIZENS WHO: Contribute time, energy and talent to improve the quality of life in their environment. Demonstrate positive and productive citizenship. Demonstrate tolerance for individual differences. Demonstrate positive skills in interpersonal relationships. Develop and practice personal living skills.

Our WASC visit will occur in the Spring of 2022. More, the DOJ will be making major changes in the way we operate - and this document in 2021-2022 will look much different.

School Profile

Prospect High School is part of the Oroville Union High School District (OUHSD), which is comprised of two comprehensive high schools (Oroville High and Las Plumas), a continuation school (Prospect High School), and a Community Day School (CDS). The district serves students from nine feeder elementary districts within a 640 square mile area.

Prospect High School was established in January 1969 and is part of the Prospect Alternative Center for Education (P.A.C.E.). Included under the P.A.C.E. umbrella is the continuation program, a daycare center, and the Oroville Community Day School. Prospect High School was chosen by the State of California as a Model School in 1994 and in 2000.

Prospect High School (PHS) currently has ten certificated members including the principal. Seven of the ten certificated members are shared with the adjoining CDS and teach one to five periods at PHS with the rest of their workday spent at CDS. The teachers for 2020-2021 include a new Special Education teacher, a Math Teacher, two Science teachers, three English teachers, and a Social Science teacher. Many also teach elective courses.

PHS support programs include the following:

Teen parenting program including the on-site Early Head Start Center.

One clinician through Victor Community Support Services (individual counseling for Medi-Cal eligible students).

.6 Academic Counselor (Academic Advising)

.2 School Psychologist (IEPs and individual counseling for non-Medi-Cal eligible students) - One day per week and as needed.

.4 School Social Worker (two different Social Workers come in one day per week)
Butte College Reg-to-Go

PHS hours are from 8:10 am to 2:55 pm Monday through Friday with six classes running fifty-five minutes each. The majority of PHS students attend the full six-period day, but may, with approval from the principal attend on a shortened 4-period schedule. PHS runs on a 12 week- three-trimester schedule with 6 six-week grading blocks per year. Students are able to change classes if they finish credits in a subject or need a change based on other factors. Modifications to the student/staff week may be necessary in the wake of the Covid-19 pandemic.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Prospect High School has engaged in discussions in several forums: Site Council, Student Leadership, faculty meetings, weekly staff meetings, and weekly collaboration meetings. The conclusion from all of these meetings is that our school needs to focus on the learning outcomes from our teaching that will help students to grow academically, increase rigor, and prepare students for college/career. Our school has taken steps to unify our efforts under the Single School Plan for Student Achievement by assisting all students in reaching graduation through a variety of programs and support services. With data collected from MAP testing information when possible, students will be scheduled into remediation classes to work on skills to bring them up to grade level standards. All categorical funding is dedicated to the classroom to assist students to reach reading at grade level and earning credits to stay on track for graduation. Once we receive the updated testing data from the recent CASSPP testing, we will combine that with the MAP data to get a clear picture of how and where to assist students in reaching their full potential. Grade level and subject level Common Assessments have been created and baseline data at the beginning of every year will occur.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	5.93%	9.17%	13.95%	7	10	12
African American	5.93%	5.5%	3.49%	7	6	3
Asian	1.69%	4.59%	2.33%	2	5	2
Filipino	%	%	0%			0
Hispanic/Latino	30.51%	30.28%	16.28%	36	33	14
Pacific Islander	%	%	1.16%			1
White	51.69%	46.79%	55.81%	61	51	48
Multiple/No Response	%	%	6.98%			0
Total Enrollment				118	109	86

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 10	6	5	3
Grade 11	38	34	40
Grade 12	74	70	43
Total Enrollment	118	109	86

Conclusions based on this data:

1. PHS has an average enrollment of 80 students during the year. PHS initial enrollment for the 2018-19 school year was over 100 but has had 175+ students enroll during the year.
2. PHS's student population is comprised of 10th, but mostly 11th and 12th grade students. Students are typically not referred to Prospect until they become credit deficient, which explains why the majority of students are Juniors and Seniors.
3. PHS has increased the number of graduates four years in a row.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	6	5	3	5.1%	4.6%	3.5%
Fluent English Proficient (FEP)	12	11	5	10.2%	10.1%	5.8%
Reclassified Fluent English Proficient (RFEP)		1	0	0	16.7%	0.0%

Conclusions based on this data:

1. With the effort put forth by our English department, Prospect has been able to accept more English learners into our program.
2. Very few students are enrolled - and data is tough to read.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	52	58	44	38	40	26	37	40	26	73.1	69	59.1
All Grades	52	58	44	38	40	26	37	40	26	73.1	69	59.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2441.	2456.	2494.	0.00	0.00	0.00	2.70	10.00	23.08	24.32	20.00	23.08	72.97	70.00	53.85
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	2.70	10.00	23.08	24.32	20.00	23.08	72.97	70.00	53.85

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2.70	2.50	3.85	35.14	35.00	42.31	62.16	62.50	53.85
All Grades	2.70	2.50	3.85	35.14	35.00	42.31	62.16	62.50	53.85

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	7.69	22.22	22.50	46.15	77.78	77.50	46.15
All Grades	0.00	0.00	7.69	22.22	22.50	46.15	77.78	77.50	46.15

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	5.41	2.50	3.85	40.54	52.50	53.85	54.05	45.00	42.31
All Grades	5.41	2.50	3.85	40.54	52.50	53.85	54.05	45.00	42.31

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	5.00	7.69	45.95	22.50	38.46	54.05	72.50	53.85
All Grades	0.00	5.00	7.69	45.95	22.50	38.46	54.05	72.50	53.85

Conclusions based on this data:

1. CAASPP scores in both ELA and Math. A portion of these results can be attributed to low student buy-in regarding standardized testing. Prospect staff continues to brainstorm on ways to reinforce the full testing effort. Low scores may also be attributable to serving a large population of students with a history of truancy that typically creates large gaps in learning. Prospect offers Title I English intervention and a remedial math class to help students increase academics skills and standardized test scores. Implementation of a writing rubric, gathering a baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing. Teachers have collaborated on reading and writing strategies, data analysis and how to apply it to improve instruction. The overall number of students participating in testing has increased over the past three year, but improvement overall is stagnant due to the enrolling truants from the two feeder comprehensive schools at or near the time the CAASPP each May. NO CHANGE AS NO CAASPP TESTING OCCURRED IN 2019/20 due to COVID-19
2. Prospect's annual average attendance over the last three years consistently ranges from 82-83%. Month 11 attendance ranges from 10-15% lower than the previous 10 months. This is likely due to the large number of seniors who graduate early or attend half day schedules during the last 6 week block. This has a definite effect on the overall participation rate during April and May when the CAASPP is scheduled. NO CHANGE AS NO CAASPP TESTING OCCURRED IN 2019/20 due to COVID-19
3. Teachers are integrating writing into their instruction and students are in fact writing more as well, we want to continue to improve quality of writing and continued collaboration between teachers on what high quality writing looks like. We need to improve how students research and inquirer skills by encouraging and improving writing across the curriculum. NO CHANGE AS NO CAASPP TESTING OCCURRED IN 2019/20 due to COVID-19

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	51	58	44	38	42	25	37	42	25	74.5	72.4	56.8
All Grades	51	58	44	38	42	25	37	42	25	74.5	72.4	56.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2424.	2431.	2422.	0.00	0.00	0.00	0.00	2.38	0.00	2.70	4.76	8.00	97.30	92.86	92.00
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	2.38	0.00	2.70	4.76	8.00	97.30	92.86	92.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	0.00	4.76	0.00	100.0	95.24	100.0
All Grades	0.00	0.00	0.00	0.00	4.76	0.00	100.0	95.24	100.0

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	10.81	16.67	16.00	89.19	83.33	84.00
All Grades	0.00	0.00	0.00	10.81	16.67	16.00	89.19	83.33	84.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	32.43	45.24	20.00	67.57	54.76	80.00
All Grades	0.00	0.00	0.00	32.43	45.24	20.00	67.57	54.76	80.00

Conclusions based on this data:

1. There has been a steady increase in the number of students being tested over the past three years. This is due to less dropouts and more truants engaging in school. NO CHANGE AS NO CAASPP TESTING OCCURRED IN 2019/20 due to COVID-19
2. One of the most encouraging changes we have made at Prospect High is moving my only math teacher over to the Community Day School for one period of Algebra per day. The Community Day school has a number of freshman

expulsions, as well as several sophomores. Prospect is primarily for juniors and seniors, so introducing students to Algebra as early as possible has increased had a positive increase in their knowledge of Algebra. NO CHANGE AS NO CAASPP TESTING OCCURRED IN 2019/20 due to COVID-19

3. The one teacher Math department has collaborated on numerous occasions district-wide with Oroville High School, Las Plumas High School, Butte College, as well as district liaison Nanette Johnson to more closely align with common core standards and student ability levels. Math department has also collaborated with Butte College to increase student assessment scores. Even with the early intervention in math with our students, we are seeing an overall decrease in test scores. Increasing the percentage of students passing math with a C or better has increased by 5% for the 9th and 10th-grade years but has decreased by 6% for the 11th and 12th graders. We believe the increase in truants during their 11th-grade year prior to testing has a direct effect on these scores. NO CHANGE AS NO CAASPP TESTING OCCURRED IN 2019/20 due to COVID-19

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	4
All Grades							*	6

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18 18-19
All Grades		*		*	*	*		*	* *

Oral Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18 18-19
All Grades		*	*	*	*	*		*	* *

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18 18-19
All Grades		*		*	*	*		*	* *

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Conclusions based on this data:

1. N/A - No data for use
2. N/A - No data for use
3. N/A - No data for use

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
109	95.4	4.6	1.8
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	4.6
Foster Youth	2	1.8
Homeless	18	16.5
Socioeconomically Disadvantaged	104	95.4
Students with Disabilities	21	19.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	5.5
American Indian	10	9.2
Asian	5	4.6
Hispanic	33	30.3
Two or More Races	4	3.7
White	51	46.8

Conclusions based on this data:

1. The data indicates Prospects High Schools population is 95.4% socioeconomically disadvantaged. We provide professional development focused on supporting teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas regardless of ethnicity. African-American students, Hispanic-American, and White students meet this definition of socioeconomically disadvantaged students
2. Prospect provides lots of wraparound supports for students including, mental health counseling, social worker, advisory and daily check-ins and check outs, and 100% free meals for all students.
3. Prospect is a very homogenous population of students, even with our diverse population of students we feel the balance of income and ethnicity amongst our students creating a safe and welcoming environment for learning.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  Yellow	Suspension Rate  Yellow
Mathematics  No Performance Color		
College/Career  Red		

Conclusions based on this data:

1. The Graduation Rate has grown over the last three years due to the entire teaching staff focusing on student academic engagement.
2. Principal and Staff have made an effort to reduce suspensions for minimal infractions. The staff has agreed that safety is the dominant focus of suspension. This will continue in exploring Alternatives to Education.
3. Prospect has done a fine job preparing students for college. We believe the socioeconomic situation puts an increased burden on students. More Prospect graduates with low- and middle-incomes can now attend California's public colleges and universities each year without having to pay tuition, thanks to financial aid programs in each of the state's higher education systems that cover those bills. Our counselor has spent numerous hours preparing FAFSA's this past spring, encouraging our graduates to take advantage of their first year of college being free.

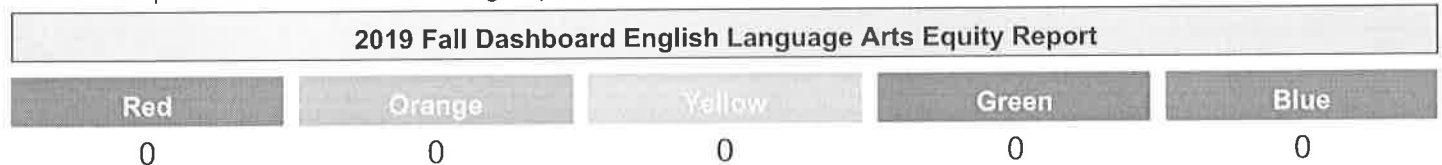
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 No Performance Color 119.9 points below standard Maintained -2 points 16		 No Performance Color 0 Students		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 No Performance Color 114.8 points below standard Increased ++6.7 points 15		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American  No Performance Color 0 Students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner 0 Students	Reclassified English Learners 0 Students	English Only 136.9 points below standard Declined Significantly -28.9 points 14

Conclusions based on this data:

1. This indicates that our school, like all continuation schools, continue to struggle with state standardized tests.
2. Prospect High School students are sent to us sometimes two or three years credit deficient due to a myriad of reasons. Prospect is a welcoming campus making an effort daily to engage students in learning. Testing is disturbing for some of these students who exhibit high levels of anxiety.
3. We have increased engagement through schoolwide reading and writing across the curriculum. We are improving in these areas.

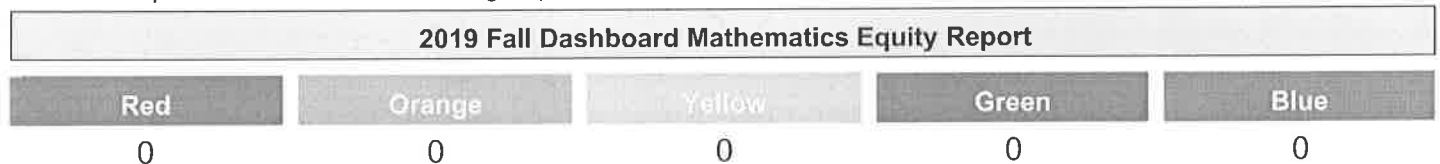
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 246.9 points below standard Declined Significantly -56 points 13		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 244.7 points below standard Declined Significantly -49.5 points 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	
Hispanic	Two or More Races	Pacific Islander	White
 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>			 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
		<p>250.2 points below standard</p> <p>Declined Significantly -69.9 points</p> <p>11</p>

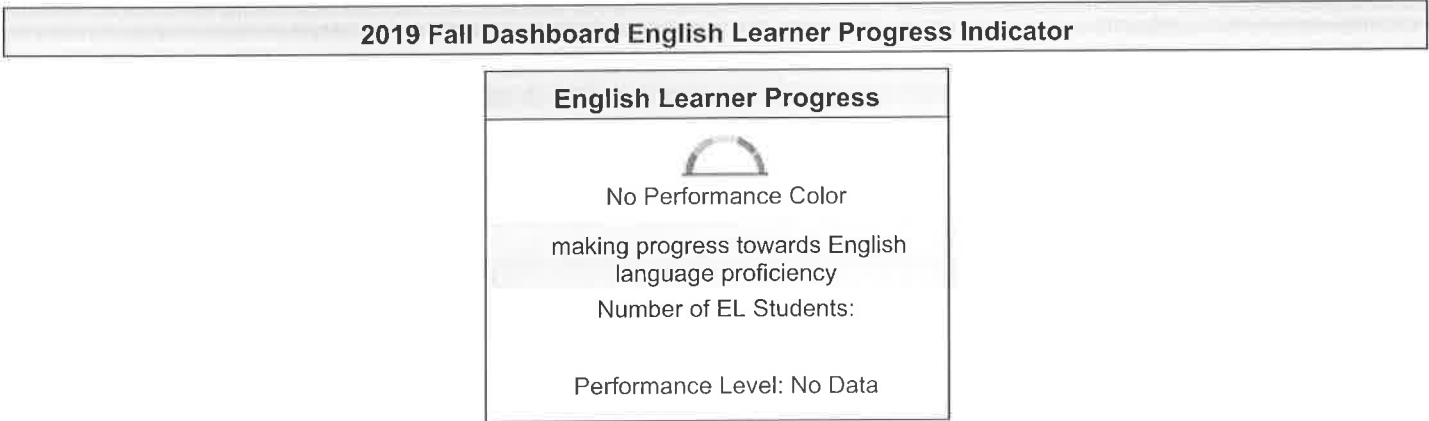
Conclusions based on this data:

1. In the area of math, our students perform very low. Across all categories and subgroups, students performed below standard (92.8% overall scored "standard not met"). The Socioeconomic disadvantaged scored the lowest. Rigor must increase.
2. Due to the size of our school, we are only able to offer Math Intervention and Math I. The students are generally two years credit deficient in Math upon arriving at Prospect and most of the time students are coming to us needing to retake Math I.
3. We notice that our students performed better in the math category of communicating reasoning (+12.81%) improvement over the previous year. We attribute this to our work on school wide literacy. Our Math teacher has to work at both Community Day and Prospect High, reducing the amount of intervention we can provide our students.

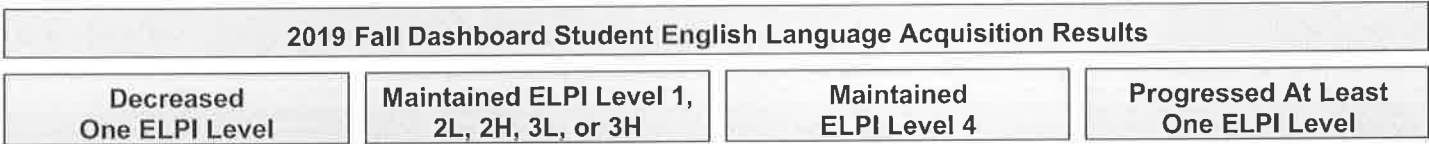
School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Conclusions based on this data:

1. N/A - Not enough data to report - too few students.
2. N/A - Not enough data to report - too few students.
3. N/A - Not enough data to report - too few students.

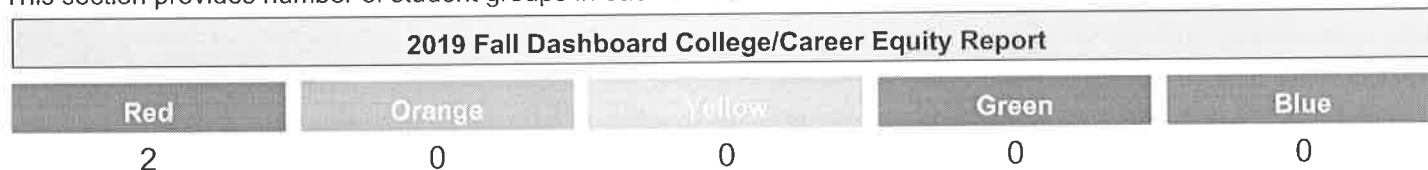
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  Red 0 Maintained -1.6 73	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Maintained 0 18	Socioeconomically Disadvantaged  Red 0 Maintained 0 67	Students with Disabilities  No Performance Color 0 14

2019 Fall Dashboard College/Career by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 0 Maintained 0 23	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color 0 Students	White  Red 0 Maintained 0 35

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	1.6 Prepared	0 Prepared
Approaching Prepared	9.7 Approaching Prepared	1.4 Approaching Prepared
Not Prepared	88.7 Not Prepared	98.6 Not Prepared

Conclusions based on this data:

1. The startling fact that we have only 1.6% of 62 students prepared for college. The data does show we need improvement in Math and English. This data does not show the number of graduates that went on to higher education other than college (i.e., Trade Schools, Beauty School)
2. More than 50% of the 62 students were White.
3. Budget has mandated a reduction in offerings of CTE courses - not what we hoped.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data for this section, but this is a colossal problem for Prospect High School. We have been averaging 82%-84% attendance, but students have a difficult time getting to school, and then remaining at school for the entire day.
2. Attendance Incentives are given weekly.

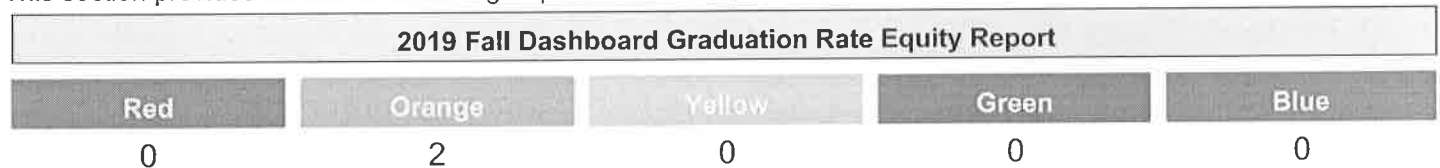
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Yellow 72.6 Maintained -2.4 73	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 88.9 Increased +7.6 18	Socioeconomically Disadvantaged  Orange 71.6 Declined -3.7 67	Students with Disabilities  No Performance Color 64.3 14

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 69.6 Increased +8.7 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 Orange 71.4 Declined -11.4 35

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
75	72.6

Conclusions based on this data:

1. Prospect's graduation rate has increased steadily over the years.
2. We offer credit recovery options for students beyond the regular school day. During the day and after school online classes are taught by a credentialed teacher.
3. We are putting plans in place to increase graduation rates and access to quality education.

School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 27.2 Declined Significantly -9.9 180	 No Performance Color Less than 11 Students - Data Not 6	 No Performance Color Less than 11 Students - Data Not 6
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 38.2 Increased +0.7 34	 Yellow 29.3 Declined Significantly -7.8 164	 No Performance Color 25 Increased +2.8 36

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10	 No Performance Color 21.1 Declined -28.9 19	 No Performance Color Less than 11 Students - Data 6	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 22.7 Declined -7.3 44	 No Performance Color Less than 11 Students - Data 7		 Orange 33 Declined -6.6 94

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	37.1	27.2

Conclusions based on this data:

1. Overall suspension rates have declined
2. African American, and Hispanic suspensions declined.
3. Students with Disabilities suspensions also declined.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Improve student performance levels in all subjects.

Goal Statement

Develop skill leveled curriculum and courses to address student's academic needs.

LCAP Goal

Quality educational experience for all students.

Basis for this Goal

State data indicates that our students are struggling to achieve academically in grade level standards. CAASP scores in both ELA and Math need improvement. A portion of these results can be attributed to low student buy-in regarding standardized testing. Prospect staff continues to brainstorm on ways to reinforce the full testing effort. Low scores may also be attributable to serving a large population of students with a history of truancy that typically creates large gaps in learning. Prospect offers Title I English intervention and a remedial math class to help students increase academics skills and standardized test scores. We have the difficult task increasing academic rigor but have students sent to us because they are generally falling out of the comprehensive high schools in the district. Students who are deemed truants in the OUHSD school district can and will be involuntarily transferred to us if they are 11th and 12th graders. The younger truant students are sent directly to our Community Day School. Sending these truants directly to Prospect has had a negative impact on our students and for us to achieve interest in higher academic achievement it is imperative that we change the negative perception to a positive School of Choice option. Students generally have a negative attitude upon arriving at Prospect High. Many of the students feel they are failures for being sent here, and many are shocked that there were involuntarily transferred to our school. We have created incentive programs and activities to re-identify as a school of choice, please refer to section five to see specific incentives.

This goal fits our desired WASC critical areas for follow-up:

Action Plan 1: Area for improvement: Academic Intervention

Action Step 1: Every Student will be given MAP twice a year to assess English and Math skills.

Progress:

MAP testing was conducted in 2014-2015, 2015-2016 for Math and English, in years 2017-2018 and 2018-2019, we took the results directly from the feeder schools.

MAP score has been required by administration prior to a student's transfer from district comprehensive sites to assist in developing academic interventions.

MAP assessment is given individually if a student is a transfer from outside of the district.

In 2016-17, teachers began Performance Based Tasks in English that align with CAASPP/SBAC testing as well as Common Core Standards in replacement of assessments using MAP in their junior and senior year.

Performance-Based Tasks are given three times a year both in initial and scaffolded formats.

Action Step 2: MAP assessment data will be used to schedule students into skill appropriate English and Math Classes.

Progress:

In addition to MAP assessment data, the scheduling of students into English Intervention or Math Intervention involves use of student academic record, attendance, enrollment, and other data.

Students in English courses are assessed using Performance Based Tasks that were incorporated into the newly developed English Curriculum Map. Math students are assessed according to meeting course academic content requirements and completion of course activities.

Math placement is determined by Math requirements fulfilled. English placement is determined by successful completion of grade level English Courses. English students are assessed in class with Performance Based Tasks that were incorporated into the newly developed curriculum map.

MAP analysis was replaced by weekly SAP periods in which students and teachers analyze and create academic goals per grading period based on student need as determined by their transcripts.

Action Step 3: Develop skill leveled curriculum and courses to address student's academic needs.

Progress:

The English Department collaborated with an outside consultation agency in development of curriculum maps for grades 10-12 aligned to California State Standards, student needs, and course schedule.

Math teacher has attended trainings for Common Core-aligned curriculum in 2017-2018.

Math teacher met and developed criteria placement for Math Intervention, as well as a 9th-11th grade curriculum map with district resource Nanette Johnson.

Math teacher attended meetings at Butte College, 2017-2018. District math teachers collaborated with Butte College math professors and assessment coordinators to help prepare students for college entry-level math courses.

Action Step 4: Infuse performance-based tasks across courses to meet common core curriculum standards.

Progress:

Performance-Based Assessments were developed (three for each Grade Level) to assess students in their development of analytical and rhetorical skills in support of assessment of academic progress and in alignment to Common Core and Statewide Assessment (CAASP/SBAC).

Tiered intervention was created to help students develop writing skills in order to assist with the PBT.

Action Step 5: Develop and implement universal writing rubric(s) to be used across all classes.

Progress:

Google Form is given schoolwide to assess students' understanding of correct writing format.

Staff has developed schoolwide universal writing rubrics for sentences and paragraphs.

Staff is in development of a schoolwide essay format for general use among courses.

