



OROVILLE UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES

REGULAR MEETING AGENDA

Wednesday, June 19, 2019

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

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

District Core Beliefs

We believe:

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

BOARD MEMBERS:

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

DISTRICT ADMINISTRATION:

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

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

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

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

ALL MEETINGS ARE RECORDED

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

REGULAR MEETING AGENDA

Wednesday, June 19, 2019, 5:30 p.m., Prospect High School, 2060 2nd Street, #A, Oroville, CA 95965

CALL TO ORDER

ROLL CALL

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

CLOSED SESSION

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

RESULTS OF CLOSED SESSION

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

PUBLIC HEARING

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

1. 2019/2020 Local Control Accountability Plan (LCAP)

As part of the Local Control Funding Formula, districts are required to develop, adopt and annually update a three-year LCAP. The District has sought input from students, parents, staff and the community on the established state priorities. Board action on this item will take place at the June 26, 2019 board meeting.

Enclosure

2. 2019/2020 Federal Local Control Accountability Plan (LCAP) Addendum

Districts are required to submit a federal LCAP addendum to ensure that they are meeting Title I, II, III and IV requirements. Board action on this item will take place at the June 26, 2019 board meeting.

Enclosure

REGULAR BOARD AGENDA FOR JUNE 19, 2019

3. **2019/2020 Original Budget (Watts)**

As required by law, the district has had available for public review the 2019/2020 Original Budget since June 14, 2019. This budget is based on a number of assumptions that will not be validated until the state adopts a budget. The presented budget meets all AB1200 requirements and has the board required 12% reserves in the General Fund. Board action on this item will take place at the June 26, 2019 board meeting.

Enclosure

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

4. **Board Comments**
5. **Superintendent**
6. **Administration**
7. **Report on Summer Maintenance Projects**
8. **Report by the Athletic Directors on Youth Football Program Changes**

OLD BUSINESS (None)

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

9. **Minutes from the May 15, 2019 Board Meetings**
10. **Check Registers Dated 5/9, 5/14, 5/16, 5/28, 5/30, 6/4, 6/6 and 6/11**
11. **Monthly Financial Report**
12. **Donations to the Hall of Fame**
13. **Donation of \$2018.00 from the Lake Oroville FFA Alumni and Supporters**
14. **Donation of \$500 from Mr. & Mrs. Klermen to the LPHS Girls Volleyball Team**
15. **19/20 Salary Schedules**
16. **19/20 MOU with BCOE for the Medical Occupations Class at OHS**
17. **19/20 MOU with BCOE for Nursing Services**
18. **19/20 MOU with BCOE for Speech and Language and Custodial Services**
19. **1920 Career and Technical Education Application**
20. **19/20 Agreement for Professional Services with Dannis Woliver Kelley**

REGULAR BOARD AGENDA FOR JUNE 19, 2019

CONSENT CALENDAR (Cont.)

21. **18/19 NPS Contract with Sorenson's Ranch**
22. **Updated Social Science Course Outlines**
23. **Addition of "They Say/ISay: The Moves that Matter in Academic Writing" to the AP English Language/Composition Course Outline**
24. **Single Plans for Student Achievement**
25. **19/20 PHS/CDS Discipline Plan**
26. **19/20 School Connected Organization – OASIS**
27. **High Risk Activity – LPHS Five Day 24 Hrs. /Day Football Camp**
28. **First Reading of Board Policies and Administrative Regulations**
 - BP/AR 1312.1 (Complaints Concerning District Employees)
 - BP 3510 (Green School Operations)
 - AR 3514 (Environmental Safety)
 - BP/AR 3515.4 (Recovery for Property Loss or Damage)
 - AR 5113 (Absences and Excuses)
 - BP/AR 5117 (Inter-District Attendance)
 - BP/AR 5131.2 (Bullying)
 - BP/AR 5132 (Dress and Grooming)
 - BP/AR 6142.1 (Sexual Health and HIV/AIDS Prevention Instruction)
 - BP/AR 6142.2 (World/Foreign Language Instruction)
 - BP 6142.6 (Visual and Performing Arts Education)
 - BP 6146.1 (High School Graduation Requirements)

NEW BUSINESS

29. Memorandum of Understanding with CSEA (Willenberg)

The District and CSEA met regarding new job descriptions to reorganize the technology department: Education Technology Specialist, Information System Programmer Analyst and Systems Specialist. An agreement was also met to change the title of Lead Custodian to District Lead Custodian. The agreement details how the new job descriptions will be implemented. Lastly, a seven hour per day Bilingual Para-Educator Position will be reduced to six hours per day through the normal layoff procedures.

Recommend approval

Enclosure

30. Approval to Proceed with Refinancing the 2009 General Obligation Bond with the Assistance of Government Financial Services, Inc. (Watts)

In 2009, the District issued general obligation bonds to finance the renovation of Harrison Stadium. The bond's debt service payments are financed through property tax assessments to land owners within the District's boundaries. Based up on current interest rates, it is advantageous at this time to refinance the callable portion of these general obligation bonds and it is estimated that refinancing would save \$541,000 for the taxpayers. If at any time projected savings drops below the 3% recommended by the Government Financial Officers Association (GFAO), the refunding will be terminated and Government Financial Services, Inc. will be compensated for their time worked. Parker & Covert have been chosen as bond counsel for both scenarios. Matt Kolker will give a presentation and answer any questions.

Recommend approval

Enclosure

31. 2019/2020 Appendix to the College and Career Access Pathways Partnership Agreement with Butte College (Willenberg)

Butte College has presented an Appendix to the Partnership Agreement, which finalizes the classes that will receive dual enrollment during the fall semester of the 2019/2020 school year: two sections of AGS 40 – Intro to Animal Science (our Animal Science class) and one section of AET 30 – Tractors and Crawlers (our Farm Management class). There will not be any dual enrollment classes offered at OHS next fall. A public hearing on this item was held at the May 15, 2019 board meeting. There were no comments from the audience or Board. **Recommend approval**

Enclosure

REGULAR BOARD AGENDA FOR JUNE 19, 2019

32. Contracts with BSN Sports (Willenberg)

LPHS and OHS are seeking approval to enter into a contract with BSN sports, which will allow them to purchase uniforms and other related items at a discounted cost as well as receive an annual rebate. In order for each site to have a uniform look throughout their program, LPHS will exclusively order Under Armour products and OHS will exclusively order Nike products. **Recommend approval**

Enclosure

33. 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

34. 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

35. Request to Waive Developer Fees (Willenberg)

Jeannine Corsetti is requesting that her developer fee of \$2842.50 be waived for adding 481 sq. ft. to her home. Homeowners do not have to pay a fee if they are adding less than 500 sq. ft. The prior homeowners added a non-permitted 269 sq. ft. bedroom in 1984, which was not disclosed to her when she purchased the house in 1999. The combination of the two additions equals 750 sq. ft., which would require them to pay developer fees. **Board's pleasure**

Enclosure

36. Request to Waiver Facility Fees for BEAST Club Basketball (Willenberg)

The BEAST (Better Education Athletes Stronger Team) Club of Oroville is a 501 (c)(3) organization whose goal is serving as a sport outlet for the youth of Oroville. The Club currently serves eight teams, totaling over 80 plus boys and girls from the Oroville community. They are in need of a practice facility. The cost to rent the east gym at LPHS is \$48.34 per day. The Club estimates needing to use the gym for 22 days during the summer, for a total of \$1063.48. The Club is requesting a waiver of all fees. **Board's Pleasure**

Enclosure

37. 2019/2020 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

38. 2019/2020 CIF Representatives (Willenberg)

Designated representatives to the California Interscholastic Federation for 2019/2020 are Tim Harles, Dan Ramos, Matt Kermen and Sam Burnett from Las Plumas High School and Tom Frazier, Cristi Tellechea and Durell Siplin from Oroville High School. **Recommend approval**

Enclosure

REGULAR BOARD AGENDA FOR JUNE 19, 2019

39. 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. Five 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 approval**

Enclosure

40. Out-of-State Travel Request #1 (Willenberg)

Las Plumas High School is seeking approval for Brenden Close and five students to attend the Linn Benton Community College Livestock Judging Clinic in Corvallis, OR, from June 23rd – 25th. All expenses will be funded by the Ag ASB account. **Recommend approval**

Enclosure

41. Out-of-State Travel Request #2 (Willenberg)

Oroville High School is seeking approval for their varsity girls' basketball team and coaches travel to Brookings, OR, from June 27th – 29th to compete in a tournament. All expenses will be funded by athletics. **Recommend approval**

Enclosure

42. Personnel Assignment Order

Approval is requested for the following Personnel Assignment Order:

Certificated

Bethany Dorin
Science Teacher
Resignation
Effective 6/8/2019

Dual Enrollment Stipend for 18/19

Andree Early - \$320
Richard Darrach - \$640

2019/20 Coaches

OHS

Varsity Football Asst.-Kyle Dahlgren
\$1,616.50

LPHS

Football:

Varsity Head - Don Frasier \$4,388
Varsity Asst. - Todd Hayes \$3,233
Varsity Asst. - Chris DeSylva \$3,233
Varsity Asst. - Jeff Wiles change from \$1000
ASB paid to \$500 ASB paid
Varsity Asst. - Chase Hayes \$1000 ASB paid
Varsity Asst. - Mark Vaughn \$500 ASB paid
JV Head - Dennis Enser \$3,233
JV Asst. - Dave Enser \$1,501 (split stipend)
JV Asst. - Joe Hothan \$1,501 (split stipend)
JV Asst.-Doug Hunt \$500 ASB paid
Frosh Head - Toby Thompson \$3,002
Frosh Asst-Sam Burnett \$1,270.50 (split stipend)

Classified

Delbert Huston

Stephanie Miller
Food Service Worker
Resignation
Effective 6/7/2019

2019/20 Substitute Para Educators

Stephanie Miller

Cheng Vang
Bus Driver
Resignation
Effective 6/7/2019

Tom Talley
Computer Technician
Placement on the 39 month rehire list
Effective 5/31/19

REGULAR BOARD AGENDA FOR JUNE 19, 2019

Certificated (Cont.)

Frosh Asst.-Brian Riley \$1,270.50 (split stipend)
Frosh Asst.- Adrian Manke \$500 ASB paid
Volleyball:
Varsity Head - Alan von der Mehden \$3,926
Varsity Asst. - Cindy Thao \$1000 ASB paid
JV Head - Allie Bruce \$3,233
Frosh Head - Johnny Huffstetler \$2,772
Cross Country:
Girls Head - Ed Carey \$3,233
Boys Head - Justin Knoeffler \$3,233
Girls Tennis:
Head - Rob Rodney \$3,233

Edward Chesser
Adult School Teacher
Request for Military Leave
Effective 5/10/19-5/24/2019

Eric Isenberg
Social Science Teacher
Step/Class 1/I \$46,192
Effective 8/12/2019

Ramona Guzman-Saeturn
Math Teacher
Request for FMLA/CFRA for baby bonding
Effective 6/6/19-8/29/19

Jason Newman
Math Teacher
Resignation
Effective 6/8/2019

Substitute Teacher 2019/20

Annie Enos

Jennifer Anderson
Correction to starting salary placement
Move from Step/Class 6/II \$56,457 to 6/IV
\$59,880
Effective 8/12/2019

43. Expulsion Case #23-18/19

44. Items for Next Agenda

ADJOURNMENT

The meeting will be adjourned to a regular board meeting scheduled for Wednesday, **June 26, 2019**, at 5:15 p.m. at the District Office.



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent 
Date: June 7, 2019
Subject: Local Control Accountability Plan-Federal Addendum

The Federal Department of Education requires an addendum to the Local Control Accountability Plan be presented to the Board before submission. Board Action on this item will take place at the June 26, 2019 board meeting.

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

LEA Name

Oroville Union High School District

CDS Code:

04-61515-0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs 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 LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides 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 LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Oroville Union High School District (OUHSD) uses federal funds to supplement and enhance local priorities. We use our federal dollars to assist students with counseling, mental health services, extra academic support in both general education classrooms and special education classrooms. OUHSD also uses federal funds to provide summer school for students who are not on track to graduate. OUHSD uses supplemental funds to improve and enhance safety and technology infrastructure, such as security cameras, fences, adding wireless access points, improving fiber connectivity to all of the district's schools and purchasing Chromebooks for students to use to augment their instruction in classrooms.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

OUHSD uses federal funds to support instructional activities in classrooms. Funding is used consistently with the rules attached to the funding source. In most cases, if the categorical funding was not available, the district would probably not support the activity.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

OUHSD has trained staff in the implementation of the California Common Core State Standards in 2012. The district has identified essential standards in core academic areas and determines supports needed to meet the needs of all students. OUHSD uses NWEA's Measure of Academic Performance (MAP) to assess students in ELA and math. Students that are determined to be at risk of not graduating are referred to the OUHSD Student Achievement and Attendance Team (SAART). The SAART team tries to match the student and family with school and community resources that can assist students to attend school, earn credits and eventually graduate.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

OUHSD believes that students need to attend school to be successful. If students attend, then the school can get them needed supports to assist them with academic needs, as well as socio-emotional supports. We have implemented an In School Suspension program which has reduced at home suspensions. OUHSD staff has also explored alternative means of discipline, that do not remove students from the classroom for an extended amount of time. OUHSD also has counselors at all schools, a district social worker and a behavioral specialist at alternative education schools to address social-emotional issues that may lead to discipline incidents if not addressed by staff. As part of the process to address findings of Significant Disproportionality in Special Education, OUHSD coordinated and hosted multiple stakeholder meetings to review discipline policies and practices for all students. Site and district administrators are engaged in revising discipline practices in order to allow for more restorative approaches to discipline.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

The Butte County Office of Education used to support work based learning opportunities for CTE students. In 2016, OUHSD took back all of the Butte County CTE programs and have been implementing work based learning opportunities as appropriate in all of our CTE programs. CTE teachers monitor the students while in the workplace with support from the district. OUHSD is also working with community partners, such as the County of Butte, All Metals, Metalworks and the SPCA to provide students workplace experiences, as well as talk to students about career opportunities in their organizations.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

OUHSD uses Title II funds to provide teacher induction programs to first and second year teachers. OUHSD partners with the San Diego County Office of Education to provide an induction program to all inexperienced teachers in the district. Title II funds are also used to support professional development activities for teachers which help with integrating technology into classroom lessons, improving student engagement in classrooms and/or strengthening instruction. OUHSD also partially funds instructional coaches in English, Social Studies, Math and Special Education with Title II funds.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

OUHSD solicits parent, family and community engagement through membership in school and district committees, such as School Site Councils, ELACS, DELACS, Superintendent Advisory Council, athletic boosters, and PTSA to name a few. OUHSD uses its website and social media to advertise meetings and events. OUHSD has a partnership with the Hmong Cultural Center and reaches out to them to assist the district in supporting our Hmong students and families. OUHSD also invites parents, community members, staff and students to LCAP Stakeholder meetings as the district reviews and revises the Local Control Accountability Plan. The declining number of English Learners in our district led to a decline in our district's Title III funding. As a result, OUHSD entered into a consortium with the Sutter County Office of Education, which now serves as the fiscal agent and administers OUHSD's Title III funds. The Sutter County consortium directs the funds toward professional development that is available to our district English Language Development staff.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Poverty criteria is not used to determine school attendance areas in the Oroville Union High School District. The poverty levels of the families in the district are distributed fairly evenly throughout the communities served. OUHSD had 1,647 (74.8%) Socioeconomically Disadvantaged students in all schools in the district. Oroville High School had 140 (15.9%) Socioeconomic Disadvantaged students and Las Plumas High has 149 (14.7%) Socioeconomic Disadvantaged students.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

100% of the teachers in the Oroville Union High School District are appropriately credentialed for the subject areas they teach. School Administrators support beginning and/or ineffective teachers by providing professional development opportunities, teacher mentors and other support services from outside consultants to make sure teachers have the tools necessary to ensure learning in their classroom on a daily basis. When reviewing OUHSD's Equity Gap Analysis, due to the small number of teachers at Community Day School, 3 out of the four teachers (75%) meet the criteria for classification as "inexperienced" as defined by ESSA regulations.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All OUHSD schools solicit and encourage parent and family engagement. Schools have parents participate on School Site Councils, accreditation visits, athletic booster clubs, Parent Teacher Student Association (PTSA), English Learner Advisory Committees (ELAC), District English Learner Advisory Committee (DELAC), Superintendent Advisory Council (SAC), and Local Control Accountability Plan (LCAP) meetings. OUHSD also uses social media (Facebook and Twitter), the OUHSD website, text messages, phone calls and emails to parents to keep them informed on their child's progress in school, as well as inform parents of events happening at the schools.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

77 % of Oroville Union High School District students are Socioeconomically Disadvantaged. All schools in the the district operate Schoolwide programs and follows the regulations as outlined in the Every Student Succeeds Act (ESSA).

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

4% of the Oroville Union High School District meet the criteria as "homeless" as outlined in the McKinney-Vento Homeless Assistance Act. OUHSD collaborates with the Butte County Office of Education and local community agencies to provide McKinney-Vento students the services needed for them to be successful in school. This includes breakfast and lunch, home to school transportation, clothing, backpacks and toiletries.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUHSD has partnerships with the Butte-Glenn Community College District and the California State University, Chico. Students are able to visit both institutions multiple times during their time in high school. Staff from the college and the university provide outreach to OUHSD staff and students for financial aid, admissions and programs available at each school.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUHSD uses funding from multiple sources to ensure that the libraries at each comprehensive high school contain appropriate reading material and reference material available to all students. Each library also has two computer labs and access to the Internet and are available for student use on a daily basis.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUHSD does not participate in Title I, Part D.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUHSD does not participate in Title I, Part D.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUHSD does not participate in Title I, Part D.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUHSD does not participate in Title I, Part D.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUHSD does not participate in Title I, Part D.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUHSD does not participate in Title I, Part D.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUHSD does not participate in Title I, Part D.

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUHSD does not participate in Title I, Part D.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUHSD does not participate in Title I, Part D.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUHSD does not participate in Title I, Part D.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUHSD does not participate in Title I, Part D.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUHSD does not participate in Title I, Part D.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUHSD contracts with the San Diego County Office of Education to provide induction services to our beginning teachers. We use federal funding to pay for the cost of the program for each teacher and stipends for the supporting teachers. OUHSD pays for our administrators to complete the Tier 2 portion of their credentials. OUHSD has brought training to each school site to assist in the development of their teacher leadership teams (guiding coalitions) to strengthen the Professional Learning Communities and collaboration at each site.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

All schools in the Oroville Union High School District have over 40 percent of their students qualifying for free or reduced lunch. 77% of OUHSD students are Socioeconomically Disadvantaged.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUHSD uses NWEA's Measure of Academic Performance (MAP), benchmark assessments in core academic areas and California School Dashboard Indicators as data points to inform instruction for all students.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUHSD uses California School Dashboard data to determine professional development needs for all staff in the district. OUHSD uses professional development presenters and providers that have experience working with high school teachers. OUHSD is targeting ELD, SPED, math, science and English as areas that focused professional development will take place. OUHSD also works with individual administrators to select professional development opportunities that will help them grow as professionals. National recognized speakers (i.e. Kate Kinsella, Doug Fisher) present workshops throughout the year on best practices in English Learner Instruction to teachers and administrators within the consortium. These workshops are supplemented by on-site coaching and the use of tools that focus on building and supporting a rich academic vocabulary program. ELD coaches and lead teachers work with the Sutter County Office of Education Title III Coordinator throughout the school year to improve planning, conduct observations, and focused coaching on language development and writing.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUHSD uses federal funds to fund an EL coordinator for the district. The EL Coordinator works with teachers to make sure students are appropriately placed in English classes. Students receive appropriate accommodations in their classes and are assessed with ELPAC at the beginning of the school year. Students are appropriately reclassified.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All teachers use strategies in their classrooms to address the needs of all students. All teachers have received training during their credential program on working with English Learners. OUHSD offers support classes for students classified as English Learners in ELD Beginning Reading, Advanced Grammar and Accelerated ELD 1. ELD teachers focus on instructional techniques that assist students strengthen their reading, oral language and writing skills. Consortium member districts are implementing the Academic Vocabulary Toolkit from Dr. Kate Kinsella, along with locally adopted curricula to support language acquisition, improve English Language proficiency and support English Learners and LTELs in meeting the challenging state academic standards.

The Title III Coordinator from the Sutter County Educational Services Department provides 1:1 coaching to teachers and administrators of consortium LEA's that support the use of the ELD standards through a coaching model and a cycle of ongoing reflection. This coaching focuses on providing support for LTEL students and students at risk of becoming an LTEL, as well as acceleration of the language and development of English Learners.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUHSD has an ELD population of 4% (87 students). On the Fall 2018, California School Dashboard indicator, 30.5% of the District's English Learners were deemed Well Developed, 44.10% were deemed Moderately Developed, 22% were deemed Somewhat Developed and 3.4% were deemed Beginning. OUHSD administers the English Learner Proficiency Assessment of California (ELPAC) to assess student progress in becoming proficient in English. Students are scheduled into ELD and English classes based on their ELPAC scores and their Measure of Academic Proficiency (MAP) scores. OUHSD has a teacher coordinate the ELD program district-wide in order to ensure that both students and teachers are supported. Customized professional development service plans are developed in partnership with member districts and stakeholders to support teachers and administrators on the implementation of the California Standards in ELA in tandem with ELD standards to improve Designated and Integrated ELD services.

Member districts participate in training to administer the ELPAC as well as specific learning modules on how to utilize data collected from the ELPAC and other state and local measures, to ensure that students are meeting English acquisition progress goals. Data reported on the LCFF Evaluation Rubrics (California Dashboard) is reviewed with member districts to determine students are meeting achievement goals within the challenging state academic standards along with English Learner Progress.

Member districts develop LCAP goals based on ongoing stakeholder input to ensure that concerns identified by stakeholders are addressed and prioritized. ELAC committees have been formed in each member districts to target outreach to parents of English Learners to improve attendance at district events and workshops. Specific LCAP goals have been established by districts to increase parent participation.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

OUHSD uses the Local Control Accountability Plan (LCAP) to guide instruction and services to students in the district. Yearly, OUHSD gathers data on suspensions, expulsions, absenteeism, academic achievement, graduation rates, appropriately credentialed teachers and sufficient instructional materials and presents that information at multiple public forums. The district also seeks guidance from all stakeholders in the community to assist us in providing quality educational experiences for all students. The three goals that drive educational decisions in the Oroville Union High School District are: 1) Quality Educational Experiences for All Students, 2) Safe and Nurturing Environment for All Students, and 3) Prepare students to be Critical Thinkers in the 21st Century.

**OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING
May 15, 2019**

MINUTES

CALL TO ORDER

Board President, Mr. Damon, called the meeting to order at 5:00 p.m. on Wednesday, May 15, 2019, at Prospect High School.

ROLL CALL

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

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

CLOSED SESSION

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

RESULTS OF CLOSED SESSION

At 6:02 p.m., the board reconvened to open session. No action was taken.

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

#147-18/19: On a motion by Mr. Sehorn, seconded by Mrs. Walker, the board accepted an amended Personnel Assignment Order and pulled item #34 by the following vote:

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

1. Performance by the LP/O Alliance Band

The band gave an amazing performance of the "The Concord". Aiden Bewley, sophomore at LPHS, thanked the Board, Mr. Ramos and Dr. Willenberg for their faith in the band and for the financial support. They were able to get new uniforms and some new instruments this year as well as travel to the Heritage Music Festival in Seattle last month. They have now qualified to perform at Carnegie Hall next April. He invited the Board to their free concert at the State Theatre on May 25th at 7:00 p.m. Missy Hillman, freshmen at LPHS, also thanked the board for their financial support. She also thanked Mr. Walker, who has taken them farther than expected. Marissa Brower-Gifford, Band Booster President, expressed their appreciation for the uniforms, instruments and Seattle trip. The kids have been wonderful. They wore the new uniforms in the Feather Fiesta Days Parade last weekend and got a lot of positive comments from the crowd. Mr. Walker thanked the Board for putting their trust in him. This has been the best year of his teaching career. He hopes they have made the Board proud. He is blessed to work with the kids and in

MINUTES OF REGULAR MEETING MAY 15, 2019

this district. Jeremiah Macomber and Sheldon Wollman were recognized in Seattle for being two of the top twelve musicians out of 640 students. Due to the band's success in Seattle, they will be traveling to New York from 4/7 – 4/12. In addition to performing at Carnegie Hall, they will be attending clinics with the top four band directors in the world. The band will be listed on a plaque in the hallway with other greats, like The Beatles and Tchaikovsky. The cost of the trip is \$165,000 and their fundraising blitz is starting soon! They also received letter of congratulations from Representative Doug LaMalfa.

PUBLIC HEARING

2. 2019/2020 Indian Education Grant

There were no comments from the audience or board.