Staff has begun to develop school-wide variations of graphic organizers to assist in further cross-curricular alignment of writing expectations and formatting.

Action Step 6: Develop common formative assessments in Common Core areas.

Progress:

Preliminary Performance Based Tasks aligned to State Common Core Standards were implemented for English Grades 10-12 in the 2016-2017 school year.

During 2017-2018, PBT English assessments have been administered and will continue during the school year.

Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 4: Pupil Achievement - ELA CAASPP	2018 data: 0% of students met or exceeded the standard	Increase, through credit incentives by 2+%
State Priority 4: Pupil Achievement - Math CAASPP	2018 data: 0% of students met or exceeded the standard	Increase, through credit incentives by 2+%
State Priority 5: Student Engagement High School Graduation Rate	2018 data: 82.3% graduated	Increase graduation rate by 1+%

Planned Strategies/Activities

Strategy/Activity 1

Students will utilize material and technology to increase student achievement

Students to be Served by this Strategy/Activity

All Students

Timeline

On-Going

Person(s) Responsible

Administration, Counselor, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	17,799
Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	Items needed for student success. Classroom materials, Chromebooks, and teaching materials to support credit recovery and achievement. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.
Amount	4,000
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Provide funds for Teachers and staff to seek out professional development that focuses on improving engagement and instruction. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe Environment for Learning

Goal Statement

Create a safe campus and a welcoming environment for learning

LCAP Goal

Safe and Nurturing environment for all students

Basis for this Goal

Prospect is a continuation high school with truants, who are credit deficient and struggling because they do not regularly attend school. This goal meets the following WASC Critical Areas for Follow-Up:

Student attendance and school engagement

Action Step 1: Increase parent awareness of student academic progress.

Progress:

Development of student bill distribution at the beginning of every grading block.

Transcripts and parent letters are mailed home every 6 weeks (versus 2 times a year).

Increase number of teacher-parent phone calls/emails.

AERIES parent portal is created by a parent at a student's initial orientation/registration.

Action Step 2: Formalize dates and agenda for in-class student transcript review every 6 weeks during 1st-period homeroom.

Progress:

SAP serves as an alternative to 1st-period homeroom and occurs every Wednesday from 12:25-12:55 and is built into the students' schedules as an advisory period. SAP period was created for transcript analysis.

Transcripts are analyzed once a block and data forms are filled out for each student so that the student knows what their Graduation Status is for every block and subject.

Action Step 3: Improve outreach services to increase student attendance.

Progress:

Home visits

Personal phone calls

Collaboration with probation

Attendance incentives/recognition. Students are awarded gift cards for perfect attendance each block.

Action Step 4: All new students will receive a mandatory orientation from site principal

Progress:

Transcript evaluation

Explanation of block system/variable credits

Staff introduction and campus tour

MAP assessment if applicable

Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 3 Parent Involvement: Culture and Climate	Increase weekly communication through mail, phone calls, and on-campus presentations	Utilize SAP and teacher collaboration to increase parent involvement weekly
Priority 5: Pupil Engagement: Culture and Climate	Increase time associated with transcript review from every six weeks, to weekly in SAP	During any six-week block, staff will increase the transcript review process and communicate this with students and parent/guardians
Priority 6: Pupil Engagement: School Climate -increase outreach services	Utilize Socail Worker, Counselor, and TOSA (two sections) to improve attendance	Principal will provide weekly attendance incentives, and share the results with staff during collaboration time as appropriate.

Planned Strategies/Activities

Strategy/Activity 1

Professional development dedicated to Pupil Engagement. Utilize weekly collaboration time to prioritize ways to transition from the comprehensive site to the continuation high school site. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019 - June 2020

Person(s) Responsible

Administration, Teachers, Support staff

Proposed Expenditures for this Strategy/Activity

Amount	14,200
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	The OUHSD has an Involuntary Transfer policy utilizing an intervention method known to our district as SAART. It is our desire to enhance the enrollment process from a negative perception of a welcoming safe school. Students generally have a negative attitude upon arriving at Prospect High. Many of the students feel they are failures for being sent here, and many are shocked that they were involuntarily transferred to our school. We have created incentive programs and activities to re-identify as a school of choice. Emphasis will be placed on school climate, pupil engagement, and parent involvement. Students want a positive school climate, but the task for us will involve more student-directed ideas generated through our ASB class. When you walk onto a school campus, we want students and parents to feel safe and welcome and change their feeling that they are a failure for being enrolled here. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Pupil, Family Engagement

Goal Statement

Promote changes in attendance that will help encourage a culture of attendance to get students back on track with their education

LCAP Goal

Pupil Engagement (Engagement)

Basis for this Goal

Prospect student attendance greatly affects the critical needs of our learning community. In order to address these critical learner needs, efforts have been made to explain expectations and understanding of student success to both parents and students. Creating a common understanding and language between the school and parent community in order to assure student success. Prospect has 81.7% attendance rate, which has made a tremendous difference, but due to how credits are earned (variable), it is imperative that we increase student attendance to 85% over the next 3 years. Staff will discuss the possibility of a transitional time from comprehensive sites.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 5: Pupil Engagement- Attendance rates	2018 data indicates 81.7% attendance, up .5% from the previous year	Increase to 86% for the 2020-2021 school year
Priority 5: Pupil Engagement - Graduation rates	2018 data indicates our graduation rate has increased for the past three years. The increase from last year is up by 4.7%. It is become increasingly difficult to increase this rate due to the number of chronically absent students we take from the two feeder comprehensive sites.	Increase an additional 1% per year
Priority 6: School Climate (Engagement) - Suspension rates	2018 data indicates our suspensions are down from the 2016 - 2017 school year. We have declined in all subgroups. It is a direct reflection of the staff's increased emphasis on school climate and culture. College and Career Readiness, and a 15% increase of Career and Technical courses have kept students engaged at school.	Continue to use intervention methods to decrease suspension rates, and continue to increase CTE offerings creating a attraction to for students interested in a school to career focus. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.

Planned Strategies/Activities

Strategy/Activity 1

Continue to work with the comprehensive schools to reduce their chronic absenteeism rates at their schools, thus creating a school of choice at Prospect High School.

Students to be Served by this Strategy/Activity

All students

Timeline

2019 2020 school year.

Person(s) Responsible

Administration, Teachers, and Support Staff.

Proposed Expenditures for this Strategy/Activity

Amount	21,506
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Prospect and Community Day Schools will offer two additional staff positions to assist with chronic absenteeism . A school Social Worker position, Academic Counselor, Principal, and a Teacher on Special Assignment (TOSA will monitor attendance and provide staff with the necessary information to reduce truancy, and increase attendance. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources. Numbers may change based on employee benefits/salaries allocated.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

Develop skill leveled curriculum and courses to address student's academic needs.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 4: Pupil Achievement - ELA CAASPP	Increase, through credit incentives by 2%	Data pending
State Priority 4: Pupil Achievement - Math CAASPP	Increase, through credit incentives by 2%	Data pending
State Priority 5: Student Engagement High School Graduation Rate	Increase graduation rate by 1%	Data pending

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students will utilize material and technology to increase student achievement		Items needed for student success. Classroom materials, Chromebooks, and teaching materials to support credit recovery and achievement. 4000-4999: Books And Supplies General Fund 10,500	Items needed for student success. Classroom materials, Chromebooks, and teaching materials to support credit recovery and achievement. 4000-4999: Books And Supplies General Fund 13,182

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Materials supported the school's mission and goals. Goals have been examined, data is under review, and implementation of newer ideas that support the our current plans, WASC Goals, and COVID-19 Needs, and future DOJ mandates is the new focus.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Adequate, but improvement in rigor and student expectation must occur.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

More money was spent than allocated.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In progress: Goals have been examined, data is under review, and implementation of newer ideas that support the our current plans, WASC Goals, and COVID-19 Needs, and future DOJ mandates is the new focus.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

Create a safe campus and a welcoming environment for learning

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 3 Parent Involvement: Culture and Climate	Utilize SAP and teacher collaboration to increase parent involvement weekly	Parent contact increased. Documentation in AERIES and via a phone log is available.
Priority 5: Pupil Engagement: Culture and Climate	During any six-week block, staff will increase the transcript review process and communicate this with students and parent/guardians	This occurred - and can be improved and streamlined.
Priority 6: Pupil Engagement: School Climate -increase outreach services	Principal will provide weekly attendance reports, and share the results with staff during collaboration time.	Incentives weekly were shared with staff for student attendance success.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional development dedicated to Pupil Engagement. Utilize weekly collaboration time to prioritize ways to transition from the comprehensive site to the continuation high school site		The OUHSD has an Involuntary Transfer policy utilizing an intervention method known to our district as SAART. It is our desire to enhance the enrollment process from a negative perception of a welcoming safe school. Students generally have a negative attitude upon arriving at Prospect High. Many of the students feel they are failures for being sent here, and many are shocked that they were involuntarily transferred to our school. We have created incentive programs and activities to re-identify as a school	The OUHSD has an Involuntary Transfer policy utilizing an intervention method known to our district as SAART. It is our desire to enhance the enrollment process from a negative perception of a welcoming safe school. Students generally have a negative attitude upon arriving at Prospect High. Many of the students feel they are failures for being sent here, and many are shocked that they were involuntarily transferred to our school. We have created incentive programs and activities to re-identify as a school

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>of choice. Emphasis will be placed on school climate, pupil engagement, and parent involvement. Students want a positive school climate, but the task for us will involve more student-directed ideas generated through our ASB class. When you walk onto a school campus, we want students and parents to feel safe and welcome and change their feeling that they are a failure for being enrolled here.</p> <p>0000: Unrestricted Unrestricted 19,400</p>	<p>of choice This continues to be refined and improved. Emphasis will be placed on school climate, pupil engagement, and parent involvement. Students want a positive school climate, but the task for us will involve more student-directed ideas through SAP. When you walk onto a school campus, we want students and parents to feel safe and welcome and change their feeling that they are a failure for being enrolled here.</p> <p>0000: Unrestricted Unrestricted 23,020</p>

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Goals have been examined, data is under review, and implementation of newer ideas that support the our current plans, WASC Goals, and COVID-19 Needs, and future DOJ mandates is the new focus. Incentives and school culture is, and always will be, a focus and a priority. Many pieces of SAP (Student Advisory Period) and Parent Involvement are in place - and 2020-2021 will see great improvement.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The Principal has a strong desire to see major improvements on campus. Goals were been examined, data is under review, and implementation of newer ideas that support the our current plans, WASC Goals, and COVID-19 Needs, and future DOJ mandates is the new focus.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

More spending than expected occurred.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Increased Parent Involvement/Communication in the wake of COVID-19 is essential.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

Promote changes in attendance will help encourage a culture of attendance to get students back on track with their education

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 5: Pupil Engagement- Attendance rates	Increase to 85% for the 2019-2020 school year	Per Data Zone - 88.83% - Great job!
Priority 5: Pupil Engagement - Graduation rates	Increase an additional 1% per.	Pending data. 46 Graduates this year
Priority 6: School Climate (Engagement) - Suspension rates	Continue to use intervention methods to decrease suspension rates, and continue to increase CTE offerings creating a attraction to for students interested in a school to career focus.	Work in Progress. Data is being examined as increases for some areas of suspension are observed.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to work with the comprehensive schools to reduce their chronic absenteeism rates at their schools, thus creating a school of choice at Prospect High School.		Prospect and Community Day Schools will offer two additional staff positions to assist with chronic absenteeism . A school Social Worker position, Academic Counselor, Principal, and a Teacher on Special Assignment (TOSA will monitor attendance and provide staff with the necessary information to reduce truancy, and increase attendance. 1000-1999: Certificated Personnel Salaries Title I 24,754	Prospect and Community Day Schools will offer two additional staff positions to assist with chronic absenteeism . A school Social Worker position, Academic Counselor, Principal, and a Teacher on Special Assignment (TOSA will monitor attendance and provide staff with the necessary information to reduce truancy, and increase attendance. 1000-1999: Certificated Personnel Salaries Title I 22,389

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
Personnel use in this area was highly beneficial to our students, families, and staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Excellent job. Would love to see more resources allocated in this area.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

One of the Aides retired mid year - and her salary is the difference not spent in this area. Finding a replacement took a couple months and that is shown in the minimal difference spent.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Implementation of newer ideas that support the our current plans, WASC Goals, and COVID-19 needs, and future DOJ mandates is the new focus.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	69, 153
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	57,505.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
General Fund	17,799.00
Title I	21,506.00
Title I Part A: Allocation	4,000.00
Unrestricted	14,200.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	14,200.00
1000-1999: Certificated Personnel Salaries	21,506.00
4000-4999: Books And Supplies	17,799.00
5000-5999: Services And Other Operating Expenditures	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	General Fund	17,799.00
1000-1999: Certificated Personnel Salaries	Title I	21,506.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4,000.00
0000: Unrestricted	Unrestricted	14,200.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 1 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Tim Drury	Principal
Dawn White	Classroom Teacher
Logan Infranca	Secondary Student
Michela Monnot	Other School Staff
Melissa Infranca	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 10, 2020.

Attested:

Principal, Tim Drury on 6/10/2020
SSC Chairperson, Micheal Monnot on 6/10/2020

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program



To: Oroville Union High School Board of Trustees
From: Jacqueline Deadmore, Food Service Director
Date: 6/5/2020
Subject: Local School Wellness Policy Triennial Assessment

Background Information: After conducting a triennial assessment of our current Local School Wellness Policy (LSWP) by using the WellSAT 3.0 assessment tool, Kevin Simas and I made updates and improvements, paying extra attention to elements that were Federal requirements. Not all questions on the rubric applied to our district due to being strictly high school. Some subject areas were given additional information and/or resources and/or reasoning (ie: Board Policy).

With board approval, we will reassess the LSWP in 3 years, during the 2022-2023 school year.

Financial Impact: None.

Recommendation: Approval

Oroville Union High School District

Local School Wellness Policy

2020-21



Oroville Union High School District Wellness Policy

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Oroville Union High School District Wellness Policy

Preamble

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

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

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

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

³ Murphy JM. Breakfast and learning: an updated review. *Current Nutrition & Food Science*. 2007; 3:3-36.

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

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

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

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

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

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

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

activities – do better academically.^{11,12,13,14} Finally, there is evidence that adequate hydration is associated with better cognitive performance.^{15,16,17}

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

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

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

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

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

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

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

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

I. School Wellness Committee

Committee Role and Membership

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

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

Leadership

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

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

Name	Title / Relationship to	Email address	Role on Committee

	the School or District		
Jacqueline Deadmore	Food Service Director	jdeadmore@ouhsd.net	Assists in the evaluation of the wellness policy implementation
Kevin Simas	Director of Education	ksimas@ouhsd.net	Assists in the evaluation of the wellness policy implementation
Cristi Tellechea	OHS Principal	ctellech@ouhsd.net	Assists in the evaluation of the wellness policy implementation
Dan Ramos	LPHS Principal	dramos@ouhsd.net	Assists in the evaluation of the wellness policy implementation
Tim Drury	PHS Principal	tdrury@ouhsd.net	Assists in the evaluation of the wellness policy implementation
Teachers, Parents, Students, Community Members	Teachers, Parents, Students, Community Members		Assists in the evaluation of the wellness policy implementation

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

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

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

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

Recordkeeping

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

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the wellness policy; including who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the SSC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the wellness policy has been made available to the public.

Annual Notification of Policy

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

Triennial Progress Assessments

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

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

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

The SSC, at each school, will monitor the schools' compliance with this wellness policy.

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

Revisions and Updating the Policy

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

Community Involvement, Outreach and Communications

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

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

III. Nutrition

School Meals

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

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), and the School Breakfast Program (SBP). All schools within the District are committed to offering school meals through the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and other applicable federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at s of the following from the Smarter Lunchroom Techniques website:
 - Whole fruit options are displayed in an appealing manner
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.
 - A reimbursable meal can be created in any service area available to students (e.g., snack rooms, etc.).
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Announcements in the school bulletin are used to promote and market menu options.
- Menus will be posted on the District website or individual school website
- Menus will be created/reviewed by a certified nutrition professional.
- The District child nutrition program will accommodate students with special dietary needs when provided a medical statement.

Requiring a Medical Statement

School Food Authorities (SFAs) are required to make substitutions to meals for children with a disability that restricts the child's diet on a case-by-case basis and only when supported by a written medical statement from a state licensed healthcare professional. The California Department of Education (CDE) only permits the following state licensed healthcare professionals to complete and sign a written medical statement for a disability: licensed physicians, physician assistants, or nurse practitioners.

California does not recognize other medical authorities as authorized to sign a written medical statement to determine a child's diet. Physician assistants and nurse practitioners both work under the direction of a licensed physician. This will safeguard program integrity while allowing appropriate flexibility for those families who do not have access to a licensed physician.

California allows electronic signatures. A written medical statement that is e-signed by the designated state licensed healthcare professional can also be considered an acceptable signature.

Medical statements must:

- Describe the physical or mental impairment sufficiently in order for the SFA to understand how it restricts a child's diet
- Explain what must be done to accommodate a child's disability
- Identify food or foods to be omitted from a child's diet
- Recommend food or choice of foods that must be substituted in a child's meals

If a written medical statement is unclear or lacks sufficient detail, the SFA must obtain appropriate clarification to ensure a proper and safe meal is provided to the child. SFAs may consider the services of a registered dietitian, when available, to assist in implementing meal modifications. SFAs may also contact the CDE for guidance.

The CDE developed a Written Medical Statement to Request Special Meals and/or Accommodations form to identify the information required to implement a sound nutrition plan for children with dietary restrictions. The medical statement form is available on the CDE SNP Forms web page at <http://www.cde.ca.gov/ls/nu/sn/fm.asp>.

SFAs may choose to accommodate requests related to a disability that are not supported by a written medical statement if the requested modifications meet the meal pattern requirements.

- Students will be allowed at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they have received their meal and are seated
- Students are served lunch at a reasonable and appropriate time of day.
- Lunch will follow the recess period to better support learning and healthy eating.
- Participation in Federal child nutrition programs will be promoted among students and families to help ensure that families know what programs are available in their children's school.
- The District will implement the following Farm to School activities
 - Local and/or regional products are incorporated into the school meal program;

- Messages about agriculture and nutrition are reinforced throughout the learning environment;
- School meals will include fresh, locally-grown foods from farms engaged in sustainable practices whenever possible and these foods will be promoted in the cafeteria.

Staff Qualifications and Professional Development

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

Water

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

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

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthy foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

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

Foods and Beverages sold Individually (IE: foods sold outside of reimbursable school meals, such as through vending machines, fundraisers, student store).

All food and beverages sold during the school day will meet the following nutrition and portion size standards:

Beverages that are within the guidelines: water, seltzer water without added caloric sweeteners, fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent non-dairy beverages (to be defined by USDA), electrolyte replacement beverages and beverages lower in sodium

Food items sold individually that are within the guidelines:

- A. Will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated fat.
- B. Will have no more than 35% of its *weight* from added sugars;
- C. Will be lower in sodium

Food sales may not legally compete with the school food service program

Celebrations and Rewards

The District will encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior (BP 5030b). Schools are encouraged to offer foods on campus that meet or exceed the USDA Smart Snacks in School nutrition standards including through:

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

Fundraising

The district shall encourage school organizations to use healthy food items or non-food items for fundraising purposes (BP 5030b)

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

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

Nutrition Promotion

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

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

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

Nutrition Education

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

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

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

Essential Healthy Eating Topics in Health Education

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

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

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by encouraging advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

The District encourages schools to strive to market and promote foods and beverages to students on the school campus during the school day that will meet or exceed the state nutrition standards. To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of foods and beverages that do not meet nutritional standards for the sales of foods and beverages on campus during the school day (7 CFR 210.30)

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

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

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

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and

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the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in *Let's Move! Active Schools* (www.letsmoveschools.org) in order to successfully address all CSPAP areas.

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

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

Physical Education

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

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

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

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.
- All physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education.
- All high school students shall receive 225 minutes per week of physical education instruction throughout the school year
- OUHSD P.E. teachers and administration developed a standards-based P.E. curriculum that aligns with California Standards for physical education. The course outlines for each subject in OUHSD physical education program are posted on the OUHSD Education Services website.

Like all curricular areas, physical education is on the OUHSD curriculum cycle and the physical education standards and curriculum are reviewed and updated on a regular basis.

- As in all other curricular areas, OUHSD requires that physical education curriculum and instruction align with the most current Physical Education Framework for California Public Schools, Kindergarten Through Grade Twelve and the most recently adopted California Standards for Physical Education.

Essential Physical Activity Topics in Health Education

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

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

Classroom Physical Activity Breaks

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, the District will encourage teachers to offer periodic opportunities for students to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom times at

least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

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

Active Academics

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

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

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

Before and After School Activities

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

The OUHSD Board may enter into a joint use agreement or memorandum of understanding to make district facilities or grounds available for recreational or sports activities outside the school day and/or use community facilities to expand students’ access to opportunity for physical activity. (BP 5030b)

V. Other Activities that Promote Student Wellness

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

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

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the School Site Councils.

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

Community Partnerships

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

Community Health Promotion and Family Engagement

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

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

Staff Wellness and Health Promotion

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

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

Professional Learning

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

Glossary:

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

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

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

Triennial – recurring every three years.

APPENDIX "B"
OROVILLE UNION HIGH SCHOOL DISTRICT
CERTIFICATED SALARY SCHEDULE
SALARY SCHEDULE 2020/2021

STEP	Class I BA OR BA + 15	Class II MA OR BA + 30	Class III MA + 15 OR BA + 45	Class IV MA + 30 OR BA + 60	STEP
1	49,962	51,816	53,663	55,516	1
2	51,816	53,663	55,516	57,366	2
3	53,663	55,516	57,366	59,216	3
4	55,516	57,366	59,216	61,064	4
5	57,366	59,216	61,064	62,912	5
6	59,216	61,064	62,912	64,766	6
7	61,064	62,912	64,766	66,612	7
8	62,912	64,766	66,612	68,462	8
9	64,766	66,612	68,462	70,312	9
10	66,612	68,462	70,312	72,164	10
11	68,462	70,312	72,164	74,010	11
12	70,312	72,164	74,010	75,864	12
13		74,010	75,864	77,714	13
14			77,714	79,562	14
15			77,714	81,413	15
16/18			80,540	84,237	16/18
19/21			83,362	87,066	19/21
22/24			86,191	89,890	22/24
25/26			89,017	92,713	25/26
27+			94,667	98,365	27+

Longevity: After 15th, 18th, 21st, 24th, 26th and 27th year for Classes III and IV

Clad Credential for those hired prior to September, 1995 and who earned and filed proof of certification in the Superintendents office by September 10, 2005 will receive \$300 per year. **(Revision adopted 12-15-04)**

Masters Degree: \$600 per year (Pay one only)

Effective: July 1, 2020

APPENDIX "C"
OROVILLE UNION HIGH SCHOOL DISTRICT
EXTRA DUTY SALARY SCHEDULE

2020/2021

EXTRA DUTY ASSIGNMENT	FACTOR	SALARY	MONTH PAID
Base		\$49,962	
(1) Ag - 12 month activities	0.090	4,497	Included in salary
(2) Ag - No project supervision	0.090	4,497	Included in salary
Student Activity Director	0.055	2,748	Dec - May
Subject Area Coordinators	0.040	1,998	Dec - May
Head Teacher - Continuation	0.090	4,497	Dec - May
Academic Decathlon	0.040	1,998	Dec - May
Journalism	0.060	2,998	Dec - May
Drama	0.055	2,748	Dec - May
Music	0.090	4,497	Dec - May
VICA Advisor	0.040	1,998	Dec - May
FHA Advisor	0.040	1,998	Dec - May
College Connection	0.040	1,998	Dec - May
Yearbook	0.060	2,998	Dec - May
FBLA Advisor	0.040	1,998	Dec - May
Mock Trial	0.040	1,998	Dec - May
Avid Coordinator	0.040	1,998	Dec - May
Link Crew	0.040	1,998	Dec - May
Reading Coordinator	0.040	1,998	Dec - May
Athletic Director - two release period	0.100	4,996	Included in salary
Baseball, Varsity	0.085	4,247	May
Baseball, Varsity Assist	0.040	1,998	May
Baseball, JV	0.070	3,497	May
Basketball, Varsity	0.085	4,247	Mar
Basketball, JV	0.070	3,497	Mar
Basketball, Frosh	0.060	2,998	Mar
Cross Country	0.070	3,497	Nov
(3)Field Hockey/Volleyball Varsity	0.085	4,247	Nov
Field Hockey/Volleyball JV	0.070	3,497	Nov
Field Hockey/Volleyball Frosh	0.060	2,998	Nov
Football, Varsity HEAD	0.095	4,746	Nov
Football, Varsity Assist (2)	0.070	3,497	Nov
Football, JV HEAD	0.070	3,497	Nov
Football, JV Assist	0.065	3,248	Nov
Football, Frosh, HEAD	0.065	3,248	Nov
Football, Frosh, Assist	0.055	2,748	Nov
Golf	0.070	3,497	May
Soccer, Varsity Head	0.085	4,247	Mar
Soccer, JV Head	0.070	3,497	Mar

Softball, Varsity	0.085	4,247 May
Softball, Varsity Assist	0.040	1,998 May
Softball, JV	0.070	3,497 May
Swimming	0.070	3,497 Nov
Tennis	0.070	3,497 Nov - Girls Paid / May - Boys Paid
Track, HEAD	0.085	4,247 May
Track, Assist	0.070	3,497 May
Wrestling, HEAD	0.085	4,247 Mar
Wrestling, Assist	0.070	3,497 Mar
Pep Squad Advisor	0.060	2,998 Dec - May
Flag Coordinator	0.040	1,922 Dec - May
HOME & HOSPITAL		\$30.40 Hourly
SUMMER SCHOOL	STEP 1	\$33.27 Hourly
AND SATURDAY SCHOOL	STEP 2	\$34.92 Hourly
	STEP 3	\$36.67 Hourly
	STEP 4	\$38.47 Hourly
	STEP 5	\$40.40 Hourly
After school IEP or Section 504 Meeting		\$63.73 Hourly

- (1) Limited to three (3) employees
- (2) Limited to one (1) employee
- (3) School may participate in either sport, but not both
- (4) Link Crew - Limited to two (2) employees per comprehensive site

DRAMA: Full program consists of at least two (2) major productions per year

MUSIC: Includes both instrumental and vocal

SUBJECT AREA COORDINATORS: Each comprehensive high school will pay nine (9) stipends. Subject Area Coordinators will be determined by Site Administration. (The subject areas that the State of California will hold districts responsible for (e.g., frameworks, state-mandated testing) will be included).