STUDENT REPRESENTATIVE REPORTS

Alexis Jeska LP Student Board Rep, reported on hosting an all school BBQ and T-Birds Got Talent event, recognizing teachers during staff appreciation week, collecting 36 units of blood at a recent blood drive, and painting bathroom doors with positive messages. Upcoming projects include a senior slideshow and breakfast, Spring Spirit Week and Goodbye Assembly and creating a video for next year detailing the various clubs available on campus

Julie Urmson, OHS Student Board Representative, reported on door posters and a breakfast for Teacher Appreciation Week and a recent blood drive. Upcoming projects include a senior breakfast and slideshow and yearbook distribution.

RECOGNITIONS AND PRESENTATIONS

3. Recognition of Student Board Representatives

Dr. Willenberg presented each Student Board Representative with a novel that will be donated in their name to their respective school library.

4. Presentation by OHS on Attending the State FCCLA Competition

Sandy Smith, home economics teacher and FCCLA Advisor stated that OHS represented the District proudly. They won 1st place in recycle and redesign and 3rd place in menu planning/table display and cake decorating. They also placed 4th – 6th in cake decorating. Angie Fones qualified for the national competition but is unable to attend. Ms. Fones stated that attending the state competition was a great experience. Christy Thao modeled the dress. Ms. Thao said it was her first experience being a model but it went well. This is her first year in FCCLA. They have gotten to do fun things and it's been a great opportunity. Ms. Smith stated that there were 900 students from all over the state at the competition. She distributed an OHS pin to administration and the board that was shared with the other schools, which is a long standing tradition at the competition.

5. Presentation by LPHS on Attending the State SkillsUSA Competition

Jon Andrew, manufacturing teacher and SkillsUSA Advisor, stated that they recently attended the state competition in Ontario and competed in welding and crime scene investigation (CSI). This was the first time they'd competed in CSI. That team consisted of Morgan Newens, Yeela Lee and Zipporah Xiong. They did well at the regional competition and got good feedback at the state competition. Zechariah Newton placed 6th out of 18 students in welding. Mr. Newton stated that the competition was fun but harder than he expected. He learned a lot and will be ready for next year.

6. Recognition of Retirees

Dr. Willenberg presented Steve Brown, Shelly Medford, Bob Schmautz and Dennis Spasbo with the traditional school bell. Linda Cadd, Karen Falconer and Pam Moran were unable to attend. Mr. Brown plans to do some traveling. Mrs. Medford plans travel and take care of her parents. Mr. Schmautz stated that his wife is also retiring this year. They also plan to travel. Mr. Spasbo stated that he is getting two knee replacements and will then challenge Mr. Brown to a tennis match!

MINUTES OF REGULAR MEETING MAY 15, 2019

6. Recognition of Employees for their Years of Service

The following people were recognized for their years of service: 5 Years: Bertha Campanero, Ed Chesser, Dave Croxell, Terry Davis, Bethany Dorin, Celeste Dunn, Brian Guthrie, Bret Harles, Stacey Lasagna, Andy Lerner, Ann McMahon, Lena Miller, Jessy Steinmann, Mary Strahorn and Hue Yang; 10 Years – Dayna Boxler, Darren Ohlhausen, Rick Sander, Santos Servantes, Joua Thao and Lea Wenger; 15 Years – Michael Caratenuto, Ye Pao Chue, John Cuny, David Devine, Larry Fallen, Dave Gnesda, Blas Huerta, Mee Lee, Donna Logasa and West Upton; 20 Years – Cristian Bruce, Zach Drysdale, Walt Gess, Teisha Hase, Gem Henderson, Stormy Nylander, Julie Quarterman, Lael Schneider, Steve Steinmann and Corey Willenberg; 25 Years – Mike Baker, Steve Coates, Ramona Lacativo, Kevin Simas and Shane Walter; 30 Years – Brad Bidlack; and 35 Years – Julie Munn. Those who were unable to attend will receive their pin and certificate through the district mail.

HEARING OF INDIVIDUALS ON NON-AGENDA ITEMS

Tonya Paul, OHS parent, was concerned how the students involved in the senior prank were disciplined. She feels the Principal and Assistant Principal jumped the gun. There were 25 students involved, only a few of them did vandalism, but they were all treated the same. She knows administration is still investigating but they should have completed their investigation before telling kids they couldn't walk at graduation. Crystal Lowe, OHS parent, stated that her son was told he couldn't walk at graduation. She has a meeting with Mrs. Tellechea tomorrow morning. She knows there needs to be consequences but the punishment needs to fit the crime. Mr. Damon stated that the Board would not be commenting on this issue as it is still being investigated. Karissa Nelson, OHS parent, stated that the prank was intended to be light hearted but it was ruined by some. Students should be handled individually rather than punishing them all the same. Taking away graduation is an extreme consequence. Students should be able to do community service and pay for damages. Prior students who did senior pranks weren't prevented from walking at graduation. Kevin Stevens, OHS parent, stated that he was a character witness for 95% of the students, who are leaders of the school. Let the punishment fit the crime. Jake Lowe, OHS student, stated that he wasn't there with the students who defaced property and wrote despicable things. Amanda Meeks, OHS parent, stated that although her student didn't participate in the prank, she was concerned about how discipline would be handled in the future.

Teisha Hase, OSTA President, stated that she was hopeful that OSTA and the District would come to a settlement soon. Teachers want to focus on their students. She referenced a Letter to the Editor she recently wrote regarding PERB. Money seems to be an issue settling their contract. She feels the District is spending money needlessly by appealing the PERB decision. The bargaining team has always been respectful and have only used more than their allotted three days of Association Leave a few times.

HEARING OF INDIVIDUALS ON AGENDA ITEMS

Rich Darrach, Brittany McDonald, Gil Maderios, Allison Henry and Jim Knapp asked to speak on item #38.

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

8. Board Comments

Mrs. Walker stated that the band was great. It would have been nice to see them in their new uniforms.

9. Superintendent

Dr. Willenberg reported on the Department of Justice meeting earlier today. We will need to collect a lot of data on discipline, suspensions and expulsions. Administration and math teachers will be attending a technical assistance training next Monday and Tuesday. Sierra School, who services our emotionally disturbed students, will be closing in June. We are working with the SELPA to figure out where to place our five or six students next year. The SELPA brought up transporting the students to Red Bluff or Sacramento, but he will not support that. The SELPA is also reorganizing their voting structure and funding mechanism, which could increase our costs. We have asked to take back our programs in 20/20 but have not received a response yet. We spend approximately \$2 million per year on special education.

MINUTES OF REGULAR MEETING MAY 15, 2019

10. Administration

Mrs. Watts reported that the May Revised budget shows the COLA being reduced from 3.46% to 3.26%. CVT rates for active certificated employees increased by 4% (\$131 per month/per member). The new rate for actives is \$22,287. Retiree benefits increased by 7%. The new rate for single retirees is \$19,524. The new rate for a retiree plus one (spouse or dependent) is \$33,657. The new rate for a retiree with a family is \$42,721. Mrs. Watts also reported that the contract between Enloe and Blue Cross has been settled.

Mr. Simas reported that the last vertical alignment meeting went well. We will continue the discussion next year. The feeder districts will share in the facilitation. Over 70% of staff completed the online training the new Catapult EMS program. The site safety team received onsite training. His office is busy with year-end reporting to the state.

11. College Connection Year-End Report

Julie Decker, College Connection teacher, introduced Tyla Chadwick, William Baker, Karlee Shirley, Connor Musler, Hailey Livermore and Kaylee Boucher. Ms. Chadwick stated that the program has provided a lot of opportunities for her. She was able to overcome her shyness. She was home schooled until high school. She is very grateful for the program and for Ms. Decker's support. Mr. Baker stated that he's always been confident and school came easy to him. He felt challenged by the college classes. He plans to do something in the engineering field. Ms. Shirley stated that the program helped her tremendously. She was able to complete 27 units. She plans to become a nurse. Mr. Musler stated that this has been his best educational experience. He was able to get a full year of college out of the way by earning 33 units. The program has also allowed him to take better care of himself personally. Ms. Livermore stated she was thankful for the opportunity. It gave her a full year head start on college. She plans to become a Respiratory Therapist. Ms. Boucher stated that the program allowed her to still play sports at LP. The program has given her a great start on life. Ms. Decker distributed letters to the board from students. Twenty one students will be attending Butte College next year. Between College Connection and the Butte Promise program, students are getting two free years of college tuition. Five students from her program last year are graduating from Butte College this year. A total of 43 students applied for the program next year. Nineteen students from LPHS and 11 students from OHS have been selected. She thanked the board for their ongoing support.

12. First Draft of 2019/2020 Local Control Accountability Plan (LCAP)

Dr. Willenberg reported that the draft is a work in progress. He is still meeting with stakeholder groups. BCOE will review the draft before it goes to the board next month. Mrs. Watts will input the financial information as she completes the budget.

13. Graduation and Award Night Details

Dr. Willenberg referred to the detailed schedule included in the agenda packet.

14. June Session Plan

Dr. Willenberg reported that the program will be the same as last year. There will be two three-hour classes each day and students can't miss a single day. The staff is on the PAO tonight. Mr. Ochs stated that he will fill vacant spot with the waiting list. They did not have a waiting list last year. He hopes more students will take advantage of the program this year.

15. 2019/2020 Appendix to the College and Career Access Pathways Partnership Agreement with Butte College

Dr. Willenberg stated that the agreement is for one class of Tractors and Crawlers (our Farm Management class) and two classes of Animal Science at LPHS. This item will be brought back for approval at the next meeting.

OLD BUSINESS (None)

MINUTES OF REGULAR MEETING MAY 15, 2019

CONSENT CALENDAR

16. Minutes from the April 24, 2019 Board Meetings
17. Check Registers Dated 4/11, 4/16, 4/18, 4/23, 4/25, 4/30, 5/2 and 5/7
18. Monthly Financial Report
19. Donation of Products from Various Businesses Valued at \$6,362 to the FFA Program
20. Donations to the Hall of Fame
21. 2019 – 2022 Service Agreement with San Diego Superintendent of Schools for the Induction Program
22. 19/20 School District Integrated Pest Management Plan
23. Disposal of Surplus/Obsolete English Textbooks at LPHS
24. Disposal of Surplus/Obsolete ELD Textbooks at OHS
25. 19/20 School-Connected Organizations – LP/O Band Boosters and PTSA & OHS Athletic Boosters and PTSA
26. Graduation Waiver Request – LPHS #9-18/19 and #10-18/19

#148-18/19: On a motion by Mr. Sehorn, seconded by Mrs. Walker, the board approved the consent calendar as presented by the following vote:

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

NEW BUSINESS

27. Setting of Public Hearing & Public Review Dates for the 2019/2020 Budget and Local Control Accountability Plan (LCAP)

#149-18/19: On a motion by Mr. Sehorn, seconded by Mrs. King, June 19th was selected as the date of the public hearing (documents available for review at the District Office from June 14th -19th) as presented by the following vote:

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

28. Authorization for Year-End Budget Transfers

#150-18/19: On a motion by Mrs. Englund, seconded by Mrs. King, Mrs. Watts was authorized to make year-end budget transfers as presented by the following vote:

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

29. 2019/2020 Education Protection Account Spending Plan

#151-18/19: On a motion by Mr. Sehorn, 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

MINUTES OF REGULAR MEETING MAY 15, 2019

30. Acceptance of a Five Year Service Agreement with Recology

#152-18/19: On a motion by Mr. Sehorn, seconded by Mrs. King, the service agreement was approved as presented by the following vote:

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

31. Award of Painting Bid for Las Plumas High School

#153-18/19: On a motion by Mr. Sehorn, seconded by Mrs. King, the painting bid was awarded to H.B. Restoration, Inc. as presented by the following vote:

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

32. Award of Painting Bid for Oroville High School

#154-18/19: On a motion by Mr. Sehorn, seconded by Mrs. King, the painting bid was awarded to H.B. Restoration, Inc. as presented by the following vote:

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

33. Award of Fencing Bid for Las Plumas High School

#155-18/19: On a motion by Mr. Sehorn, seconded by Mrs. Walker, the fencing bid was awarded to Better Built Fence Co. as presented by the following vote:

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

34. Facility Fee Waiver for BEAST Club Basketball

This item was tabled.

35. 2019/2020 Las Plumas High School and Oroville High School Discipline Plan

#156-18/19: On a motion by Mr. Sehorn, seconded by Mrs. King, the discipline plan was approved as presented by the following vote:

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

MINUTES OF REGULAR MEETING MAY 15, 2019

36. Announcement of the Hall of Fame Class of 2019

Mr. Damon announced that Hall of Fame Committee has chosen Dr. Bruce Bechtol, Louis DaMassa, Captain Leroy Gill Jr., Ronald Graves, Sr., Rosalie "Roz" Bell King, Dr. Robert McClelland, Dr. Nancy Felipe Russo, Angel Shamblin, Major General Arthur Riehl Wilson, and Craig and Joan Young for induction in 2019.

#157-18/19: On a motion by Mr. Sehorn, seconded by Mrs. King, the Class of 2019 was approved as presented by the following vote:

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

37. Contract with Imago for Prospect High School

#158-18/19: On a motion by Mrs. Walker, seconded by Mrs. King, the contract was approved as presented by the following vote:

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

38. High Risk Activity for FFA Chapter Officer Retreat

Rich Darrach, LPHS Ag teacher, thanked the Board and administration for always being supportive of their program. This activity involves their annual trip for the new Chapter Officers to get to know each other better. The six students have been the Ag program but don't necessarily hang out together. Two teachers transport students to the clam beds in Tamales Bay in a 10-12 foot aluminum boat with an 8 HP engine. They only travel about 300 yards in calm waters while the tide is low. All students wear life jackets but there are no lifeguards. They work together as a group to collect the clams and then go back to the rental house to make clam chowder. Brittany McDonald, LPHS parent, stated that she supports the trip and her daughter being in the boat. She read a letter aloud from another parent who also supports the trip. Gil Maderios, LPHS parent, feels confident with his son going on the trip. It's more dangerous to drive there than going on the boat. Allison Henry, LPHS parent, stated that Ag is a great program. She has no problem with the excursion. Being on the boat is safer than swimming in the ocean. She has full trust in the teachers. Jim Knapp, LPHS Ag teacher, stated that they have used a boat several times in the past. Being able to use the boat is instrumental in one of their team building activities. He understands that the district has to look at the insurance risk, but he asked the board not to deny this request and set a precedent. Mrs. Walker asked if this is a new process. Mr. Knapp replied that the boat is needed to get the students and chaperones to the clam beds. The students receive a safety briefing and wear life jackets. Kids and chaperones are driven to the clam beds in three trips and go back when the tide starts to rise. This team building activity is a surprise for the kids. They aren't aware of the activity beforehand. Mrs. Englund asked if they can do the trip in another setting, like Bodega Bay, where you can walk to the clam beds. Mr. Knapp responded that they haven't explored another location. Mr. Sehorn confirmed that the parents of four of the six students going on the trip consent for their student to be on the boat. Mr. Damon asked what is different now. Dr. Willenberg responded that although our liability carrier says we can rent the boat, he is concerned about the risk. Mrs. Watts stated that the liability carrier doesn't recommend approving the boat rental. The Board started approving high risk activities a few years ago. Any high risk activity has a deductible of \$5000 compared to a non-high risk activity having a \$1000 deductible. The form that was submitted doesn't say anything about boating. It was only discovered after seeing the rental on a receipt.

#159-18/19: On a motion by Mrs. Walker, seconded by Mrs. Englund, allowing the trip but denying the boat rental failed by the following vote:

MINUTES OF REGULAR MEETING MAY 15, 2019

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

#160-18/19: On a motion by Mr. Sehorn, seconded by Mrs. Englund, allowing the trip with the boat rental was approved by the following vote:

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

39. Out-of-State Travel Request #1

#161-18/19: On a motion by Mr. Sehorn, seconded by Mrs. Englund, The LP/O Alliance Band was approved to travel to New York from April 7th – 13th as presented by the following vote:

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

40. Out-of-State Travel Request #2

#162-18/19: On a motion by Mr. Sehorn, seconded by Mr. Damon, Rick Sanders was approved to attend the STNEXPO in Reno, NV, from July 28th – 31st as presented by the following vote:

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

41. Out-of-State Travel Request #3

#163-18/19: On a motion by Mrs. Englund, seconded by Mr. Sehorn, Jeff Ochs was approved to attend the ACSA Region 2 Leadership Conference in South Lake Tahoe, NV, from June 12th – 14th as presented by the following vote:

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

42. Amended Personnel Assignment Order

#164-18/19: On a motion by Mrs. King, seconded by Mrs. Walker, the amended Personnel Assignment Order was approved by the following vote:

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

MINUTES OF REGULAR MEETING MAY 15, 2019

(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

Substitute Teacher

Lynn Bremner

Mark Brown
Long Term Substitute
\$145.00 daily
Effective 5/1/2019

Cal McCarthy
Move from step/class 21/IV \$80,497 to
26/IV \$85,718 per additional documentation
following MOU with OSTA
Effective 7/1/2018

Tyler Brandt
Long term substitute
Effective 4/29/2019

Summer Session Teachers

Bertha Campanero – Mathematics
John Cuny – Special Education
Judy Tatom - ATC
Justin Younger – Special Education
Tim Boehme - ATC

Justin Younger
Unit move from step/class 7/III \$59,880 to
7/IV \$61,587
Effective 7/1/2019

2019/20 Coaches

OHS

Football:

Varsity Head Coach-Steve Steinmann \$4,388
Varsity Asst.-Brandon Giles \$3,233
Varsity Asst.-Phillip Brooks \$1,616.50 (split
stipend)
JV Head – Dale Carey \$3,233
JV Asst.-Tyler McPherson-\$1,501(split stipend)
JV Asst.-Manny Santillan \$1,501(split stipend)
Frosh Head-Robert Anderson \$3,002
Frosh Asst.-Andre Goodes \$1,270.50 (split
stipend)
Frosh Asst.-Manny Morales \$1,270.50 (split
stipend)
Frosh Asst. Coach-Lenny Stafford (non-paid)

Volleyball:

Varsity Head Coach-Jessyca Steinmann \$3,926
JV Head Coach - Ashley Chue \$3,233
JV Asst. Coach – Eli Her (Non-paid)
Frosh Head Coach – Cheyanne Costa \$2,772

Classified

Food Service Substitute

Helen Smith

Brian Bradford
Custodian
FMLA/CFRA leave
Effective 6/26/2019 through 7/10/2019

Brenda Gutierrez
Para Educator
Resignation
Effective 6/8/2019

Summer Session Para Educators

Aderia Napier
Christine Latouche
Deana Cook
Gur Yang
Heather Byers
Jodi Sneeringer
Joua Thao
Michael Commander
Samantha Hon
Trevor Davis
Jeana Boyle
Laura Smith
Le Chelle Collins – Alternate
Lea Wenger – Alternate

Groundskeeper Substitute

Kayla Garnet Goforth

Universal Substitute

Chad Scott

Campus Supervisor Substitute

Chad Scott

MINUTES OF REGULAR MEETING, MAY 15, 2019

Certificated (Cont.)

Girls Tennis

Head Coach – Allison Smith \$3,233

Girls Cross Country

Head Coach – Ramona Guzman-Saetern \$3,233

Timothy Drury

Alternative Education Principal

Step 5/B \$114,607

Effective 7/1/2019

Classified (Cont.)

43. Items for Next Agenda (None)

ADJOURNMENT

On a motion by Mrs. Walker, seconded by Mrs. Englund, the meeting adjourned at 8:07 p.m.

(Signature of Board Official)

ATTEST:

Secretary to the Board of Trustees

Checks Dated 05/09/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-144569	05/09/2019	Murphy, Thomas P	01-4300	Reimb supplies OHS		133.41
3005-144570	05/09/2019	Earley, Andree M	01-5200	Replaced check# 3005-142615 Residence Inn Anaheim Lodging		2,362.95
3005-144571	05/09/2019	ALPHA FIRED ARTS CERAMIC SUPPLIES NOW	01-4300	1500 VAPA Clay Order JTooker		543.26
3005-144572	05/09/2019	BUSWEST	01-4363	Apr2019 Clamp Hose		67.25
3005-144573	05/09/2019	Kelli Owens	01-4300	Reimb lunch for career class fieldtrip to Chico 4/25		189.88
3005-144574	05/09/2019	US BANK CORPORATE PAYMENT SYSTEM	01-4300	Apr2019 Amazon DSpasbo	42.89	
				Apr2019 Dutch Bros DSpasbo	270.00	
				Apr2019 Harbor Freight Cristi	93.97	
				Apr2019 Home Depot RDarrach	360.43	
				Apr2019 Lowes Cristi	76.74	
				Apr2019 Mountain Mikes Cristi	305.72	
				Apr2019 Safeway Cristi	70.29	
				Apr2019 Smart Foodservice Alan	61.81	
				Apr2019 Starbucks Cristi	67.80	
				Apr2019 Vistaprint Cristi	17.40	
				Apr2019 Walmart DSpasbo	200.00	
				Mar2019 Amazon DSpasbo	422.71	
				May2019 Walmart AEarley	68.13	
			01-5200	May2019 Delta Air for SPED Parent SWatts	396.60	
			13-4700	Apr2019 Smart & Final JDeadmore	40.45	2,494.94
3005-144575	05/09/2019	AT&T	01-5900	Billing 03/24-04/23/19 ATC	29.74	
				Billing 03/24-04/23/19 CIS	32.43	
				Billing 03/24-04/23/19 DO	331.55	
				Billing 03/24-04/23/19 LP	296.64	
				Billing 03/24-04/23/19 LP Fax	21.04	
				Billing 03/24-04/23/19 OHS	276.73	
				Billing 03/24-04/23/19 OHS Fax	20.79	
				Billing 03/24-04/23/19 PHS	156.99	
				Billing 03/24-04/23/19 Transp	68.04	
			11-5900	Billing 03/24-04/23/19 OAE	110.01	
				Billing 03/24-04/23/19 OAE	29.51	
			13-5900	Billing 03/24-04/23/19 FS	15.16	1,388.63
3005-144576	05/09/2019	BETTER DEAL EXCHANGE	01-4300	Apr2019 Supplies Bill Harrison	93.07	
				Apr2019 Supplies Bill Maint	10.81	
				Apr2019 Supplies Bret Harrison	11.89	
				Apr2019 Supplies Bret LP	125.63	

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 05/09/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-144576	05/09/2019	BETTER DEAL EXCHANGE	01-4300	Apr2019 Supplies Bret Maint	25.50	
				Apr2019 Supplies Bret OHS	64.68	
				Apr2019 Supplies Dean Maint	35.24	
				Apr2019 Supplies Lee PHS	74.21	
				Apr2019 Supplies Mark OHS	15.16	
				Apr2019 Supplies Russel Maint	124.20	
				Apr2019 Supplies Russell DO	19.45	
				Apr2019 Supplies Russell Harrison	30.29	
				Apr2019 Supplies Russell LP	184.53	
				Apr2019 Supplies Russell OHS	184.55	
				Apr2019 Supplies Russell PHS	199.72	
				Apr2019 Supplies Santos DO	2.15	
				Apr2019 Supplies Santos LP	23.36	
				Apr2019 Supplies Santos Maint	10.81	
				Apr2019 Supplies Santos OHS	80.50	
				Apr2019 Supplies Santos PHS	15.76	
				Apr2019 Supplies Shane OHS	9.30	
				Apr2019 Supplies Steve LP	38.94	
				Apr2019 Supplies Dean Maint	35.71	1,415.46
				Total Number of Checks	8	8,595.78

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	8	8,400.65
11	AdultEducationFund	1	139.52
13	CafeteriaSpecialRevenueFund	2	55.61
	Total Number of Checks	8	8,595.78
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		8,595.78