EXTRA DUTY: Hourly extra duty pay for all curriculum activities will be compensated at Step 3 of the existing summer school salary rate.

AVID & READING COORDINATOR: To be funded from categorical programs upon availability of funding.

BEGINNING TEACHER INDUCTION MENTOR: The parties agree that the District will provide a stipend of one-thousand dollars (\$1000) to each teacher who mentors a beginning teacher in the Beginning Teacher Induction Program (formerly, BTSA), with an additional seven-hundred fifty dollars (\$750) for each additional teacher mentored.

OUTSIDE AGENCY PAYMENTS: Whenever an outside agency pays the District for the services of a District employee, the amount of the stipend will be determined by the funds received from the outside agency, minus the District's payroll driven costs.

EFFECTIVE: July 1, 2020

APPENDIX "D"
OROVILLE UNION HIGH SCHOOL DISTRICT
ADULT ED SALARY SCHEDULE

2020/2021

STEP	DS	PP, SE, GS, SS
1	32.25	33.70
2	33.23	34.72
3	34.27	35.76
4	35.25	36.84
5	36.29	37.92
6		39.10
7		40.25
8		41.46

Adult School teachers must work a minimum of 35 hours per school year to move down the next step on the salary schedule. These movements shall be effective on July 1st of each school year.

Maximum placement for a new teacher - 3rd step

Substitute teacher pay rate - \$24.13

CREDENTIALS

- DS Designated Subject (Vocational Education, Adult Education / Part-time or full-time)
- SS Standard Secondary
- GS General Secondary
- SE Standard Elementary
- PP Pupil Personnel

EFFECTIVE: July 1, 2020

APPENDIX "A"
OROVILLE UNION HIGH SCHOOL DISTRICT
2020-2021 Classified Salary Schedule (Hourly)

Step	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	12.01	12.62	13.24	13.95	14.61	15.06	15.51	15.97	16.45	16.95	17.46	17.98	18.52	19.07
2	12.34	12.96	13.57	14.26	14.98	15.42	15.89	16.36	16.85	17.37	17.89	18.41	18.97	19.53
3	12.63	13.26	13.97	14.62	15.34	15.81	16.29	16.78	17.27	17.78	18.32	18.88	19.45	20.03
4	12.96	13.55	14.26	14.99	15.75	16.21	16.71	17.21	17.72	18.26	18.80	19.38	19.94	20.54
5	13.52	13.97	14.62	15.35	16.11	16.60	17.09	17.61	18.14	18.69	19.24	19.82	20.43	21.03
6	13.58	14.28	14.99	15.76	16.54	17.02	17.53	18.06	18.61	19.16	19.73	20.32	20.94	21.57
7	13.98	14.63	15.36	16.12	16.93	17.44	17.96	18.50	19.05	19.64	20.23	20.83	21.44	22.09
8	14.28	15.00	15.77	16.55	17.35	17.88	18.40	18.96	19.52	20.11	20.71	21.33	21.98	22.63
9	14.65	15.37	16.14	16.94	17.77	18.31	18.87	19.44	20.02	20.61	21.24	21.87	22.53	23.20
10	15.00	15.78	16.55	17.39	18.22	18.77	19.34	19.91	20.51	21.13	21.77	22.42	23.10	23.78
11	15.38	16.16	16.95	17.78	18.68	19.23	19.81	20.40	21.02	21.65	22.31	22.96	23.65	24.37
12	15.79	16.56	17.39	18.25	19.17	19.74	20.33	20.95	21.58	22.21	22.88	23.57	24.27	25.01
13	16.17	16.95	17.82	18.69	19.62	20.22	20.82	21.43	22.08	22.74	23.42	24.14	24.86	25.59
14	16.57	17.40	18.25	19.18	20.09	20.69	21.31	21.95	22.61	23.29	23.98	24.70	25.45	26.21
15	16.96	17.83	18.70	19.67	20.59	21.22	21.85	22.51	23.18	23.88	24.61	25.34	26.11	26.89
16	17.41	18.26	19.18	20.13	21.14	21.78	22.43	23.11	23.81	24.51	25.25	26.00	26.78	27.57
17	17.83	18.74	19.68	20.61	21.66	22.32	22.98	23.66	24.38	25.11	25.85	26.64	27.45	28.26
18	18.27	19.20	20.13	21.18	22.21	22.88	23.57	24.27	25.01	25.76	26.54	26.28	28.16	29.01
19	18.71	19.68	20.62	21.68	22.73	23.42	24.12	24.85	25.58	26.35	27.13	27.33	28.79	29.66
20	19.20	20.16	21.20	22.22	23.32	24.01	24.73	25.48	26.24	27.03	27.83	27.94	29.53	30.42
21	19.69	20.62	21.72	22.80	23.93	24.65	25.39	26.16	26.94	27.75	28.58	28.66	30.33	31.23
22	20.16	21.20	22.24	23.33	24.50	25.24	25.99	26.77	27.56	28.39	29.24	30.12	31.03	31.96
23	20.64	21.69	22.81	23.95	25.11	25.85	26.64	27.45	28.26	29.10	29.97	30.87	31.81	32.76
24	21.22	22.24	23.34	24.58	25.76	26.54	27.33	28.16	29.01	29.87	30.76	31.68	32.64	33.61
25	21.72	22.81	23.95	25.13	26.38	27.16	27.99	28.84	29.70	30.59	31.50	32.45	33.43	34.42
26	22.27	23.36	24.54	25.78	27.07	27.88	28.70	29.58	30.47	31.38	32.31	33.28	34.28	35.31
27	22.84	23.96	25.14	26.43	27.74	28.57	29.42	30.32	31.22	32.15	33.11	34.11	35.13	36.19
28	23.38	24.54	25.79	27.09	28.41	29.27	30.14	31.05	31.98	32.95	33.94	34.95	36.00	37.09
29	23.95	25.14	26.41	27.73	29.11	29.98	30.88	31.82	32.77	33.76	34.77	35.81	36.89	37.99
30	24.55	25.76	27.06	28.42	29.84	30.73	31.66	32.60	33.58	34.59	35.63	36.70	37.80	38.94
31	25.17	26.41	27.75	29.13	30.59	31.50	32.45	33.43	34.42	35.45	36.51	37.61	38.73	39.89
32	25.79	27.07	28.43	29.86	31.35	32.29	33.26	34.26	35.29	36.35	37.44	38.56	39.72	40.91

LONGEVITY: Beginning 7th year - 3% per month additional

EFFECTIVE: July 1, 2020

OROVILLE UNION HIGH SCHOOL DISTRICT
CONFIDENTIAL/SUPERVISORY UNIT SALARY SCHEDULE
FISCAL YEAR 2020/21

Position (Monthly Salary)	Paid Days	A	B	C	D	E	7th	10th	13th	16th	19th	22nd	25th	28th	31st
Transportation Director	260	5,192	5,453	5,722	6,010	6,308	6,497	6,691	6,891	7,100	7,312	7,532	7,758	7,991	8,232
Maintenance Supervisor															
Executive Assistant	260	4,435	4,656	4,889	5,133	5,390	5,552	5,719	5,891	6,067	6,248	6,437	6,630	6,829	7,032
Senior Personnel Technician	260	4,271	4,483	4,709	4,943	5,191	5,347	5,506	5,672	5,843	6,017	6,197	6,384	6,575	6,772
Senior Budget & Accounting Technician															
Payroll Technician															
Acct Payable & Purchasing Technician	260	3,580	3,759	3,945	4,144	4,349	4,479	4,613	4,753	4,894	5,042	5,193	5,349	5,509	5,674
Budget & Accounting Technician															
Receptionist/CBO Secretary	240	2,787	2,930	3,074	3,230	3,388	3,491	3,596	3,704	3,815	3,929	4,047	4,168	4,294	4,423
Position (Hourly Rate)	Paid Days	A	B	C	D	E	7th	10th	13th	16th	19th	22nd	25th	28th	31st
Food Service Director	240	27.96	29.26	30.73	32.29	33.87	34.88	35.94	37.02	38.14	39.27	40.45	41.66	42.91	44.20
Educational Services Technician	240	16.43	17.26	18.13	19.04	19.99	20.58	21.21	21.84	22.50	23.17	23.86	24.59	25.31	26.07

Hourly equivalent rates are computed on the basis of a 40 hour week and 173.33 hours per month

Effective: July 1, 2020

UKIOVILLE UNION HIGH SCHOOL DISTRICT
ADMINISTRATIVE SALARY SCHEDULE
FISCAL YEAR 2020/21

Initial placement on the Administrative Salary Schedule shall be at the discretion of the Board to secure properly qualified personnel. Maximum credit for prior experience shall be Step 5 on the schedule.

										Longevity				
										Step 8	Step 11	Step 14	Step 17	Step 20
Principals - Comprehensive, Director of Education, Director of Alternative Education	w/MA	224 Days	116,215	119,316	122,415	125,515	128,610	132,789	137,105	141,215	145,455	149,819		
			116,845	119,946	123,045	126,145	129,240	133,419	137,735	141,845	146,085	150,449		
			117,685	120,786	123,885	126,985	130,080	134,259	138,575	142,685	146,925	151,289		
Continuation School Principal	w/MA	205 Days	101,895	105,969	110,210	114,618	119,202	123,076	127,076	130,889	134,816	138,860		
			102,525	106,599	110,840	115,248	119,832	123,706	127,706	131,519	135,446	139,490		
			103,365	107,439	111,680	116,088	120,672	124,546	128,546	132,359	136,286	140,330		
Assistant Principal - Comprehensive,	w/MA	205 Days	94,351	98,119	101,554	105,110	108,788	112,052	115,413	118,875	122,442	126,115		
			94,981	98,749	102,184	105,740	109,418	112,682	116,043	119,505	123,072	126,745		
			95,821	99,589	103,024	106,580	110,258	113,522	116,883	120,345	123,912	127,585		
Psychologist	w/MA	200 Days	82,855	85,756	88,758	91,797	95,081	97,933	100,870	103,896	107,013	110,223		
			83,485	86,386	89,388	92,427	95,711	98,563	101,500	104,526	107,643	110,853		
			84,325	87,226	90,228	93,267	96,551	99,403	102,340	105,366	108,483	111,693		

Longevity steps are for years of administrative service earned in this district only.

MASTERS DEGREE: \$630/YR > INCLUDED ABOVE
DOCTORATE: \$840/YR > INCLUDED ABOVE

EFFECTIVE: July 1, 2020

Las Plumas/Oroville Alliance Band Boosters
PO Box 1455
Oroville, CA 95965

CT

5/5/2020

OUHSD Board of Trustees
2211 Washington Avenue
Oroville, CA 95966

Dear Board of Trustees:

The LPO Band Boosters of Las Plumas and Oroville High Schools is requesting approval to be recognized as a school-connected organization for the 2020/2021 school year.

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

Sincerely,

A handwritten signature in black ink, appearing to read 'Christina Olson', with a stylized flourish at the end.

Christina Olson
Band Booster Treasurer

Important Message: In light of the news surrounding Coronavirus (COVID-19), know we are here to serve you. If you've been impacted, we may be able to help. Details available at www.bankofthewest.com



BANK OF THE WEST
BNP PARIBAS

Account Overview

Business

CHECKING & SAVINGS	CURRENT BALANCE	AVAILABLE BALANCE
<u>CHOICE BUSINESS CHECKING</u> xxxxxx4287	\$19,648.33	\$19,648.33
<u>CLASSIC BUSINESS SAVINGS</u> xxxxxx5247	\$0.00	\$0.00

Payments & Transfers

Unpaid eBills	0
Scheduled transactions	0

My Spending

Eligible Accounts

May 2020

You have no transactions for the account and date selected. Please try again.



RENEWAL DECLARATIONS (CONTINUED)

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

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

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

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

Prepared
SEP 03 2019
CMP-4000

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Continued on Reverse Side of Page

Page 3 of 7

RENEWAL DECLARATIONS (CONTINUED)

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



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

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

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

FORMS AND ENDORSEMENTS

CMP-4101	Businessowners Coverage Form
CMP-4261	*Amendatory Endorsement
FE-6999.2	*Terrorism Insurance Cov Notice
CMP-4804	Addl Insd Club Members
CMP-4709	Money and Securities
CMP-4705.2	Loss of Income & Extra Expense
CMP-4260	Amendatory Endorsement
FD-6007	Inland Marine Attach Dec
	* New Form Attached

SCHEDULE OF ADDITIONAL INTERESTS

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

OROVILLE UNION HIGH SCHOOL
DISTRICT
2311 WASHINGTON AVE
OROVILLE CA 95966

Prepared
SEP 03 2019
CMP-4000

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0307-ST-1-1001

OROVILLE HIGH SCHOOL ATHLETIC BOOSTER CLUB

PROMOTING THE TOTAL ATHLETIC EXPERIENCE

Previously Tiger Athletic Booster Association



2019-2020 EXECUTIVE BOARD

Ashley DaSilva, President

1535 Bridge Street, Oroville, CA 95966

Tax ID#EIN 68-0211731

May 5, 2020

OUHSD Board of Trustees
2211 Washington Avenue
Oroville, CA 95966

Dear Board of Trustees

The OHS Athletic Booster Club of Oroville High School is requesting approval to be recognized as a school-connected organization for the 2020/2021 school year.

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

Sincerely,

A handwritten signature in cursive script that reads "Ashley DaSilva".

Ashley DaSilva, President
OHS Booster Club



Service With Solutions™

P.O. Box 909, Chico, CA 95927

YOUR STATEMENT

Customer Service: 1-800-922-8742
TriCountiesBank.com

Page: 1 of 1
Statement Date: 04-21-20
Primary Account: XXXXXXXX6569

OROVILLE ATHLETIC BOOSTERS CLUB
1535 BRIDGE ST.
OROVILLE CA 95965

We're here for you.

Visit [TriCountiesBank.com/coronavirus](https://www.tricountiesbank.com/coronavirus) for updates on Tri Counties Bank's response to the outbreak, including precautions and adjusted branch hours, as well as helpful banking suggestions. If you need any assistance, please do not hesitate to reach out to your local Banker or call 1-800-922-8742. We are all in this together.

Member FDIC

Not for Profit Business Chkg

Account: XXXXXXXX6569

Account #	XXXXXXXX6569	Statement Dates	03-23-20 thru 04-21-20
Beginning Balance	5,112.68		
0 Deposits/Credits	0.00		
0 Checks/Debits	0.00		
Total Service Charges	0.00		
Interest Paid	0.00		
Ending Balance	5,112.68		

End of Statement



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

05/15/2020

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

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

PRODUCER R.V. Nuccio & Associates Insurance Brokers, Inc. 10148 Riverside Drive Toluca Lake, CA 91602	CONTACT NAME: Robert V. Nuccio	
	PHONE (A/C, No, Ext): (800) 364-2433	FAX (A/C, No): (818) 980-1595
INSURED Oroville High School Athletic Booster Club 23 Valade Court Oroville, CA 95966	E-MAIL ADDRESS: support@rvnuccio.com	
	INSURER(S) AFFORDING COVERAGE	
	INSURER A: Fireman's Fund Insurance Company	NAIC # 21873
	INSURER B: Nationwide Life Insurance Company	66869
	INSURER C:	
	INSURER D:	
INSURER E:		
INSURER F:		

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

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

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY ☒ COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☒ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: ☒ POLICY ☐ PROJECT ☐ LOC	☒	☐	XP80998373 NANPO0047260	5/17/2020	5/17/2021	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
	AUTOMOBILE LIABILITY ☐ ANY AUTO ☐ ALL OWNED AUTOS ☐ HIRED AUTOS ☐ SCHEDULED AUTOS ☐ NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	UMBRELLA LIAB EXCESS LIAB DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) ☐ If yes, describe under DESCRIPTION OF OPERATIONS below		N/A				WC STATUTORY LIMITS OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	Directors and Officers			NPODO0053438	5/17/2020	5/17/2021	\$1,000,000
A	Sexual Misconduct Liability			NANPO0047260	5/17/2020	5/17/2021	1,000,000

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

Additional Insured: / Sexual Misconduct Liability included. Event Description: Proof of Insurance Start Date: 5/19/2020 End Date: 5/14/2021

CERTIFICATE HOLDEROroville Union High
2211 Washington Avenue
Oroville, CA 95966**CANCELLATION**

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

AUTHORIZED REPRESENTATIVE

Robert V. Nuccio

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OROVILLE HIGH SCHOOL PTSA



2019-2020 EXECUTIVE BOARD

Ashley DaSilva, President

1535 Bridge Street, Oroville, CA 95966

Tax ID# 94-2637064

May 5, 2020

OUHSD Board of Trustees
2211 Washington Avenue
Oroville, CA 95966

Dear Board of Trustees

The OHS PTSA is requesting approval to be recognized as a school-connected organization for the 2020/21 school year.

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

Sincerely,

Ashley DaSilva, President
OHS PTSA/SAFE GRAD



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

March 14, 2020 through April 14, 2020
Account Number: **000001923205470**

CUSTOMER SERVICE INFORMATION

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

00012408 DRE 703 219 10620 NNNNNNNNNN 1 000000000 10 0000

OROVILLE HIGH SCHOOL P T S A
1535 BRIDGE ST
OROVILLE CA 95966-5099

CHECKING SUMMARY

Chase Total Checking

	AMOUNT
Beginning Balance	\$7,988.76
Deposits and Additions	1,771.00
Checks Paid	-50.00
Ending Balance	\$9,709.76

CHECKS PAID

CHECK NUMBER	DATE PAID	AMOUNT
658 ^	03/16	\$50.00
Total Checks Paid		\$50.00

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

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

TRANSACTION DETAIL

DATE	DESCRIPTION	AMOUNT	BALANCE
	Beginning Balance		\$7,988.76
03/16	Check # 658	-50.00	7,938.76
03/17	Deposit 1039330905	1,221.00	9,159.76
04/13	Remote Online Deposit 1	500.00	9,659.76
04/13	Remote Online Deposit 1	50.00	9,709.76
	Ending Balance		\$9,709.76

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

- **Have direct deposits totaling \$500.00 or more.**
(You did not have a direct deposit this statement period)
- **OR, keep a minimum daily balance in this checking account of \$1,500.00 or more**
(Your minimum daily balance was \$7,938.76)
- **OR, keep an average daily balance of qualifying linked deposits and investments of \$5,000.00 or more**
(Your average daily balance of qualifying linked deposits and investments was \$9,029.01)



ASSOCIATION INSURANCE
MANAGEMENT INC

MEMBER CERTIFICATE OF INSURANCE

12/20/2019

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

Insured Number: CAUNIT181868

NAMED INSURED MEMBER:

Oroville High PTSA
Ashley DaSilva or Current President
1535 Bridge Street
Oroville, CA 95966

Named Insured & Mailing Address

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

PRODUCER NAME

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

Coverage	Policy #	Effective Dates	Deductible	Limits of Insurance	
Commercial General Liability Tudor Insurance Company (Western World)	CPG1189035	1/5/2020-1/5/2021	\$0	Each Occurrence	\$1,000,000
				General Aggregate	\$2,000,000
				Products – Comp/Ops	Included
				Subject to General Aggregate	
				Personal & Advertising Injury	\$1,000,000
				Fire Damage (any one fire)	\$1,000,000
				Sexual Molestation	\$1,000,000
				Hired & Non Owned Auto	\$1,000,000
				Extended Med Payments	\$20,000
Directors & Officers Liability Tudor Insurance Company (Western World) Retro-active Effective Date: 1/5/2010	CPG1192558	1/5/2020-1/5/2021	\$0	General Aggregate	\$1,000,000
Workers Compensation Oak River Insurance Company	CAWC138019	1/5/2020-1/5/2021	\$0	Each Accident	\$1,000,000
				Each Employee	\$1,000,000
				Policy Limit	\$1,000,000

Certificate Holder:

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

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

AUTHORIZED REPRESENTATIVE

2020-2021 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE)** no later than June 28, 2020.

Oroville Union High School District/Governing Board at its June 17, 2020 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2020-2021 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Las Plumas High School

NAME OF REPRESENTATIVE Dan Ramos

POSITION Principal

ADDRESS 2380 Las Plumas Ave

CITY Oroville

ZIP 95966

PHONE 530-538-2310x2203 FAX 530-534-5974

E-MAIL dramos@ouhsd.net

NAME OF SCHOOL Las Plumas High School

NAME OF REPRESENTATIVE Matt Kermen

POSITION Asst. Principal

ADDRESS 2380 Las Plumas Ave

CITY Oroville

ZIP 95966

PHONE 530-538-2310x 2222 FAX 530-534-5974

E-MAIL mkermen@ouhsd.net

NAME OF SCHOOL Las Plumas High School

NAME OF REPRESENTATIVE Tim Harles

POSITION Athletic Director

ADDRESS 2380 Las Plumas Ave

CITY Oroville

ZIP 95966

PHONE 530-538-2310x2219 FAX 530-534-5974

E-MAIL tharles@ouhsd.net

NAME OF SCHOOL Las Plumas High School

NAME OF REPRESENTATIVE Sammy Burnett

POSITION Teacher on Special Assignment

ADDRESS 2380 Las Plumas Ave

CITY Oroville

ZIP 95966

PHONE 530-538-2310x2222 FAX 530-534-5974

E-MAIL sburnett@ouhsd.net

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Dan Ramos

Signature Dan Ramos

Address 2380 Las Plumas Ave.

City Oroville

Zip 95966

Phone 530-538-2310

Fax 530-534-5974

**PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.**

2020-2021 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 28, 2020.**

Oroville High School School District/Governing Board at its 06/17/2020 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2020-2021 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Oroville High School
NAME OF REPRESENTATIVE Tom Frazier POSITION Athletic Director
ADDRESS 1535 Bridge Street CITY Oroville ZIP 95966
PHONE 530-538-2320 FAX 530-534-6203 E-MAIL tfrazier@ouhsd.net

NAME OF SCHOOL Oroville High School
NAME OF REPRESENTATIVE Cristi Tellechea POSITION Principal
ADDRESS 1535 Bridge Street CITY Oroville ZIP 95966
PHONE 530-538-2320 FAX 530-534-6203 E-MAIL _____

NAME OF SCHOOL Oroville High School
NAME OF REPRESENTATIVE Durell Siplin POSITION Assistant Principal
ADDRESS 1535 Bridge Street CITY Oroville ZIP 95966
PHONE 530-538-2320 FAX 530-534-6203 E-MAIL _____

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Corey Willenberg Signature _____

Address 2211 Washington Ave. City Oroville Zip 95966

Phone 530-538-2300 Fax 530-538-2308

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SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.**

First Reading of Board Policies and Administrative Regulations

BP/AR 0430 - Comprehensive Local Plan for Special Education

Policy updated to reflect the requirement that the Special Education Local Plan Area (SELPA) submit its local plan to the county office of education and/or Superintendent of Public Instruction and the requirement, beginning July 1, 2020, to review the plan every three years. Policy also clarifies the different types of SELPA governance structures and adds an option for arrangements in which the district joins with other districts and the county office of education to form a SELPA. Policy deletes material related to the referral and eligibility of students for special education, which is addressed in AR 6164.4 - Identification and Evaluation of Individuals for Special Education. Policy adds requirement to adopt a procedure for the ongoing review of programs and a mechanism for correcting any identified problem. Regulation updated to reflect the new template for the SELPA plan developed by the California Department of Education (CDE). Section on "Definitions" revised to delete definitions for terms which are not used in this policy and regulation. Section on "Elements of the Plan" expanded to include further details regarding required components. Regulation also reflects **NEW LAW (SB 75, 2019)** which requires the SELPA plan to include an annual assurances support plan, beginning July 1, 2021 based on a CDE template developed by July 1, 2020. Regulation adds a requirement that each school post a notice of the public hearing that will be held by the SELPA to adopt the plan, and adds a new section on "Availability of the Plan" which includes a requirement to post the SELPA plan on the district's web site and make it available in the district office.