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 05/14/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-144906	05/14/2019	Decker, Julie L	01-5200	Reimb mileage 03/1-3/14/19	222.37	
				Reimb mileage 03/18-3/28/19	182.93	
3005-144907	05/14/2019	Ochs, Jeffrey M	11-5200	Reimb mileage 04/01-4/29/19	222.37	627.67
				Reimb Mileage 4/8, 4/9, 5/3, & 5/4	242.44	
				ReimbParking fee ACSA Sac 4/8 & 4/9	42.00	284.44
3005-144908	05/14/2019	Deadmore, Jacqueline	13-5200	Reimb mileage 3/27-4/26/19		27.95
3005-144909	05/14/2019	ABSOLUTE SAFETY TRAINING INC	11-5800	27 Basic Life support OAE		2,025.00
3005-144910	05/14/2019	BATTERIES PLUS	01-4360	2 Batteries 12V Lead		123.22
3005-144911	05/14/2019	COMERS PRINT SHOP	01-4300	Comers HS & Elementary Permission forms- RDenney		197.10
3005-144912	05/14/2019	DREAMBOUND PRODUCTIONS	01-4300	Video services every15 mins LP	2,250.00	
				Video services every15 mins OHS	2,250.00	
3005-144913	05/14/2019	EXPLORELEARNING, LLC	01-5850	Video services every15 mins PHS	2,250.00	6,750.00
				Gizmos Teacher License for a single teacher		875.00
3005-144914	05/14/2019	HOBBS PEST SOLUTIONS INC	01-5502	Apr2019 Services LPHS	150.00	
				Apr2019 Services OHS	150.00	
				Apr2019 Services PHS	95.00	395.00
3005-144915	05/14/2019	LAS PLUMAS HIGH SCHOOL-FFA	01-4300	Floral Arrangements Every 15 mins LP	83.34	
				Floral Arrangements Every 15 mins OHS	83.33	
				Floral Arrangements Every 15 mins PHS	83.33	250.00
3005-144916	05/14/2019	OROVILLE ADULT EDUCATION PETTY CASH FUND	11-4300	Raleys Coffee 01/23 & 3/18/19		26.98
3005-144917	05/14/2019	PG&E	01-5501	Billing 03/25-04/23/19 LP#0290829210-1		476.89
3005-144918	05/14/2019	PITNEY BOWES INC GLOBAL FINANCIAL SERVICES LLC	01-5602	Billing 02/28/19-05/27/19 DO		428.92
3005-144919	05/14/2019	PITNEY BOWES INC	11-5602	Billing 05/16/19-08/15/19 OAE		47.90
3005-144920	05/14/2019	Semington Architects Inc	01-5800	Proj #19209 Gym HVAC OHS		2,186.00
3005-144921	05/14/2019	STATE OF CALIF DEPT OF JUSTICE	01-5804	Fingerprints 4Teachers/2 Clerical Sub	192.00	
			11-5804	Fingerprints 17 CNA's	544.00	736.00
3005-144922	05/14/2019	THERMALITO WATER & SEWER DIST	01-5505	May2019 Billing CDS 6.206.01	75.35	
				May2019Billing PHS 6.173.01	98.12	173.47
3005-144923	05/14/2019	ZONAR SYSTEMS INC	01-4360	ZPass/Student Cards Prepunch Transp		4,608.54
3005-144924	05/14/2019	Spasbo, Dennis D	01-4300	Reimb Safeway, Home Depot Supplies PHS	31.07	
			01-5200	Reimb ALerner registration 6/17-6/19/19 CITEA	100.00	131.07
3005-144925	05/14/2019	Davis, Michael J	01-5200	Reimb meals Wyandotte/table Mountain 5/3		14.00
3005-144926	05/14/2019	Muntifering, Samantha N	01-4300	Reimb photo prints Costco OHS		196.13
3005-144927	05/14/2019	DANIELSEN CO	13-4300	Apr2019 Purchases FS OHS	64.73	
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 05/14/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-144927	05/14/2019	DANIELSEN CO	13-4300	Apr2019 Purchases FS LP	87.21	
				Apr2019 Purchases FS OHS	149.37	
				Mar2019 Purchases FS OHS	202.14	
			13-4302	Apr2019 Purchase Straw/Brown Bag Suppers LP	65.53	
			13-4700	Apr2019 Purchases FS LP	1,871.38	
				Apr2019 Purchases FS OHS	1,634.96	
				Apr2019 Purchases FS LP	2,298.03	
				Apr2019 Purchases FS OHS	2,565.93	
				Apr2019 Purchases Supplies Vending	68.61	
				Apr2019 Purchases Vending	150.07	
				Mar2019 Purchases FS OHS	1,436.80	
			13-4702	Apr2019 Purchases Suppers LP	173.84	10,768.60
3005-144928	05/14/2019	GOLD STAR FOODS	13-4700	Apr2019 Purchases FS LPHS	5,029.83	
				Apr2019 Purchases FS OHS	6,137.13	
				Apr2019 Storage fees FS Purchases	90.00	
			13-4702	Apr2019 Supplies Supper Program LP	1,655.23	12,912.19
3005-144929	05/14/2019	PAC PIZZA LLC	13-4700	Apr2019 Purchases FS		2,994.62
3005-144930	05/14/2019	PG&E	01-5501	Billing 03/19-04/18/19 Harrison # 7241342564-5	1,636.56	
				Billing 03/20-04/18/19 CDS # 7241342564-5	695.69	
				Billing 03/20-04/18/19 DO # 7241342564-5	932.25	
				Billing 03/20-04/18/19 LP # 7241342564-5	2,655.89	
				Billing 03/20-04/18/19 OHS # 7241342564-5	3,875.88	
				Billing 03/20-04/18/19 PHS # 7241342564-5	1,433.36	
				Billing 03/20-04/18/19 Transp # 7241342564-5	818.62	
			11-5501	Billing 03/20-04/18/19 OAE # 7241342564-5	805.74	12,853.99
			01-4300	Apr2019 Italian Kitchen DSpasbo	70.00	
3005-144931	05/14/2019	US BANK CORPORATE PAYMENT SYSTEM		Mar2019 Hyatt Hotel Snacks for Cristian DRamos	16.33	
				May2019 Amazon Cristi	151.34	
				May2019 Amazon DRamos	789.65	
				May2019 Los Compadres Negotiations Corey	57.37	

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 4

Checks Dated 05/14/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-144931	05/14/2019	US BANK CORPORATE PAYMENT SYSTEM	01-5200	Mar2019 Hyatt Hotel Parking for Cristian DRamos	87.00	
				May2019 Hotels.com for Bridget & Jeff Cristi	2,331.90	
				May2019 Solution Tree Rogowski	689.00	
				May2019 Solution Tree, BHamman, ASmith, JReid	2,067.00	
				May2019 Southwest for Jania Cristi	311.98	
			01-5850	Apr2019 HY-TEK Corey	191.25	
			11-5200	May2019 Peppermill Hotel JOchs	153.42	6,916.24
3005-144932	05/14/2019	ZEE MEDICAL SERVICE CO	01-4300	Supplies PHS		83.45
3005-144933	05/14/2019	ALL METALS PIPE & STEEL SUPPLY	01-4300	Steel Rich LP		265.91
3005-144934	05/14/2019	CHICO ENTERPRISE RECORD OROVIL	01-5806	SPED Legal Notice Ad# 0006330859	88.23	
			13-5806	AD# 0006323466 Bid Student Nutrition Food/dry goods/ produce	492.27	580.50
3005-144935	05/14/2019	NETOP TECH INC.	01-5850	VIS PRO class 1T+unl S, V9.6 LPHS		973.00
3005-144936	05/14/2019	PROSOUND AUDIO SERVICES	01-5640	Audio equipment services Harrison Stadium Bill		40.00
3005-144937	05/14/2019	SUPPLYWORKS	01-4300	Feb2019 Supplies JBradford LPHS	146.59	
				Feb2019 Supplies JBradford OHS	5,268.76	
				Mar2019 Gloves OHS	222.97	
				Mar2019 Supplies Gloves OHS	215.89	
				Mar2019 Supplies JBradford LPHS	3,750.58	
				Mar2019 Supplies JBradford OHS	1,427.34	
				Mar2019 Supplies Schlage Maint	63.28	11,095.41
3005-144938	05/14/2019	TEHAMA TIRE SERVICE	01-4364	Apr2019 17B Ford Transit	113.80	
				Apr2019 Tires mount & Dismount	634.85	748.65
Total Number of Checks					33	80,813.84

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	25	49,730.73
11	AdultEducationFund	7	3,887.48
13	CafeteriaSpecialRevenueFund	5	27,195.63

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 3 of 4

Checks Dated 05/14/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
		Total Number of Checks	33			80,813.84
		Less Unpaid Sales Tax Liability				.00
		Net (Check Amount)				80,813.84

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 05/16/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-145150	05/16/2019	Smith, Sandra T	01-5200	Reimb fuel FCCLA - 2 Vans 4/25-4/30/19		237.02
3005-145151	05/16/2019	AMERICAN LEAK DETECTION	01-5640	May 2019 Services Harrison Stadium		475.00
3005-145152	05/16/2019	AZ BUS SALES INC	01-5620	Repair B75 transp		1,322.17
3005-145153	05/16/2019	BETTER DEAL EXCHANGE	01-4360	Apr2019 Supplies Hose GDavis	15.14	
				Apr2019 Supplies MGalev	7.98	
			01-4363	Apr2019 Supplies B59 GDavis	71.38	
				Apr2019 Supplies Band Trailer GDavis	12.97	
			11-4300	Apr2019 Supplies OAE	15.13	122.60
3005-145154	05/16/2019	BUSWEST	01-4363	Apr2019 Strap	250.60	
				Apr2019 Window trim	47.15	
				Apr2019 Windshield trim	158.68	456.43
3005-145155	05/16/2019	CENTURY LINK	01-5900	Apr2019 Billing #87101630		1.50
3005-145156	05/16/2019	DAN'S ELECTRICAL SUPPLY	01-4300	Apr2019 supplies OHS Santos		45.01
3005-145157	05/16/2019	DAY WIRELESS SYSTEMS	01-5900	May2019 Billing transp		762.00
3005-145158	05/16/2019	FOOD MAXX SAVE MART SUPERMARKETS	01-4300	Apr2019 supplies ATC	134.38	
				Apr2019 supplies ILS LP	44.06	
				Mar2019 supplies ATC	34.18	212.62
3005-145159	05/16/2019	JACKSONS GLASS CO	01-5640	May2019 Services LPHS Bill		93.54
3005-145160	05/16/2019	MT SHASTA SPRING WATER CO INC	01-4300	May2019 5x 5 Gal Spring Water DO		40.45
3005-145161	05/16/2019	OROVILLE POWER EQUIPMENT	01-5640	May2016 Repair Blade Handle Steve		52.57
3005-145162	05/16/2019	PRACTI-CAL INC	01-5800	Medi-Cal Claims 5/09/19		1,190.34
3005-145163	05/16/2019	RAY MORGAN COMPANY	01-5602	IR6255 NMU19047 4/20-7/19/19	963.16	
				IR6255 NMU19047 Usage 01/20-4/19/19	185.64	
				Ricoh # 159686,159688,159689	1,940.16	
				05/01-7/31/19 LP		
			01-5603	IR6255 NMU19047 4/20-7/19/19	102.00	
				IR6255 NMU19047 Usage 01/20-4/19/19	19.66	
				Ricoh Usage 02/1/19-4/30/19 LP	608.23	3,818.85
3005-145164	05/16/2019	SPECIALIZED EDUCATION SERVICES	01-5800	Apr2019 services		17,626.08
3005-145165	05/16/2019	SUNRISE ENVIRONMENTAL	01-4360	Apr2019 1 drum quick kleen transp	1,098.07	
				Unpaid Sales Tax	8.26-	
3005-145166	05/16/2019	Deadmore, Jacqueline	13-4300	Reimb Amazon supplies FS		1,089.81
3005-145167	05/16/2019	CALIF WATER SERVICE COMPANY	01-5505	Apr2019 Billing OHS # 9931655860	75.28	41.38
			11-5505	Apr2019 Billing OAE # 8767360151	272.10	347.38
3005-145168	05/16/2019	DANIELSEN CO	13-4300	Apr2019 Purchases FS LP		1,533.04
3005-145169	05/16/2019	EARTHGRAINS BAKING CO	13-4700	Apr2019 Purchase FS LP	988.62	
				Apr2019 Purchase FS OHS	808.24	

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 05/16/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-145169	05/16/2019	EARTHGRAINS BAKING CO	13-4700	Apr2019 Purchase FS PHS	198.21	1,995.07
3005-145170	05/16/2019	NORTHAM DISTRIBUTORS INC	13-4700	Apr2019 Purchases FS LP	858.70	
				Apr2019 Purchases FS OHS	653.16	
				Apr2019 Purchases FS OHS Jazz Cafe	70.93	
				Apr2019 Purchases FS PHS	235.72	
				Apr2019 Purchases FS OHS	116.58	
			13-4701	Apr2019 Purchases FS LP	252.74	
				Apr2019 Purchases FS OHS	192.23	
				Apr2019 Purchases FS OHS Jazz Cafe	20.87	
				Apr2019 Purchases FS PHS	69.38	
				Apr2019 Purchases FS OHS	34.31	
			13-4702	Apr2019 Purchases FS Suppers	366.09	2,870.71
3005-145171	05/16/2019	PERSEUS ASSOCIATES	01-5850	June2019 Hosting fee transp	386.00	
				May2019 Hosting fee transp	386.00	772.00
3005-145172	05/16/2019	PG&E	01-5501	Apr2019 Billing OHS #8353087371-6		580.93
3005-145173	05/16/2019	PROPACIFIC FRESH	13-4700	Apr2019 Purchase FS LP	304.56	
				Apr2019 Purchase FS OHS	415.54	
				Apr2019 Purchases FS LP	1,510.28	
				Apr2019 Purchases FS OHS	746.10	
				Crdt Inv#6680076 Spinach OHS	14.36-	
			13-4702	Apr2019 Purchases FS LP	203.03	
				Apr2019 Purchases Supper Program	454.68	3,619.83
3005-145174	05/16/2019	US BANK CORPORATE PAYMENT SYSTEM	01-4200	May2019 Amazon Sec 608 Cert Exam	40.34	
				Manual Jim		
			01-4300	May2019 All Metals DBriggs	46.28	
				May2019 Harbor Freight DBriggs	96.39	
				May2019 Home Depot RDarrach	69.09	
				May2019 MJB Welding RDarrach	40.59	
				May2019 O'Reilly DBriggs	232.68	
			01-4360	Apr2019 Home Depot RSanders	157.94	
				May2019 Amazon RSanders	121.69	
				May2019 Walmart RSanders	62.08	
			01-4363	May2019 Amazon RSanders	43.94	
			01-5200	May2019 Sac Airport Parking RSanders	24.00	
				May2019 Sheraton RSanders	503.93	
			13-4300	Apr2019 Smart & Final JDeadmore	181.20	
				May2019 Walmart Office Supplies JDeadmore	38.27	1,658.42