BP/AR 1312.3 - Uniform Complaint Procedures

Policy updated to add medical condition as a characteristic that is protected from discrimination, reflect **NEW LAW (SB 75, 2019)** which extends the use of uniform complaint procedures (UCP) to complaints alleging noncompliance with the physical education instructional minutes requirement for grades 7-12, and add an item indicating the use of the UCP for complaints regarding health and safety in a license-exempt California State Preschool Program (CSPP) consistent with CDE's Federal Program Monitoring Instrument. Regulation updated to reflect **NEW LAW (SB 75, 2019)** which extends the use of UCP to complaints alleging noncompliance with the physical education instructional minutes requirement for grades 7-12, and to add a section reflecting requirements for complaints alleging noncompliance with health and safety standards for CSPP programs, formerly in AR 1312.4 - Williams Uniform Complaint Procedures.

AR 1312.4 - Williams Uniform Complaint Procedures

Regulation updated to delete material related to complaints regarding noncompliance with health and safety requirements in a license-exempt CSPP program as such complaints have been moved to BP/AR 1312.3 - Uniform Complaint Procedures, consistent with CDE's Federal Program Monitoring instrument.

BP/AR/E 1340 - Access to District Records

Policy updated to reflect **NEW LAW (AB 1819, 2019)** which allows members of the public to use their own equipment on district premises, free of charge, to photograph, copy, or reproduce a disclosable district record, provided that the equipment does not make physical contact with the record. Regulation updates the list of confidential public records to include the prohibition against releasing an employee's personal email address, upon request from the employee. Regulation also reflects **NEW LAW (AB 1819, 2019)** which allows members of the public to use their own equipment, free of charge, to photograph, copy, or reproduce a disclosable district record on district premises, provided that the means of copying or reproducing the record does not require the equipment to make physical contact with the record, does not damage the record, and does not result in unauthorized access to the district's computer systems or secured networks. Exhibit updated to reflect current charges.

AR 3231 - Impact Aid

New regulation addresses requirements of Title VII Impact Aid, which provides assistance to districts with concentrations of children residing on lands owned by the federal government, including Indian lands. Districts with children residing on Indian lands are **mandated** to adopt policy and procedures with specified components, including, but not limited to, consultation with Indian tribes and parents/guardians of students living on Indian lands in the planning and development of programs and activities supported by Impact Aid.

BP/E 4112.9, 4212.9, 4312.9 - Employee Notifications

Policy updated to make change for gender neutrality and to revise legal references to reflect corresponding revisions in the Exhibit. Exhibit updates Section I (All Employees) to (1) delete cite to 2 CCR 11024 which does not directly include a sexual harassment notice requirement; (2) indicate that the notification regarding a public hearing on an alternative schedule for secondary grades is addressed in BP 6112 rather than the AR; (3) delete an item regarding the oath or affirmation for disaster service workers since law does not specifically require an employee notification; (4) indicate that the notification regarding AIDS and hepatitis B was moved from AR 4119.43/4219.43/4319.43 to the BP; (5) indicate that the notification of workers' compensation benefits is addressed in AR 4157.1/4257.1/4357.1 rather than the BP; and (6) indicate that the notification regarding the district's nondiscrimination policy and complaint procedures are addressed in AR 4030 rather than the BP. Section II (Certificated Employees) updated to expand legal cites for the reelection notice for probationary employees and broaden the item to apply to districts with less than 250 average daily attendance. Section III (Classified Employees) updated to (1) delete the dismissal notice for merit system districts since the personnel commission establishes dismissal procedures for such districts and the notice is not reflected in policy; (2) add another legal cite pertaining to the notice of employee drug testing requirements and indicate that the notification is addressed in AR 4112.42/4212.42/4312.42 rather than the BP; and (3) add a requirement to provide school bus drivers with information regarding post-accident procedures. Section V (Individual Employees Under Special Circumstances) updated to indicate that the notice on potential eligibility for workers' compensation benefits is addressed in AR 4157.1/4257.1/4357.1 rather than the BP.

BP/AR/E 4119.42, 4219.42, 4319.42 - Exposure Control Plan for Bloodborne Pathogens

Policy updated to add the requirement that the district's exposure control plan for bloodborne pathogens be consistent with the district's injury and illness prevention program established pursuant to Labor Code 6401.7. Legal cites added for training and hepatitis B vaccination requirements, and material deleted regarding the exemption of designated first aid providers from the pre-exposure hepatitis B vaccination, which is repeated in the AR. Paragraph added to include the district's responsibility to implement follow-up procedures in the event of an exposure incident. Regulation updated to add federal legal cites where applicable, add definition of personal protective equipment, and delete requirement to communicate hazards to employees through labels and signs, which is not applicable to school districts. Section on "Preventive Measures" expanded to include the provision of personal protective equipment, observance of universal precautions, and compliance with state regulations for needleless systems, needle devices, and non-needle sharps. Regulation also adds more detail regarding the exemption of certain first aid providers from the pre-exposure hepatitis B vaccine and adds required components of staff training. Exhibit updated to clarify which employees are required to sign a statement when they decline to accept the hepatitis B vaccination offered by the district.

BP/AR 4119.43, 4219.43, 4319.43 - Universal Precautions

Policy updated to include material formerly in the AR on the provision of information to employees regarding acquired immune deficiency syndrome (AIDS), AIDS-related conditions, and hepatitis B and appropriate methods to prevent exposure. Policy also adds optional paragraph regarding the inclusion of related information in employee handbooks. Regulation updated to add a definition of occupational exposure and delete other unnecessary definitions. Section on "Employee Information" moved to BP. Section on "Infection Control Practices" revised to delete detailed requirements that are specifically applicable to employees identified as having occupational exposure, which are addressed in BP/AR 4119.42 - Exposure Control Plan for Bloodborne Pathogens, and to delete items with limited applicability in school settings.

AR 4154 – Health and Welfare Benefits

The health benefit cap was raised from \$12,000 to \$12,840 for the Confidential/Supervisory group earlier this year. This regulation updated to reflect that increase.

BP 5141.5 - Mental Health

New policy addresses strategies and services to promote students' emotional well-being and mental health, including student instruction, staff training, crisis intervention, counseling services and referrals, Section 504 evaluation, and collaboration with mental health professionals, agencies, and organizations. Policy reflects **NEW LAW (SB 75, 2019)** which establishes the Mental Health Student Services Act for the purpose of supporting mental health partnerships among county mental health agencies and local educational agencies.

BP/AR 5145.3 - Nondiscrimination/Harassment

Policy updated to reflect law prohibiting discrimination based on medical condition and to reflect **NEW LAW (AB 34, 2019)** which requires the district, starting in the 2020-21 school year, to post its nondiscrimination policies, and specified state and federal laws regarding discrimination, bullying, and harassment, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. Regulation updated to reflect **NEW LAW (AB 34, 2019)** which requires the district, starting in the 2020-21 school year, to post its nondiscrimination policies, specified state and federal laws regarding discrimination, bullying, and harassment, and a link to CDE resources in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. Regulation also reflects **NEW LAW (AB 711, 2019)** which requires the district to update a former student's records upon receiving government-issued documentation or a written request for a name and/or gender change.

BP/AR 6020 - Parent Involvement

Policy updated to reflect the requirements to work with parents/guardians and family members to jointly develop the district's parent involvement policy and to include strategies for family engagement in the local control and accountability plan (LCAP). For districts that receive federal Title IV funding for family engagement programs, policy adds the requirement to inform parents/guardians and organizations of the existence of the program. Policy also contains material formerly in the AR regarding the inclusion of the Title I local educational agency plan into the LCAP and the distribution of the district and school-level parent involvement policies. Regulation updated to revise the section on "District Strategies for Title I Schools," including moving and adding strategies under item #2 to reflect means by which the district may provide coordination, technical assistance, and other support to build school capacity for parent involvement activities, and adding strategies under item #5 to reflect means by which the district may use evaluation findings to design evidence-based

strategies for more effective parent/guardian and family involvement. Section on "School-Level Strategies for Title I Schools" revises item #7 to include strategies formerly in section on "District Strategies for Title I Schools." Minor changes made throughout section on "District Strategies for Non-Title I Schools" to more directly reflect law.

AR 6173.4 - Title VI Indian Education Programs

New regulation reflects major requirements for districts that receive federal Title VI Indian education funding, which supports local educational agencies, Indian tribes and organizations, and consortia in meeting the unique cultural, language, and educational needs of American Indian students and ensuring that all students meet challenging state academic standards. Districts receiving such funding are **mandated** to adopt procedures to ensure that the program will be operated and evaluated in consultation with, and with the involvement of, parents/guardians and family members of American Indian students and community representatives. Regulation also includes allowable expenditures of Title VI funds, the provision of professional development as needed, maintenance of student eligibility records, and distribution of program evaluation results.

Philosophy, Goals, Objectives and Comprehensive Plans

Comprehensive Local Plan for Special Education

The Governing Board recognizes its obligation to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district.

In order to meet the needs of individuals with disabilities, the district shall participate as a member of a Special Education Local Plan Area (SELPA) with other districts and the county office of education pursuant to Education Code 56195.1.

The district shall enter into agreements with other members of the SELPA in accordance with Education Code 56195.1 and 56195.7. Consistent with these agreements, the district shall adopt policies governing the programs and services it operates. (Education Code 56195.8)

The Superintendent or designee shall work with the other members of the SELPA to develop a local plan for the education of individuals with disabilities. The plan shall be approved by the Board and the other members of the SELPA, and shall be submitted to the Superintendent of Public Instruction. (Education Code 56195.1)

The local plan shall be reviewed at least once every three years and updated as needed to ensure the information contained in the plan remains relevant and accurate. The local plan shall be updated cooperatively by a committee of representatives of special and regular education teachers and administrators selected by the groups they represent and with participation by parent/guardian members of the community advisory committee, or parents/guardians selected by the community advisory committee, to ensure adequate and effective participation and communication. (Education Code 56195.9)

Special education programs and services shall be reviewed on an ongoing basis. The results of such evaluations shall be used to identify and correct any program deficiencies.

State Reference	Description
5 CCR 3000-3089	Regulations governing special education
Ed. Code 56000-56001	Education for individuals with exceptional needs
Ed. Code 56020-56035	Definitions
Ed. Code 56040-56046	General provisions
Ed. Code 56048-56050	Surrogate parents
Ed. Code 56055	Foster parents
Ed. Code 56060-56063	Substitute teachers in special education
Ed. Code 56170-56177	Children enrolled in private schools
Ed. Code 56190-56194	Community advisory committees
Ed. Code 56195-56195.10	Local plans
Ed. Code 56205-56208	Local plan requirements 56213 Special education local plan
Ed. Code 56213	Special education local plan areas with small or sparse populations
Ed. Code 56240-56245	Staff development
Ed. Code 56300-56385	Identification and referral, assessment, instructional planning
Ed. Code 56440-56447.1	Programs for individuals between the ages of three and five years
Ed. Code 56500-56508	Procedural safeguards, including due process rights
Ed. Code 56520-56524	Behavioral interventions
Ed. Code 56600-56606	Evaluation, audits and information
Ed. Code 56836-56836.05	Administration of local plan
Gov. Code 7579.5	Surrogate parent, appointment, qualifications, liability
Gov. Code 95000-95029	California Early Intervention Services Act

Comprehensive Local Plan for Special Education (Cont.)

W&I Code 361
W&I Code 726

Limitations on parental control
Limitations on parental control

Federal Reference

20 USC 1232g
20 USC 1400-1482
29 USC 794
34 CFR 104.1-104.39
34 CFR 300.1-300.818
34 CFR 300.500-300.520
34 CFR 303.1-303.654
34 CFR 99.10-99.22
42 USC 12101-12213

Description

Family Educational Rights and Privacy Act (FERPA) of 1974
Individuals with Disabilities Education Act
Rehabilitation Act of 1973, Section 504
Section 504 of the Rehabilitation Act of 1973
Assistance to states for the education of students with disabilities
Procedural safeguards and due process for parents and students
Early intervention program for infants and toddlers with disabilities
Inspection, review and procedures for amending education records
Americans with Disabilities Act

Adopted: 9/3/03
Amended: 4/18/07

meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for individuals between the ages of 3 and 21; and are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR 300.320-300.324. (Education Code 56040; 34 CFR 300.17, 300.101, 300.104)

Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Education Code 56040.1; 34 CFR 300.107, 300.114, 300.117)

Elements of the Local Plan

The local plan developed by the Special Education Local Plan Area (SELPA) shall include, but not be limited to: (Education Code 56122, 56205, 56206)

1. Policies, procedures, and programs, that are consistent with state laws, regulations, and policies and 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201 governing the following:
 - a. Free appropriate public education
 - b. Full educational opportunity
 - c. Child find and referral
 - d. Individualized education programs, including development, implementation, review, and revision
 - e. Least restrictive environment
 - f. Procedural safeguards
 - g. Annual and triennial assessments
 - h. Confidentiality
 - i. Transition from the Infants and Toddlers with Disabilities programs pursuant to 20 USC 1431 to the preschool program

Philosophy, Goals, Objectives and Comprehensive Plans

Comprehensive Local Plan for Special Education

Definitions

Free appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge;

Philosophy, Goals, Objectives and Comprehensive Plans

Comprehensive Local Plan for Special Education

Definitions

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 - g. Annual and triennial assessments
 - h. Confidentiality
 - i. Transition from the Infants and Toddlers with Disabilities programs pursuant to 20 USC 1431 to the preschool program

Comprehensive Local Plan for Special Education (Cont.)

- j. Children in private schools
 - k. Compliance assurances, including general compliance with the federal Individuals with Disabilities Education Act (20 USC 1400-1482), Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794), the federal Americans with Disabilities Act of 1990 (42 USC 12101-12213), related federal regulations, and Education Code 56000-56865
 - l. A description of the governance and administration of the local plan in accordance with Education Code 56205(a)(12)
 - m. Personnel qualification to ensure that personnel, including special education teachers and personnel and paraprofessionals are appropriately and adequately prepared and trained in accordance with Education Code 56058 and 56070 and 20 USC 1412(a)(14) and 1413(a)(3)
 - n. Performance goals and indicators
 - o. Participation in state and districtwide assessments, including assessments described in 20 USC 6301 et seq. and alternate assessments in accordance with 20 USC 1412(a)(16), and reports relating to assessments
 - p. Supplementation of state, local, and other federal funds, including non-supplantation of funds
 - q. Maintenance of financial effort
 - r. Opportunities for public participation before adoption of policies and procedures
 - s. Suspension and expulsion rates
 - t. Access to instructional materials by blind individuals with exceptional needs and others with print disabilities in accordance with 20 USC 1412(a)(23)
 - u. Overidentification and disproportionate representation by race and ethnicity of children as individuals with exceptional needs, including children with disabilities with a particular impairment described in 20 USC 1401 and 1412(a)(24)
 - v. Prohibition of mandatory medication use pursuant to Education Code 56040.5 and 20 USC 1412(a)(25)
2. An annual budget plan, including descriptions of the SELPA's allocation plan in accordance with Education Code 56836-56845, all revenues by revenue source received by the SELPA specifically for the purpose of special education, a breakdown of the distribution of funds to each local educational agency (LEA) within the SELPA, projected total special education expenditures by each LEA, projected total expenditures by the SELPA and the LEAs within the SELPA, projected funding to be received specifically for regionalized operations, and a breakdown of projected SELPA operating expenditures

Comprehensive Local Plan for Special Education (Cont.)

3. An annual service plan, describing the services to be provided by each LEA, regardless of whether the LEA participates in the local plan, including the nature of the services and the physical location at which the services will be provided. This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.
4. Beginning July 1, 2021, an annual assurances support plan to demonstrate how the SELPA and its participating agencies are coordinating for purposes of assuring effective outcomes for students with disabilities, including a description of:
 - a. How the SELPA will support each participating district in achieving the goals, actions, and services identified in its local control and accountability plan
 - b. How the SELPA will connect any participating district in need of technical assistance to the statewide system of support
 - c. The services, technical assistance, and support the SELPA will provide to meet the required policies, procedures, and programs specified in Education Code 56205
5. A description of programs for early childhood special education from birth through five years of age
6. A description of the method by which members of the public, including parents/guardians of individuals with disabilities who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205
7. A description of a dispute resolution process, including mediation and arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan
8. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205 and that the committee had at least 30 days to conduct this review before submission of the local plan to CDE
9. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303
10. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools, the method of ensuring that all requirements of each student's IEP are being met, and a method for evaluating whether the student is making appropriate educational progress
11. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment

Comprehensive Local Plan for Special Education (Cont.)

The local plan, annual budget plan, annual service plan, and annual assurances support plan shall be written in language that is understandable to the general public. They shall be adopted at a public hearing of the SELPA, for which notice of the hearing shall be posted in each school in the SELPA at least 15 days before the hearing. (Education Code 56205)

Availability of the Plan

The Superintendent or designee shall post on the district's web site the approved local plan, annual budget plan, annual service plan, and annual assurances support plan and any updates or revisions to the plans. A complete copy of the local plan, annual budget plan, annual service plan, annual assurances support plan, and policies and procedures shall be held on file in the district office and shall be accessible to any interested party. (Education Code 56205.5)

Adopted: 9/3/03
Amended: 4/18/07, 5/21/08

Community Relations

Uniform Complaint Procedures

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal laws or regulations governing any program subject to the UCP which is offered by the district, including adult education programs; After School Education and Safety programs; agricultural career technical education; federal career technical education; child care and development programs; child nutrition programs; compensatory education; consolidated categorical aid programs; the federal Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs; school safety plans; California State Preschool Programs; and any other district-implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code 64000
2. Any complaint, by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)
4. Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements (Education Code 46015)

Uniform Complaint Procedures

5. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)
6. Any complaint alleging district noncompliance with applicable requirements of Education Code 52060-52077 related to the implementation of the local control and accountability plan, including the development of a local control funding formula budget overview for parents/guardians (Education Code 52075)
7. Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64000-64001, 65000-65001)
8. Any complaint, by or on behalf of a student who is a foster youth as defined in Education Code 51225.2, alleging district noncompliance with any requirement applicable to the student regarding placement decisions; the responsibilities of the district's educational liaison to the student; the award of credit for coursework satisfactorily completed in another school, district, or country; school or records transfer; or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)
9. Any complaint, by or on behalf of a student who transfers into the district after the second year of high school and is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the district, a child of a military family as defined in Education Code 49701, or a migrant student as defined in Education Code 54441, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school, alleging district noncompliance with any requirement applicable to the student regarding the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1)
10. Any complaint, by or on behalf of a student who is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.2)
11. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)
12. Any complaint alleging district noncompliance with the physical education instructional minutes requirement (Education Code 51210, 51222, 51223)

Uniform Complaint Procedures (Cont.)

13. Complaints regarding the noncompliance of a license-exempt California State Preschool Program (CSPP) with health and safety standards specified in Health and Safety Code 1596.7925 and related state regulations (Education Code 8235.5; Health and Safety Code 1596.7925)
14. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
15. Any other complaint as specified in district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division and the appropriate law enforcement agency.
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

Uniform Complaint Procedures (Cont.)

3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and mis-assignments shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 8235.5, 35186)

State Reference

2 CCR 11023
 5 CCR 4600-4670
 5 CCR 4680-4687
 5 CCR 4900-4965
 Ed. Code 200-262.4
 Ed. Code 18100-18203
 Ed. Code 32221.5
 Ed. Code 32280-32289
 Ed. Code 35186
 Ed. Code 46015
 Ed. Code 48853-48853.5
 Ed. Code 48985
 Ed. Code 49010-49014
 Ed. code 49060-49079
 Ed. Code 49069.5
 Ed. Code 49490-49590
 Ed. Code 49701
 Ed. Code 51210
 Ed. Code 51222
 Ed. Code 51223
 Ed. Code 51225.1-51225.2

 Ed. Code 51226-51226.1
 Ed. Code 51228.1-51228.3
 Ed. Code 52060-52077
 Ed. Code 52075

 Ed. Code 52300-52462
 Ed. Code 52500-52616.24
 Ed. Code 54400-54425
 Ed. Code 54440-54445
 Ed. Code 54460-54529
 Ed. Code 59000-59300
 Ed. Code 64000-64001
 Ed. Code 65000-65001
 Ed. Code 8200-8498
 Ed. Code 8500-8538

Description

Harassment and discrimination prevention and correction
 Uniform complaint procedures
 Williams uniform complaint procedures
 Nondiscrimination in elementary and secondary education programs
 Educational equity; prohibition of discrimination on the basis of sex
 School libraries
 Insurance for athletic team members
 School safety plans
 Williams uniform complaint procedures
 Parental leave for students
 Foster youth
 Notices in language other than English
 Student fees
 Student records
 Records of foster youth
 Child nutrition programs
 Interstate Compact on Educational Opportunity for Military Children
 Courses of study grades 1-6
 Physical education
 Physical education, elementary schools
 Foster youth, homeless children, former juvenile court school students;
 course credits; graduation requirements
 Career technical education
 Course periods without educational content
 Local control and accountability plan
 Complaint for lack of compliance with local control and accountability
 plan requirements
 Career technical education
 Adult schools
 Compensatory education programs
 Migrant education
 Compensatory education programs
 Special schools and centers
 Consolidated application process; school plan for student achievement
 School site councils
 Child care and development programs
 Adult basic education

Uniform Complaint Procedures (Cont.)

Gov. Code 11135	Discrimination
Gov. Code 11135	Nondiscrimination in programs or activities funded by state
Gov. Code 12900-12996	Fair Employment and Housing Act
H&S Code 1596.792	California Child Day Care Act; general provisions and definitions
H&S Code 1596.7925	California Child Day Care Act; health and safety regulations
Pen. Code 422.55	Hate crime; definition
Pen. Code 422.6	Interference with constitutional right or privilege
Federal Reference	Description
20 USC 1221	Application of laws
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1681-1688	Title IX of the Education Amendments of 1972
20 USC 6301-6576	Title I Improving the Academic Achievement of the Disadvantaged
20 USC 6801-7014	Title III language instruction for limited English proficient and immigrant students
28 CFR 35.107	Nondiscrimination on basis of disability; complaints
29 USC 794	Rehabilitation Act of 1973, Section 504
34 CFR 100.3	Prohibition of discrimination on basis of race, color or national origin
34 CFR 104.7	Designation of responsible employee for Section 504
34 CFR 106.8	Designation of responsible employee for Title IX
34 CFR 106.9	Notification of nondiscrimination on basis of sex
34 CFR 110.25	Notification of nondiscrimination on the basis of age
34 CFR 99.1-99.67	Family Educational Rights and Privacy Act
42 USC 12101-12213	Title II equal opportunity for individuals with disabilities
42 USC 2000d-2000e-17	Title VI and Title VII Civil Rights Act of 1964, as amended
42 USC 2000h-2-2000h-6	Title IX of the Civil Rights Act of 1964
42 USC 6101-6107	Age Discrimination Act of 1975

Adopted: 3/7/84

Amended: 11/15/89, 10/7/92, 2/2/00, 5/15/02, 5/21/03, 2/2/05, 10/18/06, 8/15/12, 11/5/14, 5/6/15, 9/2/15, 5/18/16, 10/19/16, 11/15/17, 5/16/18, 4/24/19, 11/20/19

Community Relations

Uniform Complaint Procedures

Except as the Governing Board may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

Compliance Officers

The district designates the individual(s), position(s), or unit(s) identified below as responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The compliance officer(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

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The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Uniform Complaint Procedures (Cont.)

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group and all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy
2. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint
3. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities
4. A statement that a complaint regarding student fees must be filed no later than one year from the date the alleged violation occurred
5. A statement that the district will post a standardized notice of the educational rights of foster youth, homeless students, former juvenile court school students now enrolled in the district, children of military families, migrant students, and immigrant students enrolled in a newcomer program, as specified in Education Code 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process
6. Identification of the responsible staff member(s), position(s), or unit(s) designated to receive complaints
7. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant
8. A statement that the complainant has a right to appeal the district's decision to CDE by filing a written appeal, including a copy of the original complaint and the district's decision, within 15 days of receiving the district's decision

Uniform Complaint Procedures (Cont.)

9. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.
10. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy (item #1 of the section "Complaints Subject to UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by persons who allege that they have personally suffered unlawful discrimination or who believe that an individual or any specific class of individuals has been subjected to unlawful discrimination. The complaint shall be initiated no later than six months from the date that the alleged unlawful

Uniform Complaint Procedures (Cont.)

discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)

4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall ensure that all parties agree to make the mediator a party to relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Uniform Complaint Procedures (Cont.)

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Timeline for Final Decision

Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, the complainant may, within five business days, file the complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

Uniform Complaint Procedures (Cont.)

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

For any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent shall be informed of any extension of the timeline agreed to by the complainant, shall be sent the district's final written decision, and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

Final Written Decision

For all complaints, the district's final written decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:
 - a. Statements made by any witnesses
 - b. The relative credibility of the individuals involved
 - c. How the complaining individual reacted to the incident
 - d. Any documentary or other evidence relating to the alleged conduct
 - e. Past instances of similar conduct by any alleged offenders
 - f. Past false allegations made by the complainant
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. The manner in which the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The relationship between the alleged victim(s) and offender(s)

Uniform Complaint Procedures (Cont.)

- d. The number of persons engaged in the conduct and at whom the conduct was directed
 - e. The size of the school, location of the incidents, and context in which they occurred
 - f. Other incidents at the school involving different individuals
5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the respondent
 - b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
 - c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence.
6. Notice of the complainant's and respondent's right to appeal the district's decision to CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved is enrolled in a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language pursuant to Education Code 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

Uniform Complaint Procedures (Cont.)

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

Uniform Complaint Procedures (Cont.)