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 3

Checks Dated 05/16/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
				Total Number of Checks	25	40,964.75

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	20	30,406.28
11	AdultEducationFund	2	287.23
13	CafeteriaSpecialRevenueFund	6	10,279.50
	Total Number of Checks	25	40,973.01
	Less Unpaid Sales Tax Liability		8.26
	Net (Check Amount)		40,964.75

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 Analyn Dyer (ADYER), May 17 2019 9:16AM

Checks Dated 05/28/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-146045	05/28/2019	AMAZONCOM LLC	01-4100	Keys to Algebra- PHS	74.68	
			01-4200	LP Library Books for Mr. McCutchen	8.66	
				"GenuineFraud"		
				OHS Library Books for Mr. McCutchen	8.66	
				"Genuine Fraud"		
			01-4300	ATC/Tide Pods	46.42	
				Avery Two pockets folders/Sharpie	41.68	
				Box of 100 Clasp Envelopes DO	31.89	
				Dahlgren Amazon 50pcs cable ties	38.43	
				Dahlgren Amazon Cords	784.98	
				Dahlgren Amazon Surge protector	107.28	
				Ribbon for time clock JMunn	61.11	
				Unpaid Sales Tax	13.36-	
3005-146046	05/28/2019	BRIGGS FIRESTONE	01-5620	07 Chevy Inspection Trans		1,190.43
3005-146047	05/28/2019	HERFF JONES	01-4300	Add'l on PO19-00481	50.24	99.95
				Herff Jones- Diploma 205pcs OHS	550.74	
				Herff Jones- Diploma covers 200pcs	1,143.68	1,744.66
3005-146048	05/28/2019	OROVILLE ADULT ED REVOLVING	11-8671	Reimb chks 1224-1227		210.00
3005-146049	05/28/2019	PROSOUND AUDIO SERVICES	01-5800	Pro Sound Grad Ceremonies 2019 LP & OHS		1,825.00
				Postage Meter funds Acct# 13189188		5,000.00
3005-146050	05/28/2019	RESERVE ACCOUNT	01-5900	Credit Nov2018 Rental	200.00-	
3005-146051	05/28/2019	SEVEN UP BOTTLING COMPANY OF CHICO INC	11-5601	June2019 Lease OAE Chico	4,500.00	4,300.00
				Every 15 mins event rental LP	333.33	
3005-146052	05/28/2019	Southside Oroville Comm Center	01-5601	Every 15 mins event rental OHS	333.34	
				Every 15 mins event rental PHS	333.33	1,000.00
				Billing 03/26-4/24/19 CDS	8.65	
3005-146053	05/28/2019	SPURR	01-5501	Billing 03/26-4/24/19 DO	245.99	
				Billing 03/26-4/24/19 Harrison Stadium	81.99	
				Billing 03/26/4/24/19	9,117.18	
3005-146054	05/28/2019	SUPERIOR FARMS	11-5501	Billing 03/26/4/24/19	297.26	9,751.07
				sheep hearts BBidlack LP		175.00
3005-146055	05/28/2019	US BANK CORPORATE PAYMENT SYSTEM	01-4300	May2019 Costco DSpasbo	51.55	
				May2019 Inside Out Designs DSpasbo	108.79	
				May2019 Los Compadres CSEA	54.34	
				Negotiations Corey		
				May2019 Los Compadres OSTA	62.19	
				Negotiations Corey		

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 05/28/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-146055	05/28/2019	US BANK CORPORATE PAYMENT SYSTEM	01-4300	May2019 Vanella Farm Earley LP	131.25	
			01-5200	Apr2019 BJ's WUpton	23.64	
				Apr2019 Burger King WUpton	8.77	
				Apr2019 Carl's Jr WUpton	10.92	
				Apr2019 Costco WUpton	56.13	
				Apr2019 DBA Cal Fresno WUpton	74.60	
				Apr2019 Hyatt Place WUpton	1,076.40	
				Apr2019 In N Out WUpton	9.28	
				Apr2019 Jersey Mikes WUpton	19.13	
				Apr2019 Petro Wheeler Ridge WUpton	84.53	
				Apr2019 Valero Naz Food Mart WUpton	83.01	
				Apr2019 Wendy's WUpton	8.61	1,863.14
3005-146056	05/28/2019	AP EXAMS COLLEGE ENTRANCE EXAM BOARD	01-5800	2019 AP Exams LPHS		8,003.00
3005-146057	05/28/2019	CDW GOVERNMENT INC	01-4300	C2G 35ft & 50Ft cables Mary	282.66	
				Tripp 15Ft monitor cable -Mary	46.80	329.46
3005-146058	05/28/2019	CSU- Fresno Foundation FCSPPD	01-5200	DPortelance 11/2-11/4/18 Registration		460.00
3005-146059	05/28/2019	DONTE DAWAN CLARK	01-5800	Services- OHS English 5/28/19		1,040.15
3005-146060	05/28/2019	FASTRAK INVOICE PROCESSING DEPARTMENT	01-5800	Toll fee-SFO License# 1424613	8.00	
				Toll fee-SFO License# 1424618	8.00	16.00
Total Number of Checks					16	37,007.86

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	14	32,213.96
11	AdultEducationFund	3	4,807.26
Total Number of Checks		16	37,021.22
Less Unpaid Sales Tax Liability			13.36
Net (Check Amount)			37,007.86

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 05/30/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-146521	05/30/2019	Moran, Pamela I	01-5200	Reimb mileage SPED OHS 04/22-05/17/19		32.02
3005-146522	05/30/2019	Anderson, Thomas C	01-5200	Reimb Meals 5/20/2019		22.00
3005-146523	05/30/2019	Willenberg, Corey D	01-5200	Reimb Mileage Math Tech Asst Sac 5/22		60.90
3005-146524	05/30/2019	Davis, Michael J	01-5200	Reimb Meals Chico -LP track 5/10	34.50	
				Reimb Meals Sac 5/13	14.00	
3005-146525	05/30/2019	Muntifering, Samantha N	01-4100	10 Aca Decathlon Books OHS		48.50
3005-146526	05/30/2019	Tooker, Julie E	01-4300	Reimb supplies LP 5/2		73.50
3005-146527	05/30/2019	Aichele, Sarah L	01-5200	Reimb Meals Corning 4/30		68.07
3005-146528	05/30/2019	Jenkins, Joel A	01-5200	Reimb Meals Chico State 4/26	14.00	
				Reimb Meals Bidwell Mansion 5/16	14.00	
3005-146529	05/30/2019	Rossetta, Daniel	01-5200	Reimb Meals Corning 4/24	22.00	
				Reimb Meals Gateway Redding 5/1	14.00	
				Reimb Meals Colusa 4/03	22.00	
				Reimb Meals Orland 4/05	22.00	
				Reimb Meals Pleasant Valley 3/13	14.00	94.00
3005-146530	05/30/2019	Xiong, Daniel K	01-5200	Reimb mileage LPHS 04/22-05/17/19		2.67
3005-146531	05/30/2019	AZ BUS SALES INC	01-4363	radio Media Player transp		269.85
3005-146532	05/30/2019	BENNY BROWNS ORO DAM AUTO CNTR	01-4363	B80 parts transp		34.42
3005-146533	05/30/2019	BETTER DEAL EXCHANGE	01-4363	Apr2019 Supplies GDavis	21.92	
				May2019 Supplies MGalev	8.82	
3005-146534	05/30/2019	CDW GOVERNMENT INC	01-4300	Bulbs JWallin LP	336.53	30.74
				Privacy screens for jaymie Quote# 1BXTS3Q	181.69	518.22
3005-146535	05/30/2019	CHRISTY WHITE ASSOCIATES	01-5800	Partial Audit 18/19		10,665.00
3005-146536	05/30/2019	GREENLINE CYCLES	01-4300	Recycled Cycles BLund PHS		980.77
3005-146537	05/30/2019	HUST BROTHERS INC	01-4363	Apr2018 Spin On Lube Filter MGalev	14.09	
				Apr2019 Discount	.28-	13.81
3005-146538	05/30/2019	J-H FEED INC	01-4300	Pipe for fence along audrey Lane LP Farm	47.64	
				pipe for fenceline along autrey lane for farm LP	450.45	498.09
3005-146539	05/30/2019	LYON COMPLIANCE SPECIALISTS	01-5800	Apr2019 Monitoring services transp		150.00
3005-146540	05/30/2019	OFFICE DEPOT	01-4300	1 Pallet of Paper -OHS	1,330.39	
				Pallet of Paper- LP	1,318.10	
3005-146541	05/30/2019	RAY MORGAN COMPANY	01-4300	Short paid sales tax on PO19-00549	2.30	2,650.79
3005-146542	05/30/2019	RCI TECHNOLOGIES INC	01-5800	Staple-J1 for 6255 Canon Image Runner Adv		76.09
				Renewal Fixed Asset Management Software 19/20		700.00

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.

E S C A P E

ONLINE

Checks Dated 05/30/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-146543	05/30/2019	TRITES BACKFLOW SERVICES INC	01-5640	Back flow repair at Harrison Stadium	3,740.00	
3005-146544	05/30/2019	Earley, Andree M	01-4300	tax on backflow device-Harrison Stadium	259.05	3,999.05
3005-146545	05/30/2019	Jenkins, Leighton R	01-5200	May2019 Reimb Raleys Supplies LP		15.47
3005-146546	05/30/2019	Bradford, Debra M	01-5200	Reimb Meals Silver Dollar Fair 5/23		14.00
3005-146547	05/30/2019	Lafayette, Laura	01-4300	Reimb Meals Silver Dollar Fair 5/23		14.00
3005-146548	05/30/2019	DANNIS WOLIVER KELLEY	01-5801	May2019 Reimb Pizza Ag Advisory Mtg LP		91.74
				Apr2019 SPED Services	238.50	
				Apr2019 Classified Dismissal	315.00	
				Apr2019 MB Services	248.50	
				Apr2019 Personnel Issues	380.00	
				Apr2019 UPC-SA- CE-2843-E Fed Ex invoices	66.12	
				Apr2019 Z. R Services	1,812.00	3,060.12
3005-146549	05/30/2019	DELL MARKETING LP	01-4400	Computer for Cbruce- Optiplex 7060 MT		1,288.81
3005-146550	05/30/2019	ENLOE MEDICAL CENTER	01-5804	Apr2019 Testing 3 OHS Teachers/ 1 Sub Teacher		236.00
3005-146551	05/30/2019	OROVILLE ADULT ED REVOLVING	11-8671	Reimb chks 1228-1233		2,545.00
3005-146552	05/30/2019	US BANK CORPORATE PAYMENT SYSTEM	01-4300	May2019 Ink Walmart Jim	71.33	
				May2019 Krispy Creme Cristi	24.98	
				May2019 Souper Subs Cristi	70.36	
				May2019 CA Surveying & Drafting Cristi	716.62	
				May2019 Home Depot JOchs ATC	172.12	
				May2019 Office Depot DSpasbo	1,083.98	
				May2019 Oroville Cable Equipment DBriggs	160.63	
				May2019 Raleys English Prof Dev KSimas	31.76	
			01-4360	May2019 Costco AA Battery Rick	21.44	
				May2019 Headphones Walmart Rick	161.29	
				May2019 Worldsbestdeals Rick	15.99	
			01-5200	CMosby Lodging Credit	378.00-	
				Fairfield Marriot UT- CMosby Lodging	367.29	
				May2019 Sonoma State- JBlomquist	85.00	
				Counselor Conf 9/27/19		
				May2019 AP By the Sea-MShaffer 7/22-7/25	795.00	
				May2019 Aventri- DUpton Counselor	95.00	
				Conference 9/9-9/16		
				May2019 Aventri- PBauer Counselor	95.00	
				Conference 9/9-9/16		