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 15 calendar days of receiving the district's decision. (5 CCR 4632)

The complainant shall specify the basis for the appeal of the decision and how the facts of the district's decision are incorrect and/or the law has been misapplied. The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's decision in that complaint. (5 CCR 4632)

Uniform Complaint Procedures (Cont.)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, the respondent, in the same manner as the complainant, may file an appeal with CDE.

Upon notification by CDE that the district's decision has been appealed, the Superintendent or designee shall forward the following documents to CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the written decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's UCP
7. Other relevant information requested by CDE

Approved: 10/7/92

Amended: 2/2/00, 5/15/02, 10/18/06, 8/15/12, 11/5/14, 5/6/15, 9/2/15, 5/18/16, 10/19/16,
11/15/17, 5/16/18, 4/24/19

Community Relations

Williams Uniform Complaint Procedures

Types of Complaints

The district shall use the procedures described in this administrative regulation only to investigate and resolve the following:

1. Complaints regarding the insufficiency of textbooks and instructional materials, including any complaint alleging that: (Education Code 35186; 5 CCR 4681)
 - a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
 - b. A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.
 - c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
 - d. A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
2. Complaints regarding teacher vacancy or misassignment, including any complaint alleging that: (Education Code 35186; 5 CCR 4682)
 - a. A semester begins and a teacher vacancy exists.
 - b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.
 - c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)

Beginning of the year or semester means the first day classes necessary to serve all the students enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day students attend classes for that semester. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

Williams Uniform Complaint Procedures (Cont.)

3. Complaints regarding the condition of school facilities, including any complaint alleging that:
(Education Code 35186; 5 CCR 4683)

- a. A condition poses an emergency or urgent threat to the health or safety of students or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate. (Education Code 17592.72)

- b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers. (Education Code 35292.5)

Open restroom means the school has kept all restrooms open during school hours when students are not in classes and has kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when the temporary closing of the restroom is necessary for student safety or to make repairs. (Education Code 35292.5)

In any district school serving any of grades 6-12 in which 40 percent or more of the students in the school or school attendance area are from low-income families, as defined in 20 USC 6314, a complaint may be filed alleging noncompliance with the requirement of Education Code 35292.6 to stock, at all times, at least half of the restrooms in the school with feminine hygiene products and to not charge students for the use of such products.

Forms and Notices

The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that the district's complaint form specifies the location for filing a complaint and contains a space to indicate whether the complainant desires a response to the complaint. A complainant may add as much text to explain the complaint as desired. (Education Code 35186; 5 CCR 4680)

Williams Uniform Complaint Procedures (Cont.)

Filing of Complaint

A complaint alleging any condition(s) specified in the section "Types of Complaints" above shall be filed with the principal or designee at the school in which the complaint arises. A complaint about problems beyond the authority of the principal shall be forwarded to the Superintendent or designee in a timely manner, but not to exceed 10 working days. Complaints may be filed anonymously. (Education Code 35186; 5 CCR 4680)

Investigation and Response

The principal or a designee of the Superintendent shall make all reasonable efforts to investigate any problem within the principal's or designee's authority. (Education Code 35186; 5 CCR 4685)

The principal or Superintendent's designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the principal or Superintendent's designee shall report the resolution of the complaint to the complainant within 45 working days of the initial filing of the complaint. If the principal makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 35186; 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of students or staff as described in item #3a in the section "Types of Complaints" above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 35186; 5 CCR 4687)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

Reports

On a quarterly basis, the Superintendent or designee shall report, to the Board at a regularly scheduled public Board meeting and to the County Superintendent of Schools, summarized data on the nature and resolution of all complaints. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. (Education Code 35186; 5 CCR 4686)

Adopted: 2/2/05

Amended: 10/18/06, 5/16/07, 2/6/08, 2/2/11, 11/5/14, 4/24/19

Williams Uniform Complaint Procedures

**NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS:
K-12 COMPLAINT RIGHTS**

Parents/Guardians, Students, and Teachers:

Pursuant to Education Code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each student, including an English learner, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

If you choose to file a complaint alleging that any of the above conditions is not being met, your complaint will be addressed through the district's Williams uniform complaint procedures as required by law. A complaint form may be obtained at the school office or district office, or downloaded from the school or district web site. You may also download a copy of the California Department of Education complaint form from the following web site: <http://www.cde.ca.gov/re/cp/uc>. However, a complaint need not be filed using either the district's complaint form or the complaint form from the California Department of Education.

Community Relations

Access to District Records

The Governing Board recognizes the right of members of the public to have access to public records of the district. The district shall provide any person reasonable access to the public records of the schools and district during normal business hours and within the requirements of law. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act and other state or federal law.

In response to a public records request, the Superintendent or designee shall make reasonable efforts to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a district-provided device or account or through an employee's or Board member's personal device or account.

The district may charge for copies of public records or other materials requested by individuals or groups, unless they are using their own personal equipment to reproduce the record. The charge shall be based on actual costs of duplication, as determined by the Superintendent or designee and as specified in administrative regulation.

In order to help maintain the security of district records, members of the public granted access shall examine records in the presence of a district staff member.

State Reference	Description
5 CCR 430-438	Individual student records
CA Constitution Article 1, Section 3	Right of access to governmental information
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 35145	Public meetings
Ed. Code 35170	Authority to secure copyrights
Ed. Code 35250	Duty to keep certain records and reports
Ed. Code 41020	Requirement for annual audit
Ed. Code 42103	Publication of proposed budget; hearing
Ed. Code 44031	Personnel file contents and inspections
Ed. Code 44839	Medical certificates; periodic medical examination
Ed. Code 49060-49079	Student records
Ed. Code 49091.10	Parental review of curriculum and instruction
Gov. Code 3547	Proposals relating to representation
Gov. Code 53262	Employment contracts
Gov. Code 54957.2	Minute book record of closed sessions
Gov. Code 54957.5	Agendas and other writings distributed for discussion or consideration
Gov. Code 6250-6270	California Public Records Act
Gov. Code 6275-6276.48	California Public Records Act; other exemptions from disclosure
Gov. Code 81008	Political Reform Act, public records; inspection and reproduction
Gov. Code 8310.3	California Religious Freedom Act

Adopted: 5/16/07
 Amended: 8/5/09, 11/15/17

Community Relations

Access to District Records

Definitions

Public records include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics. (Government Code 6252)

Writing means any handwriting, typewriting, printing, photostating, photographing, photocopying, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 6252)

Member of the public means any person, except a member, agent, officer, or employee of the district or a federal, state, or other local agency acting within the scope of such membership, agency, office, or employment. (Government Code 6252)

Public Records

Public records to which members of the public shall have access include, but are not limited to:

1. Proposed and approved district budgets and annual audits (Education Code 41020, 42103)
2. Statistical compilations
3. Reports and memoranda
4. Notices and bulletins
5. Minutes of public meetings (Education Code 35145)
6. Meeting agendas (Government Code 54957.5)
7. Official communications between the district and other government agencies
8. District and school plans, and the information and data relevant to the development and evaluation of such plans, unless otherwise prohibited by law
9. Initial proposals of exclusive employee representatives and of the district (Government Code 3547)
10. Records pertaining to claims and litigation against the district which have been adjudicated or settled (Government Code 6254, 6254.25)
11. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)
12. Documents containing names, salaries, and pension benefits of district employees

Access to District Records (Cont.)

13. Employment contracts and settlement agreements (Government Code 53262)
14. Instructional materials including, but not limited to, textbooks (Education Code 49091.10)

Access to public records of the district shall be granted to Governing Board members on the same basis as any other member of the public. When Board members are authorized to access public records in the administration of their duties, the Superintendent or designee shall not discriminate among any of the Board members as to which record, or portion of the record, will be made available, or when it will be made available. (Government Code 6252.5, 6252.7)

When disclosing to a member of the public any record that contains personal information, including, but not limited to, an employee's home address, home telephone number, social security number, personal cell phone number, or birth date, the Superintendent or designee shall ensure that such personal information is redacted from that record. (Government Code 6254.29, 6254.3)

Confidential Public Records

Unless otherwise authorized or required by law, information regarding an individual's citizenship or immigration status or religious beliefs, practices, or affiliation shall not be disclosed to federal government authorities. (Education Code 234.7; Government Code 8310.3)

Records to which the members of the public shall not have access include, but are not limited to:

1. Preliminary drafts, notes, and interagency or intra-district memoranda that are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 6254)
2. Records specifically generated in connection with or prepared for use in litigation to which the district is a party or to respond to claims made against the district pursuant to the Tort Claims Act, until the litigation or claim has been finally adjudicated or otherwise settled, or beyond, if the records are protected by some other provision of law (Government Code 6254, 6254.25)
3. Personnel records, medical records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 6254)

The home addresses, home telephone numbers, personal cell phone numbers, or birth date of employees may only be disclosed as follows: (Government Code 6254.3)

- a. To an agent or a family member of the employee
- b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties

Access to District Records (Cont.)

- c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, except that the home address and any telephone number for an employee who performs law enforcement-related functions, or the birth date of any employee, shall not be disclosed
 - d. Upon written request of any employee, the district shall not disclose the employee's home address, home telephone number, personal cell phone number, personal email address, or birth date, and the district shall remove the home address, home telephone number, and personal cell phone number from any mailing list of the district except a list used exclusively to contact the employee.
 - e. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents
- 4. Student records, except directory information and other records to the extent permitted by law and district policy
- 5. Test questions, scoring keys, and other examination data except as provided by law (Government Code 6254)
- 6. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code 6254)
- 7. Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in an unfair competitive disadvantage to the person supplying the information (Government Code 6254)
- 8. Library circulation and patron use records of a borrower or patron including, but not limited to, name, address, telephone number, email address, borrowing information, or use of library information resources, except when disclosure is to persons acting within the scope of their duties in the administration of the library; to persons authorized in writing, by the individual to whom the records pertain, to inspect the records; or by court order (Government Code 6254, 6267)
- 9. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 6254)
- 10. Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 6254)

Access to District Records (Cont.)

11. Recall petitions, petitions for special elections to fill Board vacancies, or petitions for the reorganization of the school district (Government Code 6253.5)
12. Minutes of Board meetings held in closed session (Government Code 54957.2)
13. Computer software developed by the district (Government Code 6254.9)
14. Information security records, the disclosure of which would reveal vulnerabilities to, or otherwise increase potential for an attack on, the district's information technology system (Government Code 6254.19)
15. Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 6254, 6255)
16. Any other records listed as exempt from public disclosure in the California Public Records Act or other statutes
17. Any other records for which the district can demonstrate that, based on the particular facts of the case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record (Government Code 6255)

Inspection of Records and Requests for Copies

Any person may request a copy or inspection of any district record that is not exempt from disclosure. (Government Code 6253)

Within 10 days of receiving any request to inspect or copy a district record, the Superintendent or designee shall determine whether the request seeks release of a disclosable public record in the district's possession. The Superintendent or designee shall promptly inform the person making the request of the determination and the reasons for the decision. (Government Code 6253)

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 6253)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request
2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request
3. The need for consultation, which shall be conducted with all practicable speed, with another agency (e.g., a state agency or city) having a substantial interest in the determination of the request or among two or more components of the district (e.g., two

OROVILLE UNION HIGH SCHOOL DISTRICT

different school sites) with substantial interest in the request

AR 1340 (e)

Access to District Records (Cont.)

4. In the case of electronic records, the need to compile data, write programming language or a computer program, or construct a computer report to extract data

If the Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 6253)

Public records shall be open to inspection at all times during district office hours. Any reasonably segregable portion of a record shall be made available for inspection by any person requesting the record after deletion of the portions that are exempted by law. (Government Code 6253)

Upon request for a copy that reasonably describes an identifiable record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 6253)

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication. Written requests to waive the fee shall be submitted to the Superintendent or designee.

Without charging any fees or costs, the Superintendent or designee shall allow members of the public to use their own equipment on district premises to photograph or otherwise copy or reproduce a disclosable record as long as the means of copy or reproduction: (Government Code 6253)

1. Do not require the equipment to make physical contact with the record
2. Will not result in damage to the record
3. Will not result in unauthorized access to the district's computer systems or secured networks by using software, equipment, or any other technology capable of accessing, altering, or compromising the district's electronic records

The Superintendent or designee may impose any reasonable limit on the use of personal equipment to photograph, copy, or reproduce a disclosable record that is necessary to protect the safety of the records, or to prevent the copying of records from being an unreasonable burden to the orderly function of the district and its employees. The Superintendent or designee may also impose any limit that is necessary to maintain the integrity of, or ensure the long-term preservation of, historic or high-value records. (Government Code 6253)

In addition to maintaining public records for public inspection during district office hours, the district may comply with public records requests by posting any public record on the district's web site and, in response to a public records request, directing the member of the public to the location on the web site where the record can be found. However, if the member of the public is unable to access or reproduce the record from the web site, the district shall promptly provide an exact copy of the public record upon payment of duplication fees, if applicable, unless it is

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impracticable to provide an exact copy. (Government Code 6253)

AR 1340 (f)

Access to District Records (Cont.)

If any person requests that a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 6253.9)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 6253.9)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals.
2. The request would require data compilation, extraction, or programming to produce the record.

Assistance in Identifying Requested Records

If the Superintendent or designee denies a request for disclosable records, the requester shall be assisted in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

If, after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Superintendent or designee is still unable to identify the information, this requirement shall be deemed satisfied.

2. Describe the information technology and physical location in which the records exist
3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the Public Records Act shall not be construed so as to delay or obstruct the inspection or copying of public records. Any notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code 6253)

Adopted: 5/16/07

Amended: 8/5/09, 3/21/13, 9/18/19

Access to District Records (Cont.)

OROVILLE UNION HIGH SCHOOL DISTRICT

REQUEST FOR COPY OF PUBLIC RECORDS

Date _____
Name _____ Phone # () _____
Address _____
Specific Document Requested _____
Number of copies requested _____

A 50% deposit of the estimated cost is required at the time of request. I understand copy fees must be paid before documentation will be released to the requesting party.

Signature of Person Requesting Information _____

TO BE COMPLETED BY OUHSD STAFF ONLY

Fee Schedule Guidelines

Copies made by OUHSD:

Documents (8 ½ x 14 or smaller) Each page @ .25 x _____ pages \$ _____

Copies made by commercial source: (OUHSD does not provide this service)

Documents (Larger than 8 ½ x 14), Exact cost of reproduction will be charged \$ _____

PAYMENT METHOD:

Cash _____	Total Cost \$ _____
Check No. _____	Less 50% Deposit \$ _____
Date _____	Balance Due \$ _____

Adopted: 7/15/09
Amended:

Business and Non-instructional Operations

Impact Aid

Any federal Title VII Impact Aid funds received by the district based on the concentration of children residing on lands owned by the federal government shall be used to support district programs and activities in accordance with the budget approved by the Governing Board. Such expenditures may include, but are not limited to, the salaries of teachers and paraprofessionals, capital expenditures, instructional materials, computers and other equipment, supplemental instructional programs, after-school programs, Advanced Placement classes, and special enrichment programs.

Any Impact Aid funds received for children with disabilities shall be used to provide a free appropriate public education to those children. (20 USC 7703, 7703a; 34 CFR 222.53)

Whenever Impact Aid funds are received based on students living on Indian lands, the Superintendent or designee shall consult and involve American Indian tribes and parents/guardians of students living on Indian lands in the planning and development of the district's general education program and of the policies and procedures for programs and activities supported by Impact Aid funding. (20 USC 7704; 34 CFR 222.94)

The Superintendent or designee shall: (20 USC 7704; 34 CFR 222.91, 222.94)

1. Disseminate relevant applications, evaluations, program plans, and information related to the district's education program and activities with sufficient advance notice to allow Indian tribes and parents/guardians of American Indian students the opportunity to review and make recommendations
2. Afford an opportunity for tribes and parents/guardians of American Indian students to present their views regarding the district's educational program and activities, including an opportunity to make recommendations on the needs of those students and how the district may help those students realize the benefits of the programs and activities

The Superintendent or designee shall notify tribes and parents/guardians of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication. If necessary, the Superintendent or designee shall modify the method of and time for soliciting views to ensure the maximum participation of tribes and parents/guardians.

3. At least annually, assess the extent to which American Indian students participate on an equal basis with other students in the district's education program and activities by:
 - a. Sharing relevant information with tribes and parents/guardians related to the participation of American Indian students in the district's education program and activities
 - b. Allowing tribes and parents/guardians the opportunity and time to review and comment on whether American Indian students participate on an equal basis with non-Indian students

Impact Aid (Cont.)

4. At least annually, respond in writing to any comments and recommendations made by tribes or parents/guardians and disseminate the responses to the tribe and parents/guardians prior to the submission of the district's policies and procedures to the federal Impact Aid program director
5. Modify the district's policies and procedures as necessary based on any assessments or input from tribes or parents/guardians of Indian students
6. Annually provide a copy of the district's policy and procedures to the affected tribe(s)

The district shall annually review the district's procedures to ensure that they comply with law and are implemented by the district. If the district determines that its procedures do not comply with law, it shall revise the policy and procedures within 90 days of its determination. Within 30 days following any such revision, the district shall send a copy of the policy and procedures to the federal Impact Aid program director and the affected tribe(s). (34 CFR 222.94)

Records

The Superintendent or designee shall maintain records of any Impact Aid funds received by the district, including, but not limited to, data and certifications in support of funds received. Such records shall be maintained for three years after completion of the activity for which the funds are expended and, when requested, shall be provided to the appropriate federal authority. (20 USC 1232f, 7703; 34 CFR 222.9-222.10)

Personnel

Employee Notifications

The Governing Board believes that providing clear communications to staff is essential to establishing a professional, positive work environment and enhancing their job performance. The Superintendent or designee shall provide district employees all notifications required by law and any other notifications the Superintendent or designee believes will promote staff knowledge of the district's policies, programs, activities, and operations.

When required by law, Board policy, or administrative regulation, district employees shall be asked to sign an acknowledgment indicating receipt of the notification. Such acknowledgments shall be retained in each employee's personnel file.

State Reference	Description
13 CCR 1234	Reports regarding school buses and bus drivers
13 CCR 2480	Vehicle idling, limitations
2 CCR 11023	Harassment and discrimination prevention and correction
2 CCR 11035-11051	Unlawful sex discrimination: pregnancy, childbirth and related medical conditions
2 CCR 11087-11098	California Family Rights Act
5 CCR 4622	Uniform complaint procedures
5 CCR 80303	Reports of change in employment status, alleged misconduct
8 CCR 3204	Employees exposed to bloodborne pathogens standard
8 CCR 5191	Chemical hygiene plan
8 CCR 5194	Hazard communication
Civ. Code 1798.29	District records, specifically - breach of security
Ed. Code 17612	Notification of pesticide use
Ed. Code 22455.5	STRS information to potential members
Ed. Code 22461	Postretirement compensation limitation
Ed. Code 231.5	Sexual harassment policy
Ed. Code 35031	Term of employment
Ed. Code 35171	Availability of rules and regulations for evaluation of performance
Ed. Code 37616	Notice of public hearing on year-round schedule
Ed. Code 44031	Personnel file contents, inspection
Ed. Code 44663-44664	Evaluation of certificated employees
Ed. Code 44842	Reemployment notices, certificated employees
Ed. Code 44896	Transfer of administrator or supervisor to teaching position
Ed. Code 44916	Written statement of employment status
Ed. Code 44929.21	Notice of reelection decision; districts with 250 ADA or more
Ed. Code 44929.23	Districts with less than 250 ADA
Ed. Code 44934	Notice of disciplinary action for cause
Ed. Code 44938	Notice of unprofessional conduct and opportunity to correct
Ed. Code 44940.5-44941	Notification of suspension and intent to dismiss
Ed. Code 44948.3-44948.5	Dismissal of probationary employees
Ed. Code 44948.5	Non-reelection procedures, districts under 250 ADA
Ed. Code 44949	Dismissal of probationary employees
Ed. Code 44951	Continuation in position unless notified, administrative or supervisory personnel
Ed. Code 44954	Non-reelection of temporary employees
Ed. Code 44955	Reduction in number of permanent employees
Ed. Code 45113	Notification of charges, classified employees
Ed. Code 45117	Notice of layoff, classified employees
Ed. Code 45169	Employee salary data, classified employees
Ed. Code 45192	Industrial accident and illness leave for classified employees
Ed. Code 45195	Additional leave

OROVILLE UNION HIGH SCHOOL DISTRICT

BP 4112.9, 4212.9, 4312.9 (b)

Employee Notifications (Cont.)

Ed. Code 46162	Notice of public hearing on block schedule
Ed. Code 49013	Complaints regarding student fees
Ed. Code 49079	Notification to teacher, student who has engaged in acts re: grounds suspension or expulsion
Ed. Code 49414	Epinephrine auto-injectors
Ed. Code 49414.3	Administration of opioid antagonist
Gov. Code 1126	Incompatible activities of employees
Gov. Code 12950	Sexual harassment
Gov. Code 21029	Retirement credit for period of military service
Gov. Code 54957	Complaints against employees; right to open session
Gov. Code 54963	Unauthorized disclosure of confidential information
Gov. Code 8355	Certification of drug-free workplace, including notification
H&S Code 104420	Tobacco-free schools
H&S Code 120875	Information on AIDS, AIDS-related conditions, and hepatitis B
H&S Code 120880	Notification to employees re AIDS, AIDS-related conditions, and hepatitis B
H&S Code 1797.196	Automated external defibrillators; notification of use and locations
Lab. Code 2800.2	Notification of availability of continuation health coverage
Lab. Code 3550-3553	Notifications re: workers' compensation benefits
Lab. Code 5401	Workers' compensation, claim form and notice of potential eligibility
Pen. Code 11165.7	Child Abuse and Neglect Reporting Act, notification requirement
Pen. Code 11166.5	Employment, statement of knowledge of duty to report child abuse or neglect
Unemp. Ins. Code 2613	Disability insurance; notice of rights and benefits

Federal Reference

29 CFR 825.300	Family and Medical Leave Act; notice requirement
34 CFR 104.8	Nondiscrimination
34 CFR 106.9	Dissemination of policy
34 CFR 84.205-84.210	Drug-free workplace statement
38 USC 4334	Uniformed Services Employment and Reemployment Rights Act, notice requirement
40 CFR 763.84	Asbestos inspections, response actions and post-response actions
40 CFR 763.93	Asbestos management plans
41 USC 8101-8106	Drug-Free Workplace Act
49 CFR 382.113	Controlled substance and alcohol use and testing notifications
49 CFR 382.303	Post-accident information, procedures, and instructions
49 CFR 382.601	Controlled substance and alcohol use and testing notification

Adopted: 12/19/12
Amended:

Personnel

Employee Notifications

I. To All Employees

Subject: The district's policy on sexual harassment, legal remedies, complaints

When/Whom to Notify: At the beginning of school year or upon employment

Education or Other Legal Code: Education Code 231.5, Government Code 12950, 2 CCR 11023

Board Policy/Administrative Regulation #: AR 4119.11/4219.11/4319.11

Subject: Use of pesticide product, active ingredients, Internet address to access information

When/Whom to Notify: Annually to all employees and 72 hours before pesticide application

Education or Other Legal Code: Education Code 17612

Board Policy/Administrative Regulation #: AR 3514.2

Subject: Public hearing on year-round implementing year-round program schedule

When/Whom to Notify: To all employees, prior to implementing year-round schedule

Education or Other Legal Code: Education Code 37616

Board Policy/Administrative Regulation #: BP 6117

Subject: Public hearing on alternative schedule

When/Whom to Notify: To all employees, prior to implementing alternative schedule

Education or Other Legal Code: Education Code 46162

Board Policy/Administrative Regulation #: AR 6112

Subject: Uniform complaint procedures, appeals, civil law remedies, coordinator, complaints about student fees and local control accountability plan

When/Whom to Notify: To all employees

Education or Other Legal Code: Education Code 49013; 5 CCR 4622

Board Policy/Administrative Regulation #: AR 1312.3; BP 0460; BP 3260

Subject: Request for volunteers to be trained to administer epinephrine auto-injectors

When/Whom to Notify: To all employees

Education or Other Legal Code: Education Code 49414

Board Policy/Administrative Regulation #: AR 5141.21

Subject: Request for volunteers to be trained to administer opioid antagonist

When/Whom to Notify: To all employees

Education or Other Legal Code: Education Code 49414.3

Board Policy/Administrative Regulation #: AR 5141.21

Subject: Prohibition of activities that are inconsistent, incompatible, in conflict with, or inimical to duties; discipline; appeal

When/Whom to Notify: To all employees

Education or Other Legal Code: Government Code 1126

Board Policy/Administrative Regulation #: BP 4136/4236/4336

Employee Notifications (Cont.)

Subject: Right to purchase PERS service credit for military service performed prior to public employment

When/Whom to Notify: To all employees

Education or Other Legal Code: Government Code 21029

Board Policy/Administrative Regulation #: None

Subject: Proper use of AED; location of all AEDs on campus, sudden cardiac arrest, school's emergency response plan

When/Whom to Notify: Upon placement of automated external defibrillator (AED) in school, annually thereafter

Education or Other Legal Code: Health and Safety Code 1797.196

Board Policy/Administrative Regulation #: AR 5141

Subject: District's tobacco-free schools policy and enforcement procedures

When/Whom to Notify: To all employees, if the district receives Tobacco-Use Prevention Education funds

Education or Other Legal Code: Health and Safety Code 104420

Board Policy/Administrative Regulation #: AR 3513.3

Subject: AIDS and hepatitis B, including methods to prevent exposure

When/Whom to Notify: Annually to all employees, or more frequently if there is new information

Education or Other Legal Code: Health and Safety Code 120875, 120880

Board Policy/Administrative Regulation #: AR 4119.43/4219.43/4319.43

Subject: Amount of sick leave available

When/Whom to Notify: To all employees, with each paycheck

Education or Other Legal Code: Labor Code 246

Board Policy/Administrative Regulation #: AR 4161.1/4261.1/4361.1

Subject: The district's policy on lactation accommodation

When/Whom to Notify: Upon hire, in employee handbook, and upon request for parental leave

Education or Other Legal Code: Labor Code 1034

Board Policy/Administrative Regulation #: BP 4033

Subject: Availability of COBRA/Cal-COBRA continuation and conversion coverage; statement encouraging careful examination of options before declining coverage

When/Whom to Notify: To covered employees and former employees

Education or Other Legal Code: Labor Code 2800.2,

Board Policy/Administrative Regulation #: AR 4154/4254/4354

Subject: Deadline to withdraw funds from account before of end of the plan year

When/Whom to Notify: To employees participating in flexible spending accounts

Education or Other Legal Code: Labor Code 2810.7

Board Policy/Administrative Regulation #: None

Employee Notifications (Cont.)

Subject: Workers' compensation benefits, how to obtain medical care, role of primary physician, form for reporting personal physician/chiropractor

When/Whom to Notify: To every new employee, either at the time employee is hired or by end of first pay period

Education or Other Legal Code: Labor Code 3551

Board Policy/Administrative Regulation #: BP 4157.1/4257.1/4357.1

Subject: Status as a mandated reporter of child abuse, reporting obligations, confidentiality rights, copy of law

When/Whom to Notify: Prior to beginning employment

Education or Other Legal Code: Penal Code 11165.7, 11166.5

Board Policy/Administrative Regulation #: AR 5141.4

Subject: Disability insurance rights and benefits

When/Whom to Notify: Upon employment, and when employee goes on leave for specified reasons

Education or Other Legal Code: Unemployment Insurance Code 2613

Board Policy/Administrative Regulation #: AR 4154/4254/4354

Subject: District's policy on nondiscrimination and related complaint procedures

When/Whom to Notify: To all employees and job applicants

Education or Other Legal Code: 2 CCR 11023; 34, CFR 104.8, 106.9

Board Policy/Administrative Regulation #: BP 0410, BP 4030

Subject: Benefits through Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA); obligation to provide 30 day's notice of need for leave when possible

When/Whom to Notify: To all employees via employee handbook, or to each new employee

Education or Other Legal Code: 2 CCR 11091, 11095; 29 CFR 825.300

Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8

Subject: Availability of asbestos management plan; inspections, response actions or post-response actions planned or in progress

When/Whom to Notify: Annually to all employees

Education or Other Legal Code: 40 CFR 763.84, 763.93

Board Policy/Administrative Regulation #: AR 3514

II. To Certificated Employees

Subject: Criteria for membership in retirement system; right to elect membership at any time

When/Whom to Notify: To eligible certificated employees in a timely manner, and to part-time and substitute certificated employees within 30 days of hire

Education or Other Legal Code: Education Code 22455.5

Board Policy/Administrative Regulation #: AR 4121

Subject: Postretirement earnings limitation or employment restriction; monthly report of compensation

When/Whom to Notify: Upon employment of a retired certificated individual

Education or Other Legal Code: Education Code 22461

Board Policy/Administrative Regulation #: AR 4117.14/4317.14

Employee Notifications (Cont.)

Subject: District regulations related to performance evaluations

When/Whom to Notify: To certificated employees

Education or Other Legal Code: Education Code 35171

Board Policy/Administrative Regulation #: AR 4115, BP 4315

Subject: Copy of employee's evaluation

When/Whom to Notify: 30 days before last day of school year for instructional staff, or by June 30 for non-instructional certificated staff, in any year in which employee is evaluated

Education or Other Legal Code: Education Code 44663

Board Policy/Administrative Regulation #: AR 4115

Subject: Notice and description of the unsatisfactory performance

When/Whom to Notify: To a certificated employee with unsatisfactory evaluation, once per year for probationary employee or at least once every other year for permanent employee

Education or Other Legal Code: Education Code 44664

Board Policy/Administrative Regulation #: AR 4115

Subject: Request that the employee notify district of intent to remain in service next year

When/Whom to Notify: By May 30, if district elects to issue reemployment notices to certificated employees

Education or Other Legal Code: Education Code 44842

Board Policy/Administrative Regulation #: AR 4112.1

Subject: Employment status and salary

When/Whom to Notify: To certificated employees upon employment and to nonpermanent employees in July of each school year

Education or Other Legal Code: Education Code 44916

Board Policy/Administrative Regulation #: AR 4112.1, AR 4121

Subject: Whether or not employee is reelected for next school year

When/Whom to Notify: To probationary employees by March 15

Education or Other Legal Code: Education Code 44929.21, 44292.23, 44948.5

Board Policy/Administrative Regulation #: AR 4116

Subject: Notice of charges, procedures, and employee rights; intent to dismiss or suspend 30 days after notice

When/Whom to Notify: When certificated employee is subject to disciplinary action for cause, at any time of year or, for charge of unsatisfactory performance, during instructional year

Education or Other Legal Code: Education Code 44934, 44934.1, 44936

Board Policy/Administrative Regulation #: BP 4118; AR 4118

Subject: Notice of deficiency and opportunity to correct

When/Whom to Notify: To certificated employee charged with unprofessional conduct, at least 45 days prior to suspension/dismissal notice

Education or Other Legal Code: Education Code 44938

Board Policy/Administrative Regulation #: BP 4118

Employee Notifications (Cont.)

Subject: Notice of deficiency and opportunity to correct

When/Whom to Notify: To certificated employee charged with unsatisfactory performance, at least 90 days prior to suspension/dismissal notice or prior to last quarter of school year

Education or Other Legal Code: Education Code 44938

Board Policy/Administrative Regulation #: BP 4118

Subject: Notice of intent to dismiss 30 days from notice unless employee demands hearing

When/Whom to Notify: To certificated employee charged with mandatory leave of absence offense, within 10 days of entry of judgment in proceedings

Education or Other Legal Code: Education Code 44940.5

Board Policy/Administrative Regulation #: AR 4118

Subject: Reasons for dismissal and opportunity to appeal

When/Whom to Notify: To probationary employees 30 days prior to dismissal during school year, but not later than March 15 for second-year probationary employees

Education or Other Legal Code: Education Code 44948.3

Board Policy/Administrative Regulation #: AR 4118

Subject: Reasons for personnel reduction and employees' right to hearing; final notice of Board decision re: termination

When/Whom to Notify: By March 15 when necessary to reduce certificated personnel, with final notice by May 15

Education or Other Legal Code: Education Code 44949, 44955

Board Policy/Administrative Regulation #: BP 4117.3

Subject: District's decision not to reelect employee for following school year

When/Whom to Notify: On or before June 30, to temporary employee who served 75 percent of school year but will be released

Education or Other Legal Code: Education Code 44954

Board Policy/Administrative Regulation #: BP 4121

Subject: Student has committed specified act that constitutes ground for suspension or expulsion

When/Whom to Notify: To teacher, when a student engages in or is reasonably suspected of specified acts

Education or Other Legal Code: Education Code 49079

Board Policy/Administrative Regulation #: AR 4158/4258/4358

Subject: Contents of state regulation re: report to Commission on Teacher Credentialing

When/Whom to Notify: To certificated employee upon change in employment status due to alleged misconduct or while allegation is pending

Education or Other Legal Code: 5 CCR 80303

Board Policy/Administrative Regulation #: AR 4117.7/4317.7

Employee Notifications (Cont.)

III. To Classified Employees

Subject: Notice of charges, right to hearing, timeline for requesting hearing

When/Whom to Notify: When classified employee is subject to disciplinary action for cause, in non-merit district

Education or Other Legal Code: Education Code 45113

Board Policy/Administrative Regulation #: AR 4218

Subject: Notice of layoff and reemployment rights

When/Whom to Notify: To classified employees at least 60 days prior to layoff, or by April 29 if specially funded program that expires at end of school year

Education or Other Legal Code: Education Code 45117

Board Policy/Administrative Regulation #: AR 4217.3

Subject: Employee's class specification, salary data, assignment or work location, duty hours, prescribed work week

When/Whom to Notify: To classified employees upon employment and upon each change in classification

Education or Other Legal Code: Education Code 45169

Board Policy/Administrative Regulation #: AR 4212

Subject: Exhaustion of leave, opportunity to request additional leave

When/Whom to Notify: To classified permanent employee whose leave is exhausted

Education or Other Legal Code: Education Code 45192, 45195

Board Policy/Administrative Regulation #: AR 4261.1, AR 4261.11

Subject: Expiration date of driver's license, driver's certificate and medical certificate; need to renew

When/Whom to Notify: To school bus drivers and school activity bus drivers prior to expiration of specified documents

Education or Other Legal Code: 13 CCR 1234

Board Policy/Administrative Regulation #: AR 3542

Subject: Limitations on vehicle idling; consequences of not complying

When/Whom to Notify: To school bus drivers and school activity bus drivers upon employment and at least once per year thereafter

Education or Other Legal Code: 13 CCR 2480

Board Policy/Administrative Regulation #: AR 3542

Subject: Explanation of federal requirements for drug testing program and district's policy

When/Whom to Notify: To school bus drivers, prior to district drug testing program and thereafter upon employment

Education or Other Legal Code: 49 CFR 382.113, 382.601

Board Policy/Administrative Regulation #: BP 4112.42/4212.42/4312.42

Subject: Post-accident information, procedures, and instructions

When/Whom to Notify: To school bus drivers, prior to operating school bus

Education or Other Legal Code: 49 CFR 382.303

Board Policy/Administrative Regulation #: BP 4112.42/4212.42/4312.42

Employee Notifications (Cont.)

IV. To Administrative/Supervisory Personnel

Subject: Decision not to reelect or reemploy upon expiration of contract or term

When/Whom to Notify: To superintendent, deputy, associate, or assistant superintendent or senior manager of classified service, at least 45 days before expiration of contract

Education or Other Legal Code: Education Code 35031

Board Policy/Administrative Regulation #: BP 2121, BP 4312.1

Subject: Statement of the reasons for the release or reassignment

When/Whom to Notify: Upon request by administrative or supervisory employee transferred to teaching position

Education or Other Legal Code: Education Code 44896

Board Policy/Administrative Regulation #: AR 4313.2

Subject: Notice that employee may be released or reassigned the following school year

When/Whom to Notify: By March 15 to employee who may be released/reassigned the following school year

Education or Other Legal Code: Education Code 44951

Board Policy/Administrative Regulation #: AR 4313.2

V. To Individual Employees Under Special Circumstances

Subject: Types of records affected, date of breach, description of incident, and, as applicable, contact information for credit reporting agencies

When/Whom to Notify: In the event of a breach of security of district records to affected employees

Education or Other Legal Code: Civil Code 1798.29

Board Policy/Administrative Regulation #: BP 3580

Subject: Notice of derogatory information, opportunity to review and comment

When/Whom to Notify: Prior to placing derogatory information in personnel file

Education or Other Legal Code: Education Code 44031

Board Policy/Administrative Regulation #: AR 4112.6/4212.6/4312.6

Subject: Defense and indemnification from civil liability by the district

When/Whom to Notify: To employees who volunteer to administer epinephrine auto-injector

Education or Other Legal Code: Education Code 49414

Board Policy/Administrative Regulation #: AR 5141.21

Subject: Right to receive PERS service credit for military service; application form

When/Whom to Notify: To employees returning from military leave of absence, within 30 days of return

Education or Other Legal Code: Government Code 20997

Board Policy/Administrative Regulation #: AR 4161.5, 4261.5, 4361.5

Subject: Employee's right to have complaints/charges heard in open session

When/Whom to Notify: 24 hours before Board meets in closed session to hear complaints or charges against employee

Education or Other Legal Code: Government Code 54957

Board Policy/Administrative Regulation #: BB 9321

Employee Notifications (Cont.)

Subject: Law prohibiting disclosure of confidential information obtained in closed session

When/Whom to Notify: When taking disciplinary action against employee for disclosure of confidential information

Education or Other Legal Code: Government Code 54963

Board Policy/Administrative Regulation #: BP 4119.23/4219.23/4319.23

Subject: Potential eligibility for workers' compensation benefits, claim form

When/Whom to Notify: Within one working day of work-related injury or victimization of crime

Education or Other Legal Code: Labor Code 3553, 5401

Board Policy/Administrative Regulation #: BP 4157.1/4257.1/4357.1

Subject: Copy of DOJ notification

When/Whom to Notify: When adverse employment action is based on DOJ criminal history information or subsequent arrest notification

Education or Other Legal Code: Penal Code 11105, 11105.2

Board Policy/Administrative Regulation #: AR 4112.5/4212.5/4312.5

Subject: The existence, location, and availability of exposure and medical records; person responsible for maintaining and providing access to records; right to access records

When/Whom to Notify: To any employee with exposure to blood or potentially infectious materials, upon initial employment and at least annually thereafter

Education or Other Legal Code: 8 CCR 3204

Board Policy/Administrative Regulation #: AR 4119.42/4219.42/4319.42

Subject: Location and availability of chemical hygiene plan, exposure limits, signs and symptoms of exposure, location of reference material

When/Whom to Notify: To any employee assigned to a work area where hazardous chemical are present, upon initial assignment and upon new exposure situation

Education or Other Legal Code: 8 CCR 5191

Board Policy/Administrative Regulation #: AR 3514.1

Subject: Any presence of hazardous substances in the work area, location and availability of hazard communication program, new material safety data sheet, employee rights

When/Whom to Notify: To any employee who may be exposed to hazardous substances in the work area, upon initial assignment and when new hazard is introduced into work area

Education or Other Legal Code: 8 CCR 5194

Board Policy/Administrative Regulation #: AR 3514.1

Subject: Notice of rights, benefits, and obligations under military leave

When/Whom to Notify: To employee eligible for military leave

Education or Other Legal Code: 38 USC 4334

Board Policy/Administrative Regulation #: AR 4161.5/4261.5/4361.5

Subject: Designation of leave as FMLA or non-FMLA; if not eligible, reason not eligible; requirement to use paid leave; any requirement for fitness-for-duty certification; any subsequent changes in designation notice

When/Whom to Notify: Within five days of employee's request for FMLA leave, receipt of supporting information, or district's knowledge that the requested leave may qualify as FMLA leave

Education or Other Legal Code: 29 CFR 825.300; 2 CCR 11049

Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8

Employee Notifications (Cont.)

Subject: Rights and responsibilities re: use of FMLA; consequences of failure to meet obligations

When/Whom to Notify: Whenever notice of eligibility for FMLA is provided to employee

Education or Other Legal Code: 29 CFR 825.300

Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8

Adopted: 12/19/12
Amended: 6/13/16, 3/15/17

Personnel

Exposure Control Plan for Bloodborne Pathogens

As part of its commitment to provide a safe and healthy work environment, the Governing Board recognizes the importance of protecting employees from possible infection due to contact with bloodborne pathogens, including, but not limited to, hepatitis B virus, hepatitis C virus, and human immunodeficiency virus (HIV). The Superintendent or designee shall establish a written exposure control plan in accordance with state and federal standards for dealing with potentially infectious materials in the workplace.

The exposure control plan shall be consistent with the district's injury and illness prevention program established pursuant to Labor Code 6401.7 and 8 CCR 3203. (8 CCR 5193)

The Superintendent or designee shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the district's exposure control plan, employees having occupational exposure shall receive training and be offered the hepatitis B vaccination. (8 CCR 5193; 29 CFR 1910.1030)

Any employee not identified by the Superintendent or designee as having occupational exposure may submit a request to the Superintendent or designee to be included in the training and hepatitis B vaccination program. The Superintendent or designee may deny a request when there is no reasonable anticipation of contact with any infectious material.

In the event that an employee has an exposure incident, the district shall implement follow-up procedures in accordance with the exposure control plan. All such incidents shall be evaluated to determine whether changes need to be made in district practices.

State Reference	Description
8 CCR 3204	Employees exposed to bloodborne pathogens standard
8 CCR 5193	California bloodborne pathogens standard
Lab. Code 142.3	Authority of Cal/OSHA to adopt standards
Lab. Code 144.7	Requirement to amend standards
Lab. Code 6401.7	Injury and illness prevention program

Federal Reference	Description
29 CFR 1910.1030	OSHA bloodborne pathogens standards
Gov. Code 3543.2	Scope of bargaining

Adopted: 12/20/06
Amended:

Personnel

Exposure Control Plan for Bloodborne Pathogens

Definitions

Occupational exposure means reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. (8 CCR 5193; 29 CFR 1910.1030)

Exposure incident means a specific eye, mouth, other mucous membrane, nonintact skin, or parenteral contact with blood or other potentially infectious materials that results from the performance of an employee's duties. (8 CCR 5193; 29 CFR 1910.1030)

Parenteral contact means piercing mucous membranes or the skin barrier through such events as needlesticks, human bites, cuts, and abrasions. (8 CCR 5193; 29 CFR 1910.1030)

A sharp is any object that can be reasonably anticipated to penetrate the skin or any other part of the body and to result in an exposure incident. (8 CCR 5193)

A sharps injury is any injury caused by a sharp, including, but not limited to, cuts, abrasions, or needlesticks. (8 CCR 5193)

Work practice controls are controls that reduce the likelihood of exposure by defining the manner in which a task is performed. (8 CCR 5193; 29 CFR 1910.1030)

Engineering controls are controls, such as sharps disposal containers, needleless systems, and sharps with engineered sharps injury protection, that isolate or remove the bloodborne pathogens hazard from the workplace. (8 CCR 5193; 29 CFR 1910.1030)

Engineered sharps injury protection is a physical attribute, such as a barrier, blunting, encapsulation, withdrawal, or other effective mechanism, built into a needle device or into a non-needle sharp which effectively reduces the risk of an exposure incident. (8 CCR 5193; 29 CFR 1910.1030)

Personal protective equipment is specialized clothing or equipment worn or used by an employee for protection against a hazard, such as gloves, gowns, laboratory coats, face shields or masks. (8 CCR 5193)

Exposure Control Plan

The district's written exposure control plan for bloodborne pathogens shall contain at least the following components: (8 CCR 5193; 29 CFR 1910.1030)

1. A determination of which employees have occupational exposure to blood or other potentially infectious materials, which shall be made without regard to employees' use of personal protective equipment and shall include a list of:
 - a. All job classifications in which all employees have occupational exposure
 - b. Job classifications in which some employees have occupational exposure

Exposure Control Plan for Bloodborne Pathogens (Cont.)

- c. All tasks and procedures, or groups of closely related tasks and procedures, in which occupational exposure occurs and which are performed by employees listed in item #1b above
2. The schedule and method of implementing each of the following in accordance with 8 CCR 5193 and this administrative regulation:
 - a. Methods of compliance required by 8 CCR 5193(d) and 29 CFR 1910.1030, including universal precautions, general and specific engineering and work practice controls, and personal protective equipment
 - b. Hepatitis B vaccination
 - c. Bloodborne pathogen post-exposure evaluation and follow-up
 - d. Communication of hazards to employees through information and training
 - e. Recordkeeping, including medical records, training records, and a log of sharps injuries
3. The district's procedure for documenting the route(s) of exposure and the circumstances under which exposure incidents occurred
4. An effective procedure for gathering information about each exposure incident involving a sharp
5. An effective procedure for periodically determining the frequency of use of the types and brands of sharps involved in exposure incidents
6. An effective procedure for identifying currently available engineering controls and selecting such controls, as appropriate, for the procedures performed by employees in their work areas or departments
7. An effective procedure for documenting instances when a licensed healthcare professional directly involved in an employee's care determines that the use of an engineering control would jeopardize the employee's safety or the success of a medical, dental, or nursing procedure involving the employee
8. An effective procedure for obtaining the active involvement of employees in reviewing and updating the exposure control plan with respect to the procedures performed by employees in their respective work areas or departments

The exposure control plan shall be reviewed and updated at least annually and whenever necessary to: (8 CCR 5193; 29 CFR 1910.1030)

1. Reflect new or modified tasks and procedures affecting occupational exposure

Exposure Control Plan for Bloodborne Pathogens (Cont.)

2. Reflect changes in technology that eliminate or reduce exposure to bloodborne pathogens and, to the extent that sharps are used in the district, document consideration and implementation of appropriate commercially available needleless systems and needle devices and sharps with engineered sharps injury protection
3. Include new or revised employee positions with occupational exposure
4. Review and evaluate the exposure incidents which occurred since the previous update
5. Review and respond to information indicating that the exposure control plan is deficient in any area

The district's exposure control plan shall be accessible to employees upon request. (8 CCR 3204(e), 5193; 29 CFR 1910.1030)

Preventive Measures

The Superintendent or designee shall use engineering controls and work practice controls, as defined above, to eliminate or minimize employee exposure to bloodborne pathogens.

Engineering controls and work practice controls shall be evaluated on a regular schedule and, as applicable, maintained, replaced, or updated to ensure their effectiveness. (8 CCR 5193; 29 CFR 1910.1030)

Whenever potential occupational exposure continues to exist after institution of engineering and work practice controls, the district shall provide, at no cost to the employee, appropriate personal protective equipment. (8 CCR 5193; 29 CFR 1910.1030)

Employees shall observe universal precautions to prevent contact with blood or other potentially infectious materials, including, but not limited to, handwashing, proper use of personal protective equipment, and proper disposal or washing of contaminated garments or objects. (8 CCR 5193; 29 CFR 1910.1030)

Any use of needleless systems, needle devices, or non-needle sharps shall adhere to the specific requirements of 8 CCR 5193(d) and 29 CFR 1910.1030.

Pre-Exposure Hepatitis B Vaccination

The hepatitis B vaccination and vaccination series shall be made available at no cost to all employees who have occupational exposure. The hepatitis B vaccination shall be made available after an employee with occupational exposure has received the required training and within 10 working days of initial assignment, unless the employee has previously received the complete hepatitis B vaccination series, antibody testing has revealed that the employee is immune, or vaccination is contraindicated for medical reasons. (8 CCR 5193; 29 CFR 1910.1030)

Employees who decline to accept the vaccination shall sign the hepatitis B declination statement. (8 CCR 5193; 29 CFR 1910.1030)

Exposure Control Plan for Bloodborne Pathogens (Cont.)

The Superintendent or designee may exempt from the pre-exposure hepatitis B vaccine designated first aid providers whose primary job assignment is not the rendering of first aid, provided that the district implements the procedures in its exposure control plan for providing hepatitis B vaccine to all unvaccinated first aid providers who have rendered assistance in any situation involving the presence of blood or other potentially infectious materials and provides appropriate follow-up for those who experience an exposure incident. (8 CCR 5193)

Training

The Superintendent or designee shall ensure that all employees with occupational exposure participate in a training program at the time of initial assignment to tasks where occupational exposure may take place and at least annually thereafter. The training shall be offered during working hours and at no cost to the employee. (8 CCR 5193; 29 CFR 1910.1030)

The training shall address, at a minimum: (8 CCR 5193; 29 CFR 1910.1030)

1. The exposure control standard contained in 8 CCR 5193 and 29 CFR 1910.1030
2. The epidemiology and symptoms of bloodborne diseases
3. Modes of transmission of bloodborne pathogens
4. The district's exposure control plan and the means by which employees may obtain a copy of the written plan
5. Appropriate methods for recognizing tasks and other activities that may involve exposure to blood and other potentially infectious materials
6. The use and limitations of methods to prevent or reduce exposure, including appropriate engineering controls, administrative or work practice controls, and personal protective equipment
7. The types, proper use, location, removal, handling, decontamination, and disposal of personal protective equipment
8. The basis for selecting personal protective equipment
9. The hepatitis B vaccine, including its efficacy, safety, and method of administration; the benefits of being vaccinated; and that the vaccine will be offered free of charge
10. Appropriate actions to take and persons to contact in an emergency or exposure incident involving blood or other potentially infectious materials
11. The post-exposure evaluation and follow-up that the district is required to provide for the employee following an exposure incident

Exposure Control Plan for Bloodborne Pathogens (Cont.)

Additional training shall be provided to affected employees whenever a change, such as the introduction or modification of tasks or procedures or the introduction of new engineering, administrative, or work practice controls, affects the employee's exposure. The additional training may be limited to addressing the new exposures created. (8 CCR 5193; 29 CFR 1910.1030)

Designated first aid providers shall receive training that includes the specifics of reporting first-aid incidents which involve blood or body fluids which are potentially infectious. (8 CCR 5193)

Reporting Incidents

All exposure incidents shall be reported as soon as possible to the Superintendent or designee.