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 3

Checks Dated 05/30/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-146552	05/30/2019	US BANK CORPORATE PAYMENT SYSTEM	01-5200	May2019 Hampton Inn Upton/Blomquist 9/27/19	259.24	
				May2019 Parking Fee KSimas	28.00	
				May2019 Sonoma State DUptonr Counselor Conference 9/27/19	85.00	
			11-5640	May2019 Hodges Nursery-Myrtle Tree JOchs	119.03	
				May2019 MillerGlass JOchs OAE Chico	307.36	
			13-4300	May2019 Walmart Jackie	185.64	
			13-4700	May2019 Raleys Jackie	9.25	4,583.31
				Total Number of Checks	32	32,886.94

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	31	29,720.66
11	AdultEducationFund	2	2,971.39
13	CafeteriaSpecialRevenueFund	1	194.89
	Total Number of Checks	32	32,886.94
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		32,886.94

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

Checks Dated 06/04/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-146838	06/04/2019	Bidlack, Bradley A	01-4300	Reimb lab supplies LP		74.83
3005-146839	06/04/2019	Frazier II, Thomas L	01-5200	Reimb Mileage, Meals, Parking State AD Conference 4/4-4/7		780.07
3005-146840	06/04/2019	Spasbo, Dennis D	01-4300	Camp Fire Student purchases PHS		8,768.96
3005-146841	06/04/2019	Ochs, Jeffrey M	11-4300	Reimb Home Depot- campus beautification OAE		65.09
3005-146842	06/04/2019	Castillo-Siplin, Diana	01-5200	Reimb Lodging AP Summer Institute San Diego 7/21-7/25		1,257.68
3005-146843	06/04/2019	Lerner, Andrew K	01-5200	Reimb Lodging Blue Seal Inn CITEA Summer Conf 6/17-6/19	356.56	
				Reimb Mileage/Meals CITEA Summer Conf 6/17-6/19	462.12	818.68
3005-146844	06/04/2019	Johnson, Jania L	01-5200	Reimb Mileage/Meals AP Conf San Diego 6/16-6/20		264.10
3005-146845	06/04/2019	ALPHA FIRED ARTS CERAMIC SUPPLIES NOW	01-4300	Additional shipping costs PO19-00632 OHS	32.78	
				Supplies TMurphy OHS	593.27	626.05
3005-146846	06/04/2019	BLICK ART MATERIALS	01-4300	Supplies Murphy OHS		387.38
3005-146847	06/04/2019	CALIF WATER SERVICE COMPANY	01-5505	Billing 03/12- 04/10/19 Harrison # 0556577777	323.84	
				Billing 03/12- 04/10/19 DO # 0556577777	101.95	
3005-146848	06/04/2019	CALIFORNIA'S VALUED TRUST FINANCE DEPARTMENT	01-9544	Billing 03/12-04/10/19 OHS # 0556577777	1,721.02	2,146.81
				June2019 Retirees	47,790.26	
3005-146849	06/04/2019	CAROLINA BIOLOGICAL SUPPLY CO	01-9560	June2019 Active	329,587.18	377,377.44
3005-146850	06/04/2019	CHRISTY WHITE ASSOCIATES	01-4300	Blood typing- RHogan OHS		189.33
3005-146851	06/04/2019	Condensed Curriculum International, Inc.	01-5800	Retention Released SY17/18		2,370.00
3005-146852	06/04/2019	DAVID CROXELL	11-5800	Mar2019 HET Medical Billing & Coding		7,555.80
			01-5200	Hotel, Mileage, & Per Diem- CROXELL 7/11-7/13/19		770.14
3005-146853	06/04/2019	IT SAVVY LLC	01-4400	Charging cabinet for McCarthy		608.65
3005-146854	06/04/2019	MJB SALES & SERVICE	01-4300	gas and other supplies RDarrach	192.69	
				miller ground clamp for spectrum-RDarrach	32.84	225.53
3005-146855	06/04/2019	NAVIANCE INC.	01-5850	2 year Naviance License		78,260.00
3005-146856	06/04/2019	New Life Physical Therapy	01-5800	Apr2019 SNazario Services	3,913.00	
				Mar2019 SNazario Services	4,816.00	8,729.00
3005-146857	06/04/2019	OFFICE DEPOT	01-4300	OD #311051694-001 McCarthy OHS	123.92	
			11-4300	badge holders/protractors/OAE	62.53	186.45
3005-146858	06/04/2019	State Of California Energy Resources Conservation	01-7439	Loan 005-15-ECG Solar Payment # 2		147,368.43
The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.					ESCAPE	ONLINE

Checks Dated 06/04/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-146859	06/04/2019	STOTT OUTDOOR ADVERTISING	01-5806	Digital Ad 5/13-6/2/19 3 weeks		990.00
3005-146860	06/04/2019	SUNWORKS INC	01-5800	Annual Guarantee fee YR 1-10 & Subs Srvcs 3/1/19-2/28/20		29,574.67
3005-146861	06/04/2019	TOTAL EDUCATION SOLUTIONS	01-5800	Apr2019 Services		350.00
3005-146862	06/04/2019	TOTAL SCHOOL SOLUTIONS	01-5800	May2019 Services component 1,5 & 7		15,000.00
3005-146863	06/04/2019	TREETOP PRODUCTS INC.	01-4400	TreeTop- Benches OHS	1,975.22	
3005-146864	06/04/2019	US POSTAL SERVICE	11-5900	Postage for Fall 2019 Course Catalogs- Bulk Mail Permit#7	126.86-	1,848.36
3005-146865	06/04/2019	ALAN VON DER MEHDEN	01-5200	Reimb Mileage, Meals, Lodging Squaw Valley 6/18-6/22/19		6,292.28
3005-146866	06/04/2019	WILLIAM PATTERSON BETTER BUILT FENCE	01-5640	Apr2019 services baseball field OHS	110.00	1,341.83
3005-146867	06/04/2019	BROWERS TOW SERVICE INC	01-5620	May2019 services baseball field OHS	100.00	210.00
3005-146868	06/04/2019	DAY WIRELESS SYSTEMS	01-5900	"97 Thomas B59 services Lic# 1004124 June2019 Billing transp		450.00
3005-146869	06/04/2019	FASTENAL COMPANY	01-4300	May2019 supplies Jim Maint		762.00
3005-146870	06/04/2019	GRAINGER INC	01-4300	May2019 supplies Jim LP	121.24	800.66
3005-146871	06/04/2019	MENDES SUPPLY COMPANY	01-4300	May2019 supplies Jim OHS	33.56	192.63
3005-146872	06/04/2019	MJB SALES & SERVICE	01-4300	May2019 V-Belt Jim LP	37.83	67.17
3005-146873	06/04/2019	MT SHASTA SPRING WATER CO INC	01-4300	May2019 supplies Harrison		563.77
3005-146874	06/04/2019	OROVILLE CABLE & EQUIPMENT CO	01-4300	2 smith torches Darrach LP		33.20
3005-146875	06/04/2019	OUHSD DEPOSIT ACCOUNT	01-5800	May2019 4 x 5Gal Spring Water DO		15.09
3005-146876	06/04/2019	OUHSD SCHOLARSHIP FUND	73-5800	May2019 supplies Bret PHS		23.73
3005-146877	06/04/2019	PASCO SCIENTIFIC	01-4300	April2019 Excess Currency Charge	50.00-	2,750.00
3005-146878	06/04/2019	DOOR SYSTEM DESIGN INC THE DOOR COMPANY	01-5640	ck#1322 Time Expires Jose Rosales	2,800.00	2,152.51
3005-146879	06/04/2019	VALERO MARKETING AND SUPPLY	01-4361	Reimb cks 1452-1453 wireless sensors Earley LP		368.00
				May2019 Services LP		
				Fed Motor credit 5/15/19	45.66-	
				Fuel Seattle WA- Band	61.43	
				Fuel Weed	52.61	
				Fuel Coaliga	45.26	
				Fuel Firebaug LP Ag	54.57	
				Fuel Galt	48.05	
				Fuel Kettleman	40.86	
				Fuel Longview WA - Band	76.45	
				Fuel Oroville	155.85	
				Fuel Riverside	98.18	

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 4

Checks Dated 06/04/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-146879	06/04/2019	VALERO MARKETING AND SUPPLY	01-4361	Fuel San Luis Obispo	196.92	
				Fuel Stockton, CA	33.24	
				Fuel Tulare	73.02	
				Fuel Weed- Band	54.59	945.37
3005-146880	06/04/2019	Walter, Shane L	01-4300	Reim Raleys supplies 5/20		93.05
3005-146881	06/04/2019	Ross, Lisa M	01-4200	Reimb refbooks Solution Tree		118.88
3005-146882	06/04/2019	Knapp, James H	01-5200	Reimb Fuel- State Finals Contest 3/19	12.50	
				Reimb Meals CA State FFA 5/3-5/5/19	104.50	
3005-146883	06/04/2019	Earley, Andree M	01-5200	Reimb Meals Silver Dollar Fair 5/22-5/25	69.00	186.00
3005-146884	06/04/2019	Darrach, Richard C	01-5200	May2019 Reimb Meals Silver Dollar Fair 5/20-5/25/19		214.50
				May2019 Reimb Meals Ag Mechanic Contest Nevada Union 4/13	28.00	
				May2019 Reimb Meals State FFA 4/25-4/4/28	135.00	163.00
3005-146885	06/04/2019	Lafayette, Laura	01-5200	May2019 Reimb Meals Silver Dollar Fair 5/20-5/25		214.50
3005-146886	06/04/2019	Guzman-Saetum, Ramona	01-5200	Reimb Meals CCC Workshop 5/20		22.00
3005-146887	06/04/2019	ABSOLUTE SAFETY TRAINING INC	11-5800	11 Basic Life support OAE		825.00
3005-146888	06/04/2019	AMERICAN TIME	01-4300	Clock Santos LP		332.60
3005-146889	06/04/2019	CSBA	01-5300	Membership Dues SY19/20	9,371.00	
			01-5800	Garnut Online SY19/20	2,495.00	11,866.00
3005-146890	06/04/2019	HOBBS PEST SOLUTIONS INC	01-5502	May2019 Services DO	50.00	
				May2019 Services Transp	75.00	
			11-5502	May2019 Services OAE	55.00	180.00
3005-146891	06/04/2019	INFLATABLE IMAGES SCHERBA INDUSTRIES	01-4400	Inflatable Images- Frazier	3,333.14	
3005-146892	06/04/2019	MCKINLEY ELEVATOR CORPORATION	01-5620	Unpaid Sales Tax	234.71-	3,098.43
				May2019 job# 7286782 LPHS	425.00	
				May2019 job# 7286783 LPHS	425.00	850.00
3005-146893	06/04/2019	OFFICE DEPOT	01-4300	Office Supplies/OAE-CIS	7.57	
			11-4300	Office Supplies/OAE-CIS	197.67	205.24
3005-146894	06/04/2019	SFWP - ACCTS RECEIVABLE	01-5505	May2019 Billing LP #007847-000	286.59	
				May2019 Billing LP AG # 007833-000	127.81	414.40
3005-146895	06/04/2019	STAPLES-BUSINESS ADVANTAGE	01-4300	Burket OHS	243.10	
3005-146896	06/04/2019	TEHAMA TIRE SERVICE	01-4364	OHS Math C-3 MCaratenuto	269.24	512.34
				May2019 tires B79	270.46	270.46

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 06/04/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
Total Number of Checks					59	723,128.09

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	54	705,686.29
11	AdultEducationFund	7	15,053.37
73	FoundationPrivPurposeTrustFu	1	2,750.00
Total Number of Checks		59	723,489.66
Less Unpaid Sales Tax Liability			361.57
Net (Check Amount)			723,128.09

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 Analyn Dyer (ADYER), Jun 4 2019 3:31PM