Unvaccinated designated first aid providers must report any first aid incident involving the presence of blood or other potentially infectious material, regardless of whether an exposure incident occurred, by the end of the work shift. The full hepatitis B vaccination series shall be made available to such employees no later than 24 hours after the first aid incident. (8 CCR 5193)

Sharps Injury Log

The Superintendent or designee shall establish and maintain a log recording each exposure incident involving a sharp. (8 CCR 5193; 29 CFR 1910.1030)

The exposure incident shall be recorded within 14 working days of the date the incident is reported to the district. (8 CCR 5193)

The information recorded shall include the following, if known or reasonably available: (8 CCR 5193; 29 CFR 1910.1030)

1. Date and time of the exposure incident
2. Type and brand of sharp involved in the exposure incident
3. A description of the exposure incident, including:
 - a. Job classification of the exposed employee
 - b. Department or work area where the exposure incident occurred
 - c. The procedure that the exposed employee was performing at the time of the incident
 - d. How the incident occurred
 - e. The body part involved in the incident
 - f. If the sharp had engineered sharps injury protection, whether the protective mechanism was activated and whether the injury occurred before, during, or after the protective mechanism was activated

Exposure Control Plan for Bloodborne Pathogens (Cont.)

- g. If the sharp had no engineered sharps injury protection, the injured employee's opinion as to whether and how such a mechanism could have prevented the injury
- h. The employee's opinion about whether any other engineering, administrative, or work practice could have prevented the injury

Post-Exposure Evaluation and Follow-up

Following a report of an exposure incident, the Superintendent or designee shall immediately make available to the exposed employee, at no cost, a confidential medical evaluation, post-exposure evaluation, and follow-up. The Superintendent or designee shall, at a minimum: (8 CCR 5193; 29 CFR 1910.1030)

- 1. Document the route(s) of exposure and the circumstances under which the exposure incident occurred
- 2. Identify and document the source individual, unless that identification is not feasible or is prohibited by law
- 3. With the consent of the exposed employee, provide for the collection and testing of the employee's blood for hepatitis B, hepatitis C, and HIV serological status
- 4. Provide for post-exposure prophylaxis, when medically indicated, as recommended by the U.S. Public Health Service
- 5. Provide for counseling and evaluation of reported illnesses

The Superintendent or designee shall provide the health care professional responsible for the employee's hepatitis B vaccination with a copy of 8 CCR 5193 and 29 CFR 1910.1030; a description of the employee's duties as they relate to the exposure incident; documentation of the route(s) of exposure and circumstances under which exposure occurred; results of the source individual's blood testing, if available; and all medical records maintained by the district relevant to the appropriate treatment of the employee, including vaccination status. (8 CCR 5193; 29 CFR 1910.1030)

The district shall maintain the confidentiality of the affected employee and the exposure source during all phases of the post-exposure evaluation. (8 CCR 5193)

Records

Upon an employee's initial employment and at least annually thereafter, the Superintendent or designee shall inform employees with occupational exposure of the existence, location, and availability of related records; the person responsible for maintaining and providing access to records; and the employee's right of access to these records. (8 CCR 3204)

Exposure Control Plan for Bloodborne Pathogens (Cont.)

The district shall maintain a medical record of each employee with occupational exposure, including the employee's hepatitis B vaccination status, the results of any post-exposure medical examinations and follow-up procedures, a copy of the information provided to the health care professional, and a copy of the health care professional's written opinion. The medical record shall be kept confidential and not disclosed or reported without the employee's written consent to any person within or outside the workplace except as required by law. (8 CCR 5193; 29 CFR 1910.1030)

Upon request by an employee, or a designated representative with the employee's written consent, the Superintendent or designee shall provide access to a record in a reasonable time, place, and manner, no later than 15 days after the request is made. (8 CCR 3204)

Records shall be maintained as follows: (8 CCR 3204, 5193; 29 CFR 1910.1030)

1. The medical records of each employee with occupational exposure shall be maintained for the duration of employment plus 30 years.
2. Training records shall be maintained for three years from the date of training.
3. The sharps injury log shall be maintained five years from the date the exposure incident occurred.
4. Exposure records shall be maintained for at least 30 years.
5. Each analysis using medical or exposure records shall be maintained for at least 30 years.

Exposure Control Plan for Bloodborne Pathogens

Hepatitis B Vaccine Declination

In accordance with 8 CCR 5193 and 29 CFR 1910.1030, the district makes the hepatitis B vaccine available to employees who may reasonably be expected to have contact with blood or other potentially infectious materials in the performance of their duties. Any employee who declines this vaccine is required to read and sign the following statement:

I understand that, due to my occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to myself.

Employee Name (Please print)

Signature

Date

Adopted: 12/20/06
Amended:

Personnel

Universal Precautions

In order to protect all employees from contact with potentially infectious blood or other body fluids, the Governing Board requires that universal precautions be observed throughout the district. Universal precautions are appropriate for preventing the spread of all infectious diseases and shall be used regardless of whether bloodborne pathogens are known to be present.

The Superintendent or designee shall distribute to employees information provided by the California Department of Education (CDE) regarding acquired immune deficiency syndrome (AIDS), AIDS-related conditions, and hepatitis B. This information shall include, but not be limited to, any appropriate methods employees may use to prevent exposure to AIDS and hepatitis B, including information concerning the availability of a vaccine to prevent contraction of hepatitis B, and that the cost of this vaccination may be covered by the health plan of the employees. Information shall be distributed annually, or more frequently if there is new information supplied by CDE. (Health and Safety Code 120875, 120880)

Information regarding universal precautions may be included in employee handbooks.

Employees shall immediately report any exposure incident or first aid incident in accordance with the district's exposure control plan for bloodborne pathogens or other safety procedures.

State Reference	Description
8 CCR 3203	Injury and illness prevention program
8 CCR 5193	California bloodborne pathogens standard
Gov. Code 3543.2	Scope of representation
H&S Code 117600-118360	Handling and disposal of regulated waste
H&S Code 120875	Information on AIDS, AIDS-related conditions, and hepatitis B
H&S Code 120880	Notification to employees re AIDS, AIDS-related conditions, and hepatitis B
Lab. Code 6401.7	Injury and illness prevention program
Federal Reference	Description
29 CFR 1910.1030	OSHA bloodborne pathogens standards

Personnel

Universal Precautions

Definitions

Universal precautions are an approach to infection control. All human blood and certain human body fluids, including, but not limited to semen, vaginal secretions, and any body fluid that is visibly contaminated with blood, are treated as if known to be infectious for human immunodeficiency virus (HIV), hepatitis B virus (HBV), hepatitis C virus (HCV), and other bloodborne pathogens. (8 CCR 5193; 29 CFR 1910.1030)

Occupational exposure means reasonably anticipated contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. (8 CCR 5193; 29 CFR 1910.1030)

A sharp is any object that can be reasonably anticipated to penetrate the skin or any other part of the body and to result in an exposure incident. (8 CCR 5193)

Infection Control Practices

For the prevention of infectious disease, the district shall:

1. Effectively maintain the worksite in a clean and sanitary condition, and implement an appropriate written schedule for cleaning and decontamination of the worksite
2. When necessary for employees with occupational exposure to bloodborne pathogens, provide appropriate personal protective equipment, such as gloves, masks, and outer garments, at no cost to the employee (8 CCR 5193)
3. Provide handwashing facilities which are readily accessible to employees, or, if not feasible, provide an appropriate antiseptic hand cleanser in conjunction with clean cloth or paper towels, or antiseptic towelettes

Any employee who has contact with blood or other body fluid, regardless of whether bloodborne pathogens are known to be present, shall:

1. Use personal protective equipment as appropriate.
2. Wash hands and other skin surfaces thoroughly with soap and running water:
 - a. Immediately or as soon as feasible following contact with blood or other potentially infectious materials
 - b. Immediately after removing gloves or other personal protective equipment
3. When handwashing facilities are not available, use antiseptic hand cleanser in conjunction with clean cloth or paper towels, or antiseptic towelettes. In such instances, hands shall be washed with soap and running water as soon as feasible.

Universal Precautions (Cont.)

4. Refrain from eating, drinking, smoking, applying cosmetics or lip balm, or handling contact lenses in work areas with a reasonable likelihood of occupational exposure to bloodborne pathogens.
5. Clean and decontaminate all equipment and environmental and work surfaces after contact with blood or other potentially infectious material, no later than the end of the shift or more frequently as required by state regulations.
6. Rather than using the hands directly, use mechanical means such as a brush and dust pan, tongs, or forceps to clean up broken glassware which may be contaminated.
7. Use effective techniques designed to minimize the risk of a sharps injury in all procedures involving the use of sharps.
8. Handle, store, treat, and dispose of regulated waste in accordance with Health and Safety Code 117600-118360 and other applicable state and federal regulations.
 - a) Immediately or as soon as possible after use, contaminated sharps shall be placed in containers meeting the requirements of 8 CCR 5193.
 - b) Specimens of blood or other potentially infectious material shall be placed in a container which prevents leakage during collection, handling, processing, storage, transport, or shipping.

Personnel

Health and Welfare Benefits

Affordability of Health Coverage

The Superintendent or designee shall seek assurance from the district's health insurance carrier(s) that the health plan offered to full-time district employees and their dependents meets all requirements of the federal Patient Protection and Affordable Care Act. (42 USC 300gg-300gg95; 26 USC 4980H; 26 CFR 54.4980H-1-54.4980H-6)

The Superintendent or designee also shall ensure that each employee's contribution to the employee-only health coverage does not exceed 9.5 percent of his/her modified household income, as defined in 26 USC 5000A. The Superintendent or designee shall calculate the affordability of the coverage using one or more of the following methods in a uniform and consistent basis for all employees within the same category: (26 USC 4980H; 26 CFR 54.4980H-4-54.4980H-5)

The district shall ensure that the employee's contribution does not exceed 9.5 percent of a monthly amount determined as the federal poverty line for a single individual for the applicable calendar year, divided by 12.

Health and Welfare for Unrepresented Groups

The District will contribute \$12,000 per year for health, dental and vision premiums for all full-time certificated and classified administrative employees that are not represented by a collective bargaining agreement. Employees in this group who are working a part-time assignment will have the option of obtaining health benefit coverage. Part-time employees electing coverage will have their District contribution pro-rated based on a percentage derived by comparing the employee's assigned hours per day to a full-time assignment of eight hours per day.

The District will contribute \$12,840 per year for health, dental and vision premiums for all confidential and classified supervisory employees working at least six hours. Employees in this group that work at least four hours per day, but less than six hours per day, will have the option of obtaining health benefit coverage, with the District contribution pro-rated based on a percentage derived by comparing the employee's assigned hours per day to a six hour assignment.

Employees will be eligible to select a plan from the District's available menu of health, dental and vision plans. Premiums in excess of the District's contribution will be the responsibility of the employee.

Retired Certificated Employees

Any former certificated employee who retired from the district under any public retirement system and his/her spouse/domestic partner shall be permitted to enroll in the health and welfare and/or dental care benefit plan currently provided for certificated employees. The plan also shall be available to any surviving spouse/domestic partner of a former certificated employee who either retired from the district under any public retirement system or was, at the time of death, employed by the district and a member of the State Teachers' Retirement System. (Education Code 7000)

Health and Welfare Benefits (Cont.)

A retired certificated employee or surviving spouse/domestic partner shall be allowed to enroll in the coverage within 30 days of losing active employee coverage. If he/she does not enroll during this initial enrollment period, he/she may be denied further opportunity to do so.
(Education Code 7000)

COBRA/Cal-COBRA Continuation Coverage

Covered district employees and their qualified beneficiaries shall be offered the opportunity to continue health insurance coverage when they otherwise would lose coverage due to one of the following qualifying events: (Health and Safety Code 1366.21, 1366.23, 1373; Insurance Code 10128.51, 10128.53, 10277; 26 USC 4980B; 26 CFR 54.4980B-4)

1. Death of the covered employee
2. Termination or reduction in hours of the covered employee's employment, other than termination by reason of the employee's gross misconduct

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
3. Divorce or legal separation of the covered employee
4. The covered employee becoming entitled to Medicare benefits
5. A dependent child ceasing to be a dependent child of the covered employee

Continuation health coverage shall be the same as provided to similarly situated individuals under the group benefit plan. (Health and Safety Code 1366.23; Insurance Code 10128.53; 26 USC 4980B)

The Superintendent or designee shall notify the health care service plan administrator of a qualifying event listed in item #1, 2, or 4 above, within 30 days of the event. A covered employee or qualified beneficiary shall notify the service plan administrator of a qualifying event listed in item #3 or 5 above within 60 days of the event or of the date that the beneficiary would lose coverage, whichever is later. (26 USC 4980B; 29 USC 1163, 1166; 26 CFR 54.4980B-6)

Continuation coverage shall be terminated in accordance with the district's insurance plan and federal and state law. (26 USC 4980B; 26 CFR 54.4980B-6; Health and Safety Code 1373.621; Insurance Code 10116.5)

The Superintendent or designee shall notify covered employees and qualified beneficiaries of the availability of conversion and continuation coverage. This notification shall include the statement in Labor Code 2800.2 encouraging individuals to examine their options carefully before declining such coverage. (Labor Code 2800.2)

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

Health and Welfare Benefits (Cont.)

Disability Insurance

The Superintendent or designee shall give notice of disability insurance rights and benefits to each new employee and each employee leaving work due to pregnancy, non-occupational illness or injury, the need to provide care for any sick or injured family member, or the need to bond with a minor child within the first year of the child's birth or placement in connection with foster care or adoption. (Unemployment Insurance Code 2613)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

(cf. 4161/4261/4361 - Leaves)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

(cf. 4261.1 - Personal Illness and Injury Leave)

When disabled by an injury sustained from a violent act while performing duties within the scope of employment and performing creditable employment, a certificated or classified employee may continue in the district health and dental care plans upon meeting criteria specified by law. The employee shall pay all employer and employee premiums and related administrative costs. (Education Code 7008)

Adopted: 12/6/06

Amended: 1/20/10, 6/20/12, 12/17/14, 10/19/16, 4/12/17

Students

Mental Health

The Governing Board recognizes that students' emotional well-being and mental health contribute to their ability to perform to their full academic and personal potential. The Superintendent or designee shall develop strategies and services to build students' resiliency skills, help students cope with life challenges, and reduce the stigma associated with mental illness.

The Superintendent or designee shall consult and collaborate with school-employed mental health professionals, the county mental health department, psychologists and other health professionals, social workers, and/or community organizations to strengthen local mental health services and develop and implement an integrated plan to support student mental health.

To the extent possible, the district shall focus on preventive strategies which increase students' connectedness to school, create a support network of peers and trusted adults, and provide techniques for conflict resolution. The district shall investigate and resolve any complaint of bullying, intimidation, harassment, or discrimination in accordance with law and district policy.

The district shall provide instruction to students that promotes their healthy mental, emotional, and social development. Health education courses shall be aligned with the state content standards and curriculum framework and shall include, but not be limited to, instruction related to identifying signs of depression and self-destructive behaviors, developing coping skills, and identifying resources that may provide assistance.

The Superintendent or designee shall provide school staff with information and training to recognize the early signs of an emerging mental health condition, identify risk factors and warning signs of suicidal intent, respond to students who have been impacted by traumatic stress, and link students with effective services and supports. Such information may also be provided to parents/guardians and families.

The Superintendent or designee shall develop a protocol for identifying and assessing students who may be suffering from an anxiety disorder, depression, eating disorder, or other severe or disabling mental illness. The Superintendent or designee may establish districtwide or school-site crisis intervention team(s) to respond to mental health concerns in the school setting.

A school counselor, school psychologist, or school social worker may provide mental health counseling to students in accordance with the specialization(s) authorized on the individual's credential. As needed, students and their parents/guardians may be provided referrals to mental health services in the community and/or to mental health services at or near district schools.

If a student has an emotional or mental illness that limits a major life activity, has a record of such impairment, or is regarded as having such impairment, or may need special education and related services, the student shall be referred for an evaluation for purposes of determining whether any educational or related services are required in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act, as applicable. (Education Code 56301-56302; 29 USC 794; 28 CFR 35.108)

Mental Health (Cont.)

The Superintendent or designee shall explore potential funding sources for district programs and services that support student's mental health. In accordance with local plans and priorities, the district may apply to the county for grants for prevention and early intervention activities that are designed to prevent mental illness from becoming severe and disabling and to improve timely access for underserved populations.

State Reference

28 CCR 35.101-35.190

Ed. Code 215-216

Ed. Code 234.6

Ed. Code 32280-32289.5

Ed. Code 49060-49079

Ed. Code 49600

Ed. Code 49602

Ed. Code 49604

Ed. Code 56171

Ed. Code 56300-56385

Nat. Child Traumatic Stress

Network Publication

W&I Code 5698

W&I Code 5840-5840.8

W&I Code 5850-5883

Description

Nondiscrimination on the basis of disability in state and local government services

Student suicide prevention

Bullying and harassment prevention information

Comprehensive safety plan

Student records

Responsibilities of school counselors

Confidentiality of student information

Suicide prevention training for school counselors

Duty to identify and assess children in private schools who need special education services

Identification and referral, assessment

Child Trauma Toolkit for Educators, 2008

Emotionally disturbed youth; legislative intent

Prevention and early intervention programs

Children's Mental Health Services Act

Federal Reference

20 USC 1400-1482

29 USC 794

34 CFR 300.1-300.818

Description

Individuals with Disabilities Education Act

Rehabilitation Act of 1973, Section 504

Individuals with Disabilities Education Act

Students

Nondiscrimination/Harassment

This policy shall apply to all acts constituting unlawful discrimination or harassment 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.

The Governing Board desires to provide a safe school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

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 occurs when prohibited conduct 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.

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. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide training and/or 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

Nondiscrimination/Harassment (Cont.)

identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

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.

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.

State Reference

5 CCR 432
5 CCR 4600-4670
5 CCR 4900-4965
Civ. Code 1714.1
Ed. Code 200-262.4
Ed. Code 48900.3
Ed. Code 48900.4
Ed. Code 48904
Ed. Code 48907
Ed. Code 48950
Ed. Code 48985
Ed. Code 49020-49023
Ed. Code 49060-49079
Ed. code 49060-49079
Ed. Code 51500
Ed. Code 51501
Ed. Code 60044
Gov. Code 11135
Pen. Code 422.55
Pen. Code 422.6

Description

Student records
Uniform complaint procedures
Nondiscrimination in elementary and secondary education programs
Liability of parent or guardian for act of willful misconduct by a minor
Educational equity; prohibition of discrimination on the basis of sex
Suspension or expulsion for act of hate violence
Suspension or expulsion for threats or harassment
Liability of parent/guardian for willful student misconduct
Student exercise of free expression
Freedom of speech
Translation of notices
Athletic programs
Student records
Student records
Prohibited instruction or activity
Prohibited means of instruction
Prohibited instructional materials
Nondiscrimination in programs or activities funded by state
Definition of hate crime
Crimes, harassment

Federal Reference

20 USC 1681-1688
28 CFR 35.107
29 USC 794
34 CFR 100.3
34 CFR 104.7

Description

Title IX of the Education Amendments of 1972
Nondiscrimination on basis of disability; complaints
Rehabilitation Act of 1973, Section 504
Prohibition of discrimination on basis of race, color or national origin
Designation of responsible employee for Section 504

Nondiscrimination/Harassment (Cont.)

34 CFR 104.8	Notice
34 CFR 106.8	Designation of responsible employee for Title IX
34 CFR 106.9	Notification of nondiscrimination on basis of sex
34 CFR 110.25	Prohibition of discrimination based on age
34 CFR 99.31	Disclosure of personally identifiable information
42 USC 12101-12213	Title II equal opportunity for individuals with disabilities
42 USC 2000d-2000e-17	Title VI and Title VII Civil Rights Act of 1964, as amended
42 USC 2000h-2-2000h-6	Title IX of the Civil Rights Act of 1964
42 USC 6101-6107	Age Discrimination Act of 1975

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, 12/18/19

Students

Nondiscrimination/Harassment

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived 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, 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. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Dr. Corey Willenberg, Superintendent
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(530) 538-2300, ext. 1107
cwillenb@ouhsd.net

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications
2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)
3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students (Education Code 234.6)

Nondiscrimination/Harassment (Cont.)

4. Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)
 - a) The name and contact information of the district's Title IX coordinator, including the phone number and email address
 - b) The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
 - c) A description of how to file a complaint of noncompliance under Title IX in accordance with AR 1312.3 - Uniform Complaint Procedures, which shall include:
 - I. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
 - II. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site
 - III. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office
 - a. A link to the Title IX information included on the California Department of Education's (CDE) web site
5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)
6. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
7. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

Nondiscrimination/Harassment (Cont.)

8. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.
10. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
11. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment

Nondiscrimination/Harassment (Cont.)

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or compliance officer, the principal or compliance officer shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. Once notified verbally or in writing, the principal or compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Nondiscrimination/Harassment (Cont.)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity
2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable
3. Blocking a student's entry to the restroom that corresponds to the student's gender identity
4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, without the student's consent
6. Using gender-specific slurs
7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression
8. The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

Nondiscrimination/Harassment (Cont.)

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** A student's transgender or gender-nonconforming status is the student's private information and the district shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the district shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to the student's status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.

Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to the student's status as a transgender or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

Nondiscrimination/Harassment (Cont.)

3. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
4. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. When a student presents government-issued documentation of a name and/or gender change or submits a request for a name and/or gender change through the process specified in Education Code 49070, the district shall update the student's records. (Education Code 49062.5, 49070)
5. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying district policy.
6. **Uniforms/Dress Code:** A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school site.

Instruction

Parent Involvement

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

Parent Involvement (Cont.)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Parent Involvement (Cont.)

State Reference	Description
5 CCR 18275	Child care and development programs, parent involvement and education
Ed. Code 11500-11505	Programs to encourage parent involvement
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51101	Parents Rights Act of 2002
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 54444.1-54444.2	Parent advisory councils, services to migrant children
Ed. Code 56190-56194	Community advisory committee, special education
Ed. Code 64001	School plan for student achievement, consolidated application programs
Lab. Code 230.8	Time off to visit child's school

Federal Reference	Description
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6314	Schoolwide programs
20 USC 6318	Parent and family engagement
20 USC 6631	Teacher and school leader incentive program, purposes and definitions
28 CFR 35.104	Definitions, auxiliary aids and services
28 CFR 35.160	Effective communications

Approved: 2/7/96
 Amended: 2/20/08, 12/20/17

Instruction

Parent Involvement

District Strategies for Title I Schools

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

The Superintendent or designee may:

- a. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the district's local control and accountability plan (LCAP) in accordance with the review schedule established by the Governing Board
 - b. Invite input on the plan from other district committees and school site councils
 - c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input
 - d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
 - e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
 - f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

The Superintendent or designee may:

- a. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues

Parent Involvement (Cont.)

- b. Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs
 - c. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist in facilitating the planning and implementation of related activities
 - d. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements
 - e. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
 - b. Involve district and school site representatives from other programs to assist in identifying specific population needs
 - c. Schedule joint meetings with representatives from related programs and share data and information across programs
 - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)
- a. Barriers to greater participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
 - c. Strategies to support successful school and family interactions

Parent Involvement (Cont.)

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
- b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged
- c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians
 - b. Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups
 - c. With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration
6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians and family members
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members

Parent Involvement (Cont.)

- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

In addition, the district shall promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement by implementing the actions specified in item #7 of the section "School-Level Policies for Title I Schools" below. (20 USC 6318)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. The school policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs.
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the state academic standards.
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education. The district shall respond to any such suggestions as soon as practicably possible.

Parent Involvement (Cont.)

5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards.
 - b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
 - c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - (2) Frequent reports to the parents/guardians on their children's progress
 - (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
 - (4) Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
7. Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:
 - a. Assist parents/guardians in understanding such topics as the state academic standards, state and local academic assessments, the requirement of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.

Parent Involvement (Cont.)

- b. Provide parents/guardians with materials and trainings, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
- c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
- d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

In addition, the school plan may include strategies to:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation
- f. Adopt and implement model approaches to improving parent/guardian involvement

Parent Involvement (Cont.)

- g. Establish a parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
 - h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
 - i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families
 - j. Provide a master calendar of district/school activities and meetings
 - k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means
 - l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions
 - m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
 - n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
 - o. Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
 - p. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
 - q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations
8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Parent Involvement (Cont.)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to increase their knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
 - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
 - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits
- b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
- c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees

Build consistent and effective two-way communication between the home and school so that parents/guardians and family members may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

Parent Involvement (Cont.)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
 - b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
 - c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
 - d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
 - e. Develop mechanisms to encourage parent/guardian input on district and school issues
 - f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
3. Train teachers, administrators, specialized instructional support personnel, and other staff to communicate effectively with parents/guardians as equal partners (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
 - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
4. Integrate and coordinate parent/guardian and family engagement activities within the LCAP with other activities

The Superintendent or designee may:

- a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives

Parent Involvement (Cont.)

- b. Involve parents/guardians and family members in school planning processes

Adopted: 2/20/08
Amended: 12/20/17

Instruction

Title VI Indian Education Programs

With the assistance of federal Title VI funding for the education of children from federally recognized tribes, the district shall offer programs and activities to meet the unique cultural, language, and educational needs of American Indian students, as defined in 20 USC 7491. Program objectives and outcomes shall be based on state academic standards. (20 USC 7424)

In developing, implementing, and evaluating Title VI programs and activities, the Superintendent or designee shall consult with and involve parents/guardians and family members of American Indian students and other community representatives. (20 USC 7424)

The district shall establish a committee that is composed of, and selected by, parents/guardians and family members of American Indian students, representatives of tribes on tribal lands located within 50 miles of any district school that serves any children of the tribes, teachers, and, if appropriate, American Indian students enrolled in secondary schools in the district. The majority of the committee shall be parents/guardians and family members of American Indian students. The committee shall participate in program development and provide written approval for the program. (20 USC 7424)

The district's Title VI program for American Indian education may include any of the following services and activities: (20 USC 7425)

1. Activities that support Native American language programs and Native American language restoration programs, which may be taught by traditional leaders
2. Culturally related activities that support the district's program
3. Early childhood and family programs that emphasize school readiness
4. Enrichment programs that focus on problem solving and cognitive skills development and directly support the attainment of state academic standards
5. Integrated educational services in combination with other programs that meet the needs of American Indian students and their families, including programs that promote parent/guardian involvement in school activities and increase student achievement
6. Career preparation activities that enable American Indian students to participate in career technical education programs, including programs for mentoring and apprenticeship
7. Activities to educate individuals so as to prevent violence, suicide, and substance abuse
8. The acquisition of equipment that is essential to achieve program goals
9. Activities that promote the incorporation of culturally responsive teaching and learning strategies into the district's educational program
10. Family literacy services

Title VI Indian Education Programs (Cont.)

11. Activities that recognize and support the unique cultural and educational needs of American Indian students, and incorporate appropriately qualified tribal elders and seniors
12. Dropout prevention strategies for American Indian students
13. Strategies to meet the educational needs of American Indian students in correctional facilities, including such strategies that support American Indian students who are transitioning from such facilities to schools served by the district

Any federal funds received to support American Indian education programs shall be used to supplement, not supplant, state or local funds allocated for such purposes. (20 USC 7424)

Program funds may be used to support a Title I schoolwide program pursuant to 20 USC 6314 if approved by the committee established pursuant to 20 USC 7424, provided that the schoolwide program is consistent with the purpose of American Indian education programs and the district's application identifies how the use of such funds in a schoolwide program will produce benefits to American Indian students that would not be achieved if not used in a schoolwide program. (20 USC 7424)

As needed, professional development shall be provided to teachers and other school staff to assist them in working with American Indian students and carrying out Title VI programs. (20 USC 7424)

The Superintendent or designee shall maintain a record of the information establishing the status of each student as an American Indian student eligible for assistance through the federal American Indian education program. (20 USC 7427)

The Superintendent or designee shall periodically assess the progress of American Indian students, including American Indian students who do not participate in programs funded through Title VI, in meeting program goals and objectives. Assessment results shall be provided to the Board, the committee established pursuant to 20 USC 7424, tribes whose children are served by the district, and the community. (20 USC 7424)



To: Oroville Union High School Board of Trustees
From: Kevin Simas, Director of Education
Date: 6/3/20
Subject: LCAP COVID-19 Operations Written Report

Background Information: In response to school closures related to COVID-19, CDE has created flexibility in LCAP timelines. As part of that flexibility, CDE has required school districts to submit an LCAP summary, called the COVID-19 Operations Written Report so that districts could summarize efforts made to serve students during COVID-19 school closures. OUHSD has prepared this report and submits it now for Governing Board approval.

Financial Impact: None.

Recommendation: Approval

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Oroville Union High School District	Kevin Simas, Director of Education	ksimas@ouhdsd.net ; 530-538-2300, ext. 1104	June 17, 2020

Descriptions provided should include sufficient detail yet be succinctly succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

OUHSD closed schools on March 16, 2020 due to the COVID-19 pandemic. The closure necessitated a shift to distance learning using teleconferencing software, Google Classroom, telephone conferencing and other means to provide educational services to all students. Teachers shifted their curriculum and instruction to digital and paper formats to ensure that students would have equitable access to learning materials and opportunities. OUHSD has continued to offer instruction in all subject areas. OUHSD serves students in a large geographic region, many of whom live in remote areas with limited internet and phone service. OUHSD staff has continued to provide educational opportunities, social emotional support, and meal service to all students during the closure.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

OUHSD English Language Development teachers and Para educators have been working with English learners to support them in completing their distance learning assignments. Staff has performed weekly check ins with students and families via phone, email, or teleconferencing platforms, and provided office hour time for students to receive help with their work. OUHSD has provided translation services in Hmong and Spanish for English learners at Individualized Education Plan (IEP) meetings. OUHSD social workers and school counselors have regularly checked in with students on their caseloads. Social workers have continued to monitor the situations of foster and homeless youth and provided resources such as clothing and toiletries when students have identified a need. OUHSD has provided Chromebooks to all students and provided information on low cost Internet service as well. In addition, OUHSD has translated all parent communication related to school during the COVID-19 closures into Hmong and Spanish. We have served meals to all school-age students who arrive to our district food distribution site.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Shortly after the school closures, OUHSD teachers and staff contacted students in their first period classes to check in and offer support to students and families. Teachers and staff also surveyed students to determine how many needed devices and Wi-Fi connectivity in order to

access distance learning assignments. Because the closure impacted the end of the third quarter grading period, OUHSD administrators and staff prepared a third quarter grade improvement assignment for all students. OUHSD schools mailed this assignment home to students who requested paper assignments and emailed the assignment to those students who could connect via computer and Wi-Fi. The assignment could only improve student grades for third quarter. OUHSD distributed Chromebooks to students who needed a device for distance learning. Our district has requested Wi-Fi hotspots that will also be provided to students once the hotspots are delivered. The OUHSD Governing Board adopted temporary resolution #15-19 regarding grading in order to ensure that students would not suffer academic harm as a result of school closures. OUHSD administration and department chairs developed a distance learning plan and communicated the plan with school communities. The plan provided guidance to teachers on distance learning assignments, grading practices, and requirements for meeting with and supporting students throughout the closure. The plan informed teachers that they are expected to contact each student via email or phone at least once weekly and hold virtual office hours at least two days per week. The office hours afforded students and parents the opportunity to contact teachers via Zoom or by phone to get assistance with distance learning assignments.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

OUHSD provided personal protective equipment to food service staff shortly after our schools closed on 3/16/2020. During the following week, OUHSD food service developed a plan to provide meals to all families in coordination with the elementary school districts in our area. On 3/23/2020, OUHSD food service began serving meals at Las Plumas High School, our designated meal distribution site; however, students could go to any school in our area (even those who are not part of OUHSD) and receive meals. In order to maintain social distancing and minimize potential exposure to COVID-19, food service staff scheduled meal distribution on Mondays and Wednesdays and allowed students to receive multiple meals on each day. OUHSD food service staff has gone to great lengths to reduce food insecurity for our students during the closures and will continue to do so in the event of future school closures.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

OUHSD is an exclusively high school district. OUHSD parents have not expressed a need for LEA supervision of students since district students are older and can remain home without parental supervision.

Board Resolution

**Oroville Union High School District
Resolution Number 19-19/20**

**TO AUTHORIZE ONGOING BOARD APPROVED BUDGET REDUCTIONS BASED ON THE
GOVERNOR'S MAY REVISION TO THE PROPOSAL FOR THE 2020-21 STATE BUDGET**

WHEREAS, the Board of Education has a fiduciary duty to meet its financial obligations in the current fiscal year and two subsequent fiscal years pursuant to Education Code 42127; and

WHEREAS, for 2021-22, and 2022-23, it is projected that the district will need to implement revenue enhancements and/or budget reductions to the unrestricted general fund which will allow the District to meet their minimum reserve requirement in all three years; and

WHEREAS, while these actions must be taken to maintain the fiscal stability of the district, the Board of Education will continue to make every effort to sustain a high quality education program for our students; and

NOW, THEREFORE, BE IT RESOLVED, the district will implement savings from revenue enhancements and/or budget reductions in 2021-22, and/or 2022-23 in order to be fiscally solvent with a minimum fund balance reserve that is equal to or greater than the minimum amount required by the state.

BE IT FURTHER RESOLVED, it is recognized that a Board approved budget reduction list and an implementation timeline will be included with the 45-Day Revision or First Interim Report for 2020-21. This resolution becomes supplemental to the district's 2020-21 Adopted Budget report.

PASSED AND ADOPTED by the Governing Board on June 17, 2020, by the following vote:

AYES: _____
NOES: _____
ABSENT: _____

STATE OF CALIFORNIA)

COUNTY OF BUTTE)

I, Dr. Corey Willenberg, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Secretary of the Governing Board

ORDER OF ELECTION

(Education Code Sections 5000, 5018, 5304, and 5322)

RESOLUTION ORDERING GOVERNING BOARD MEMBER ELECTION #20-19/20



WHEREAS, the regular biennial election of Governing Board members is ordered by law pursuant to Section 5000 of the Education Code to fill offices of Governing Board members of the

Oroville Union High School District of Butte County, now be it

RESOLVED that, the County Superintendent of Schools for this county call the election as ORDERED and in accordance with the designations contained in the following Specifications of the Election Order made under the authority of Education Code Sections 5304 and 5322.

SPECIFICATIONS OF THE ELECTION ORDER

The election shall be held on Tuesday, November 3, 2020.

The purpose of the election is to elect 2 members of the governing board of the

OROVILLE UNION HIGH SCHOOL DISTRICT

Offices Subject to Election: 2 Members, 4 year terms

IT IS FURTHER ORDERED that the clerk or secretary of the Oroville Union High School District Governing Board shall deliver not less than 123 days prior to the date set for the election, one (1) copy to the officer conducting the election.

The foregoing Resolution and Order was adopted by a formal vote of the Oroville Union High School District Governing Board of Butte County, being the board authorized by law to make the designations therein contained on June 17, 2020.

Signed: _____
(Clerk/Secretary of the Governing Board)

Instructions: After the Order of Election is adopted by the board, the clerk or secretary should sign the Order and deliver two (2) copies to the County Superintendent of Schools and one (1) to the officer conducting the election, not less than 123 days prior to the date set for the election (Election Code 5322). One (1) of these copies is to be delivered by the County Superintendent to the County Clerk or Registrar of Voters, with a copy of the Notice of Election, at least 120 days prior to the day of election (Education Code 5324).

(1) Instruction: If the election is called under Education Code Section 5018 insert:

"Another purpose is to measure whether the number of members of the governing board of _____ District shall be increase from three to five."

And

"Another purpose of the election shall be to elect two additional members of the governing board of _____ District to serve if the above measure is approved."

Remaining Board Members:



**RESOLUTION # 21-19/20
ESTABLISHING PROCEDURE
IN CASE OF TIE VOTE AT GOVERNING BOARD ELECTION**

WHEREAS, 2 members of the Oroville Union High School District Governing Board
are to be elected at the November 3, 2020 election; and

WHEREAS, Education Code Section 5304 provides that the Governing Board has the duty to
resolve tie votes in governing board elections; and

WHEREAS, Education Code Section 5016 provides that the Governing Board may either call a
runoff election or determine the winner or winners by lot.

BE IT THEREFORE RESOLVED that, in the event a tie vote makes it impossible to determine
which of two or more candidates has been elected to the Governing Board, the winner shall be
determined by lot.

PASSED AND ADOPTED by the Oroville Union High School District Governing Board, this
17th day of June, 2020 by the following vote:



AYES: _____
(Board Member's Names)

NOES: _____
(Board Member's Names)

ABSENT: _____
(Board Member's Names)

ABSTENTION: _____
(Board Member's Names)

(President of the Governing Board)

ATTEST:

By _____
(Secretary to the Board)

Remaining Board Members:



**RESOLUTION # 22-19/20
REGARDING COSTS OF CANDIDATES' STATEMENTS**

WHEREAS, pursuant to Elections Code § 13307 - 133307.5, each candidate for elective office may prepare a candidate's statement for inclusion in the voter's pamphlet.

BE IT THEREFORE RESOLVED by the Oroville Union High School District Governing Board, that each candidate for a position on the Governing Board shall be required to pay his or her pro rata share of the cost of printing, handling, translating and mailing of the candidate's statement filed pursuant to California Elections Code § 13307 - 133307.5, in accordance with said section for the General Election to be held on November 3, 2020.

PASSED AND ADOPTED by the Oroville Union High School District Governing Board this 17th day of June, 2020 by the following vote:



AYES: _____
(Board Member's Names)

NOES: _____
(Board Member's Names)

ABSENT: _____
(Board Member's Names)

ABSTENTION: _____
(Board Member's Names)

(President of the Governing Board)

ATTEST:

By _____
(Secretary to the Board)

OROVILLE UNION HIGH SCHOOL DISTRICT

RESOLUTION FOR ELIMINATION OF CLASSIFIED/CONFIDENTIAL SERVICES
FOR THE 2020/21 SCHOOL YEAR
Resolution #23-19/20

WHEREAS, due to potential lack of funds and/or work, this Governing Board hereby finds that it is in the District's best interest to eliminate the vacant classified/confidential positions below:

1.0 FTE Budget and Accounting Technician

1.0 FTE Custodian

0.4375 FTE Food Service Worker

1.0 FTE Mechanic

0.8750 Para-Educator II

NOW, THEREFORE BE IT RESOLVED, that as of the close of the business day on **August 16, 2020**, the above-referenced classified positions shall be eliminated as set forth above.

BE IT FURTHER RESOLVED, that the Superintendent or Superintendent's designee is authorized and directed to give notice to the affected classified/confidential employees (if any) pursuant to District rules and regulations and applicable provisions of Education Code not later than sixty (60) days prior to the effective day as layoff as set forth above.

PASSED AND ADOPTED at a meeting of the Governing Board on June 17, 2020, by the following vote:

AYES:

NOES:

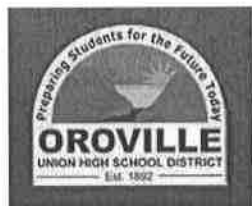
ABSENT:

ABSTAIN:

Board President

Attest:

Secretary



To: Oroville Union High School Board of Trustees
From: Jacqueline Deadmore, Food Service Director
Date: 6/5/2020
Subject: Food Service Bids

Background Information: OUHSD is part of 2 Co-Ops; Mountain View and Super. Prior to last year, Super would go out to bid on behalf of all districts in the Co-Op. Since the Super is no longer doing this for the districts we are required to do it ourselves.

Vendors who have completed bids are: The Danielsen's Company, General Produce, Goldstar Foods, ProPacific Fresh, Northam Distributing and S&L Food Sales Company.

Procurement is the purchasing of goods and services. The process involves: Planning, Drafting Specifications, Procurement Principles, Awarding & Contract, Managing the Contract.

4 Key Concepts:

- 1) American Grown
- 2) Knowledge of State and Local Regulations
- 3) Competition
- 4) Responsive & Responsible

The Buy American Provision: The National School Lunch Act requires School Food Authorities to purchase domestically grown and processed foods to the maximum extent practicable.

Competition is essential to ensure the best cost and quality of goods and services.

With board approval, we will use the vendors selected

Financial Impact: None.

Recommendation: Approval

OUHSD is part of 2 Co-Ops; Mountain View and Super. Prior to last year, Super would go out to bid on behalf of all districts in the Co-Op. Since the Super is no longer doing this for the districts we are required to do it ourselves.

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The Buy American Provision: The National School Lunch Act requires School Food Authorities to purchase domestically grown and processed foods to the maximum extent practicable.

Competition is essential to ensure the best cost and quality of goods and services.

We would like to award the following:

Produce: ProPacific and S&L

S&L delivers to our smallest school site, Prospect. No other vendors deliver unless we meet their minimum order requirement. Our ProPacific representative has made deliveries to our sites in the company car.

Milk: Northam Distributing

Commodities: Goldstar

Bread: Goldstar & S&L

Goldstar has limited ingredients and arrives fresh, not frozen. However, S&L delivers to our smallest site and does not require a 5 day lead time for an order.

Non Food: DanCo & S&L

Dry Food: DanCo & S&L

Some items that S&L carry, DanCo does not and vice versa. Some items we purchase are special order, delaying when we receive it and require a minimum purchase (DanCo requires minimum).

Produce Rubric

Vendor	Price - 40 points	Service & Delivery - 30 points	Quality & Grade - 20 points	References - 10 points	Total Points out of 100 possible points
DanCo	NO BID	NO BID	NO BID	NO BID	0
General Produce	25	15	5	6	51
Goldstar Foods	30	20	10	4	64
Northam	NO BID	NO BID	NO BID	NO BID	0
ProPacific Fresh	40	25	20	8	93
S&L Food Sales	35	30	15	10	90

Milk Rubric

Vendor	Price - 40 points	Service & Delivery - 30 points	Quality & Grade - 20 points	References - 10 points	Total Points out of 100 possible points
DanCo	NO BID	NO BID	NO BID	NO BID	0
General Produce	NO BID	NO BID	NO BID	NO BID	0
Goldstar Foods	30	20	10	6	66
Northam	40	30	20	10	100
ProPacific Fresh	NO BID	NO BID	NO BID	NO BID	0
S&L Food Sales	35	25	15	8	83

Commodities Rubric

Vendor	Price - 40 points	Service & Delivery - 30 points	Quality & Grade - 20 points	References - 10 points	Total Points out of 100 possible points
DanCo	35	25	16	8	84
General Produce	NO BID	NO BID	NO BID	NO BID	0
Goldstar Foods	40	10	20	10	80
Northam	25	15	12	2	54
ProPacific Fresh	20	20	14	4	58
S&L Food Sales	30	30	18	6	84

Bread Rubric

Vendor	Price - 40 points	Service & Delivery - 30 points	Quality & Grade - 20 points	References - 10 points	Total Points out of 100 possible points
DanCo	30	25	16	8	79
General Produce	NO BID	NO BID	NO BID	NO BID	0
Goldstar Foods	40	15	18	4	77
Northam	NO BID	NO BID	NO BID	NO BID	0
ProPacific Fresh	25	20	14	6	65
S&L Food Sales	35	30	20	10	95

Non Food Grocery Rubric

Vendor	Price - 40 points	Service & Delivery - 30 points	Quality & Grade - 20 points	References - 10 points	Total Points out of 100 possible points
DanCo	40	25	15	8	88
General Produce	NO BID	NO BID	NO BID	NO BID	0
Goldstar Foods	30	20	10	6	66
Northam	NO BID	NO BID	NO BID	NO BID	0
ProPacific Fresh	NO BID	NO BID	NO BID	NO BID	0
S&L Food Sales	35	30	20	10	95

Dry Food Grocery Rubric

Vendor	Price - 40 points	Service & Delivery - 30 points	Quality & Grade - 20 points	References - 10 points	Total Points out of 100 possible points
DanCo	40	25	20	8	93
General Produce	NO BID	NO BID	NO BID	NO BID	0
Goldstar Foods	30	15	5	4	54
Northam	NO BID	NO BID	NO BID	NO BID	0
ProPacific Fresh	25	20	10	6	61
S&L Food Sales	35	30	15	10	90

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

- ☒ Original Declaration of Need for year: 2020/21
☐ Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Oroville Union High School District District CDS Code: 04

Name of County: Butte County CDS Code: 61515

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 6 / 17 / 20 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► *Enclose a copy of the board agenda item*

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2021.

Submitted by (Superintendent, Board Secretary, or Designee):

Corey Willenberg _____ Superintendent _____
Name Signature Title

(530) 538-2308	(530) 538-2300 ext. 1101	
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>

2211 Washington Avenue, Oroville, CA 95966

cwillenb@ouhsd.net

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► *Enclose a copy of the public announcement*

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
Email Address		

► This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
☒ CLAD/English Learner Authorization (applicant already holds teaching credential)	1-5
☒ Bilingual Authorization (applicant already holds teaching credential)	1-5
List target language(s) for bilingual authorization: <u>Spanish</u>	
☒ Resource Specialist	1-5
☐ Teacher Librarian Services	
☐ Visiting Faculty Permit	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	1-5
Special Education	1-5
TOTAL	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved intern program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☐ Yes ☒ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university intern program? ☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 1-5

If yes, list each college or university with which you participate in an intern program.

California State University, Chico

If no, explain why you do not participate in an intern program.



ANNUAL STATEMENT OF NEED 30-DAY SUBSTITUTE and DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION 30-DAY SUBSTITUTE TEACHING PERMITS

INSTRUCTIONS TO THE EMPLOYER

This statement of need must be filed at the school district office each school year when employing holders of Emergency 30-Day Substitute Permits. The employing agency will complete a single statement of need form (below) and retain the form at the school district office.

The form must be completed annually, indicating that either no credentialed person is available or that those available are not deemed qualified for substitute teaching and details of the circumstances that necessitate the use of emergency permit holders rather than fully credentialed teachers.

This statement of need form does not require listing specific employees or their positions. The form must be signed by the superintendent of the employing school district. It does not need to be co-signed by the county superintendent of schools.

A copy of the form does not need to be submitted to the county or the Commission with each Emergency 30-Day Substitute Teaching Permit application; however, the county superintendent of schools, whose responsibilities include areas such as district payroll or district substitute placement, may request a copy of the district's statement of need form to accurately fulfill these duties.

County superintendent of schools offices employing holders of the Emergency 30-Day Substitute Teaching Permit are also required to annually file, at their office, this completed statement of need form. The county superintendent of schools will sign the form.

The Commission does not require that the school board approve the statement of need. The individual school district may establish its own policy regarding this matter.

References: California Education Code, Sections 44225 and 44300 and California Code of Regulations, Title 5, Sections 80023, 80025 and 80026

This form must be signed by either:

☐ The district superintendent of schools and filed at the school district office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a public school operated by a school district.

OR

☐ The county superintendent of schools and filed at the county superintendent of schools' office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a county-operated school.

Certification and Authorized Signature

The district superintendent of schools or the county superintendent of schools has reviewed the information contained in this statement of need and certifies one the following:

☒ Either a credentialed person is not available or one or more credentialed persons are available, but are not deemed qualified by the district or county, as applicable, to serve as a day-to-day substitute teacher.

OR

☐ The situation or circumstances that necessitate the use of an emergency permit holder are as follows:
(Attach additional sheets, if necessary.)

I hereby certify that all of the information contained in this statement of need is true and correct.

Signature of the District Superintendent

District

Date

Signature of the County Superintendent of Schools

County

Date

It is not necessary to submit this form to the Commission on Teacher Credentialing.

20/21 Board Meeting Calendar (3rd Wednesday at PHS unless otherwise noted)

[illegible]

December 16, 2020	Annual Organizational Meeting
(Due 12/7)	Election of Officers, Meeting Dates, Time & Location, Gov Handbook
	Recognition of Outgoing Board President
	Recognition of Outgoing Board Members (if any)
	1st Interim Budget Report and LCAP
	Monthly Financial Report
	Capital Facilities Fund Resolution
	Student Achievement/Recognition--LP
	Select Jan. Date for Annual Meeting with Admin/Supervisors
	Expulsion Readmits
January 20, 2021	Student Achievement/Recognition--OHS
(Due 1/11)	Monthly Financial Report
	2nd Qtr Scholarship Donation Report
	18/19 Auditor's Report and Board Acceptance
	SARC's
	PAO - Spring Coaches
	CLOSED SESSION:
	Board Training for New Members
	Review of Possible Layoffs/Non-reelections
	Administrative Evaluations
	Resolution for Certificated Tie Breaking Criteria
	Mid-year LCAP Update
February 3, 2021	Special Annual Meeting with Board, Administrators and Supervisors Only
February 24, 2021**	Student Achievement/Recognition--Alt. Ed.
(Due 2/11)	Monthly Financial Report
	CLOSED SESSION:
	Superintendent Evaluation
	Principals' Report on all Temp/Prob/Tenure Candidates
	Administrator/Certificated/Classified Layoffs/Non-reelections
	Distict/OSTA Initial Proposals - Post P/H Notice
	Board Priorities for Next School Year
	District Safety Plan
	Certificated & Classified Layoff Resolutions
	Consolidated Application, Part II
	Quarterly Williams Act Complaint Data Report
March 17, 2021	Student Achievement/Recognition--LPHS
(Due 3/8)	Monthly Financial Report
	2nd Interim Budget Report
April 21, 2021	Student Achievement/Recognition--OHS
(Due 4/12)	Monthly Financial Report
	CLOSED Session: Authorize Supt to Issue Final Cert Layoff Notices
	3rd Qtr Scholarship Donation Report
	OAE School Calendar
	Quarterly Williams Act Complaint Data Report
	Resolutions for Teacher App Week & Classified Employee Week
	CSEA/District Initial Proposals -- Post P/H Notice
	B&G Club Facility Use Request

May 19, 2021	Student Achievement/Recognition--Alt. Ed.
(Due 5/10)	LP/OHS Discipline Plan
	Graduation & Awards Plans, Dates, Times, & Locations
	College Connection Year-End Review
	Recognize Outgoing Student Board Reps
	Indian Ed Grant
	Honor Retirees & Years of Service
	Education Protection Act Spending Plan
	Authorize CBO to Make Year-End Budget Transfers
	Monthly Financial Report
	Single Plans for Student Achievement
	21/22 School-Connected Organizations
	SRO/SRD Contracts
	1st Draft of LCAP
	PAO: Approve 21/22 Head Coaches & Fall Assistants
6/23/2021**	Declaration of Need/Statement of Need for Subs
(Due 6/14)	Monthly Financial Report
	Expulsion Readmits
	PACE Discipline Plan
	21/22 Salary Schedules
	CTE Application
	Board Calendar for Next Year
	Report on District's Summer Maintenance Projects
	Public Hearing on 20/21 Tentative Budget, LCAP & Federal Addendum -- Post
	20/21 Food and Milk Bids
	CIF Representatives for 20/21
June 30, 2021**	Approval of 20/21 Budget, LCAP & Federal Addendum
(Due 6/21)	
*Meeting held on 2nd week of the month	
**Meeting held on 4th week of the month	
***Meeting held on the 5th week of the month	