ESCAPE ONLINE

Page 4 of 4

Checks Dated 06/06/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-147245	06/06/2019	MARQUEZ GREENE	01-8699	Re-issue check# 3005-132632		277.78
3005-147246	06/06/2019	Knapp, James H	01-5200	Reimb Meals CA State FFA 4/25-4/28/19		139.00
3005-147247	06/06/2019	Devine, David A	01-5200	Reimb Mileage Apr2019	20.88	
3005-147248	06/06/2019	Earley, Andree M	01-5200	Reimb Mileage May2019	27.84	48.72
				Apr2019 Reimb Meals State FFA 4/25-4/28/19		128.50
3005-147249	06/06/2019	Caratenuoto, Michael D	01-5200	Reimb Parking fee/Meals 5/20-5/21/19		50.65
3005-147250	06/06/2019	Muntifering, Samantha N	01-4300	Reimb supplies OHS		105.20
3005-147251	06/06/2019	Lafayette, Laura	01-5200	Apr2019 Reimb Meals 4/18-4/20/19	128.50	
				Apr2019 Reimb Meals 4/25-4/28/19	104.50	233.00
3005-147252	06/06/2019	BLICK ART MATERIALS	01-4300	Ceramic Brushes-Murphy OHS	94.83	
				Supplies Murphy OHS	259.05	353.88
3005-147253	06/06/2019	Cengage Learning Inc.	11-4100	CNA Book Bundles- OAE	18,647.15	
				Unpaid Sales Tax	172.26-	18,474.89
3005-147254	06/06/2019	CLIMATE CONTROL INC	01-5620	Aor-June2019 Preventive Maintenance -PHS		1,127.00
3005-147255	06/06/2019	BRENDON CLOSE	01-5200	Reimb Meals 4/06-4/26/19	141.00	
				Reimb Meals 5/02-5/05/19	190.50	331.50
3005-147256	06/06/2019	IMAGO	01-5850	Platform & Site Support Licensing-PHS		12,000.00
3005-147257	06/06/2019	J-H FEED INC	01-4300	PO19-00291 Earley		497.64
3005-147258	06/06/2019	PG&E	01-5501	Apr2019 Billing DO # 6255577568-3		376.68
3005-147259	06/06/2019	PRACTI-CAL INC	01-5800	Medi-Cal Claims 05/31/19		143.60
3005-147260	06/06/2019	SHARP LOCKSMITHING GARAGE DOOR	01-4300	Apr2019 1pc Cam lock Bret	11.39	
				May2019 20pcs Blank Keys Bret	120.43	131.82
3005-147261	06/06/2019	US BANK CORPORATE PAYMENT SYSTEM	01-4300	May2019 All Metals DBriggs	31.62	
				May2019 Amazon AEarley	29.06	
				May2019 B&R Auto Wrk DBriggs	53.63	
				May2019 B&R O'Reilly DBriggs	40.04	
				May2019 Better Deal Exchange DBriggs	81.25	
				May2019 Costco DSpasbo	41.76	
				May2019 Feather River Cinema Cristi	1,020.00	
				May2019 Home Depot DBriggs	102.23	
				May2019 Marcy Mathwrks DSpasbo	106.36	
				May2019 Riebes DBriggs	5.15	
				May2019 Safeway DSpasbo	98.67	
				May2019 Smart & Final LLafayette	41.62	
				May2019 Smart Foods DSpasbo	442.38	
				May2019 Tractor Supply DBriggs	83.99	

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 06/06/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-147261	06/06/2019	US BANK CORPORATE PAYMENT SYSTEM	01-4300	May2019 Tractor Supply/Riebes DBriggs May2019 Walmart LLafayette Walmart Gift Cards- Campfire LP & OHS students SWatts	70.31 107.14 1,300.00	
			01-5200	May2019 Parking Math Tech Assist CWillenber May2019 Pour House Budget Wkshp CWillenber May2019 Qaulity Inn 5/20-5/21/19 KSimas Apr2019 Lawsons Landing AEarley	24.00 11.57 522.39 212.00	4,425.17
				Total Number of Checks	17	38,845.03

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	16	20,370.14
11	AdultEducationFund	1	18,647.15
	Total Number of Checks	17	39,017.29
	Less Unpaid Sales Tax Liability		172.26
	Net (Check Amount)		38,845.03

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

Checks Dated 06/11/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-147602	06/11/2019	Davis, Michael J	01-5200	Reimb Meals Stanford Ave 5/29		14.00
3005-147603	06/11/2019	Jenkins, Joel A	01-5200	Reimb Meals Stanford Ave 5/29		14.00
3005-147604	06/11/2019	Rossetta, Terry R	01-5200	Reimb Meals Chico 2/05	22.00	
				Reimb Meals Chico 5/23	14.00	
				Reimb Meals Durham 3/29	34.50	
				Reimb Meals Gridley 4/12	14.00	
				Reimb Meals Sacramento 5/09	14.00	
				Reimb Meals Sutter 1/22	22.00	
				Reimb Meals Williams 6/01	14.00	134.50
3005-147605	06/11/2019	AMAZONCOM LLC	01-4100	Amazon Books-CIS/ Guide to Good Food	106.33	
				Amazon Books-CIS/ Guide to Good Food	56.86	
				2pcs		
				Guide to Good Food- Credit Inv#	25.22-	
				687355384345		
			01-4400	3-D printer- PHS	735.18	
				Podium- PHS	697.12	
			11-4300	Headphone with mic/Chico	161.08	
				Unpaid Sales Tax	72.64-	
3005-147606	06/11/2019	DAY WIRELESS SYSTEMS	01-5620	Test and replace antennas Rick		1,658.71
3005-147607	06/11/2019	H.B RESTORATION INC.	01-5640	Painting of gym and front of school- LPHS		150.00
3005-147608	06/11/2019	HILLYARD INC.	01-4300	May2019 supplies Jim LP	944.80	39,500.00
				May2019 supplies Jim OHS	311.15	
				May2019 supplies Jim OHS & LP	6,016.35	
				May2019 supplies Johnny LP	120.81	7,393.11
3005-147609	06/11/2019	JIMMYS CUSTOM TROPHIES	01-4300	Distinguished Awards OHS		45.47
3005-147610	06/11/2019	LYON COMPLIANCE SPECIALISTS	01-5800	May2019 Monitoring services transp		150.00
3005-147611	06/11/2019	OFFICE DEPOT	01-4300	Lisa Ross White Board	86.20	
				Lisa Ross- Black & Color Ink toner	115.02	
				Lisa Ross- Paper Filler LP	3.78	
				Lisa Ross_English supply -84	612.61	
				Headphones		
				Lisa Ross_English supply order May 2019	417.64	
				Lisa Ross_English supply USB	69.95	1,305.20
3005-147612	06/11/2019	OREILLY AUTOMOTIVE INC	01-4360	May2019 Oil Filter 25B	85.03	
				May2019 supplies GDavis	181.73	
			01-4363	May2019 Oil Filter MGalev	18.84	
				May2019 supplies 16B GDavis	25.68	
				May2019 supplies MGalev	129.15	440.43
The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.					ESCAPE	ONLINE

Checks Dated 06/11/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-147613	06/11/2019	PITNEY BOWES INC GLOBAL FINANCIAL SERVICES LLC	01-5602	Billing 03/30/19-6/29/19 LP	376.08	
3005-147614	06/11/2019	SCHOOL OUTFITTERS	01-4300	Billing 03/30/19-6/29/19 OHS Heavy Duty Porcelain Steel Magnetic Dry Erase Board	162.54	538.62
3005-147615	06/11/2019	US BANK CORPORATE PAYMENT SYSTEM	01-4300	Apr2019 Amazon AEarley	56.98	1,406.36
				June2019 Walgreens PBlaney	274.75	
				May2019 Amazon AEarley	38.15	
				May2019 Amazon Cristi	498.12	
				May2019 Home Depot AEarley	49.95	
				May2019 Pitney Bowes DSpasbo	303.00	
				May2019 Raleys AEarley	8.78	
				May2019 Starbucks Cristi	17.95	
				May2019 Tractor Supply AEarley	83.97	
			01-4360	May2019 eBay RSanders	17.50	
			01-5200	May2019 Hacienda Hotel AP Marta Shaffer Cristi	1,064.36	
				May2019 Southwest AP Marta Shaffer Cristi	271.96	
				May2019 STN Media RSanders	303.50	
3005-147616	06/11/2019	Tellechea, Cristina	01-5601	May2019 All Star Rents DSpasbo	230.72	3,299.70
3005-147617	06/11/2019	Burket, Scott A	13-4300	May2019 Walmart JDeadmore	80.01	492.54
3005-147618	06/11/2019	Howard, Rebecca L	01-4300	Reimb staff meeting supplies		26.97
3005-147619	06/11/2019	AMAZONCOM LLC	01-4300	Reimb Costco supplies OHS		22.00
			01-5200	Reimb Meals Math Curriculum Conf 5/20	121.03	
			01-4300	Art and Ceramics JTooker	168.68	
				Art and Ceramics JTooker	8.09	
				Art and Ceramics Supps 1500	29.95	
				Kiln element pins JTooker	4.59-	323.16
3005-147620	06/11/2019	BEFORE THE MOVIE INC	01-5800	June2019 Ad Feather River Cinema		575.00
3005-147621	06/11/2019	CHICO MOBILE A/C & AUTO REPAIR	01-5620	AC Hoses Leak Bus Lic#1070125 Rick	774.80	
3005-147622	06/11/2019	Comcast	11-5900	Unpaid Sales Tax	2.74-	772.06
3005-147623	06/11/2019	FOOD MAXX SAVE MART SUPERMARKETS	01-4300	June2019 Billing OAE Chico	44.50	87.05
				Apr2019 supplies ATC	276.11	
				May2019 supplies ATC	215.22	
				May2019 supplies ILS LP	48.00	583.83
3005-147624	06/11/2019	JW PEPPER MUSIC	01-4300	May2019 supplies ILS OHS		108.32
3005-147625	06/11/2019	JW WOOD COMPANY INC	01-4300	Music Sheets MWalker		127.92
				May2019 Supplies Jim LP		

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 4

Checks Dated 06/11/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-147626	06/11/2019	PG&E	01-5501	Billing 04/24-05/22/19 LP#0290829210-1		630.60
3005-147627	06/11/2019	SCHOOL SPECIALTY	01-4300	1500 wing VAPA Order - SAX JTooker Return Credit on PO19-00379 JTooker	993.40 9.63-	993.77
3005-147628	06/11/2019	Semington Architects Inc	01-5800	Apr2019 Proj #19209 Gym HVAC OHS		2,108.25
3005-147629	06/11/2019	Rossetta, Daniel	01-5200	Reimb Meals Chico 5/23 Reimb Meals Chico 1/30 Reimb Meals Roseville 5/30	14.00 14.00 14.00	42.00
3005-147630	06/11/2019	AT&T	01-5900	Billing 04/24-05/23/19 ATC Billing 04/24-05/23/19 CIS Billing 04/24-05/23/19 DO Billing 04/24-05/23/19 LP Billing 04/24-05/23/19 LP Fax Billing 04/24-05/23/19 OHS Billing 04/24-05/23/19 OHS Fax Billing 04/24-05/23/19 PHS Billing 04/24-05/23/19 Transp Billing 04/24-05/23/19 OAE Billing 04/24-05/23/19 OAE Billing 04/24-05/23/19 FS Balfour Diploma Covers/Invoice #1229533	29.68 31.89 332.84 286.01 20.80 265.85 20.75 152.48 65.01 105.21 29.45 15.13 716.55	
3005-147631	06/11/2019	BALFOUR INC,	11-4300	Unpaid Sales Tax	5.95-	710.60
3005-147632	06/11/2019	BETTER DEAL EXCHANGE	01-4300	May2019 Supplies Bill Maint May2019 Supplies Bret Harrison May2019 Supplies Bret LP May2019 Supplies Bret Maint May2019 Supplies Bret OHS May2019 Supplies Bret PHS May2019 Supplies BretLP May2019 Supplies Dean Harrison May2019 Supplies Dean PHS May2019 Supplies Johnny OHS May2019 Supplies Johnny PHS May2019 Supplies JohnnyHarrison May2019 Supplies Russell Harrison May2019 Supplies Russell LP May2019 Supplies Russell OHS May2019 Supplies Santos Harrison	23.13 48.66 76.58 44.98 71.75 68.14 23.78 49.96 55.37 100.97 37.83 34.62 74.80 163.96 568.25 12.62	

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

Checks Dated 06/11/2019

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-147632	06/11/2019	BETTER DEAL EXCHANGE	01-4300	May2019 Supplies Santos LP	53.66	
				May2019 Supplies Santos Maint	6.04	
				May2019 Supplies Santos OHS	25.52	
				May2019 Supplies Santos PHS	13.82	
				May2019 Supplies SantosLP	3.88	
3005-147633	06/11/2019	OUHSD TRANSPORTATION DEPT PETTY CASH - JULIE HOWARTH	01-4360	May2019 Supplies Steve PHS	20.76	1,579.08
				Supplies Walmart	25.00	
3005-147634	06/11/2019	RAY MORGAN COMPANY	01-4361	Fuel Lael, DRossetta, SAichelle	154.88	179.88
			01-5602	IR 6555i Billing 05/17-8/16/19 CDS # 127763	855.64	
				IR 6555i Billing 05/17-8/16/19 PHS # 127761/127762	1,711.26	
				IR 6575i #127416/127417 05/17-8/16/19 OHS	4,892.62	
			01-5603	IR 6555i Usage 02/17/18-5/16/19 PHS	63.24	
3005-147635	06/11/2019	TOTAL SCHOOL SOLUTIONS	01-5800	Program Transfer Addendum	68.91-	7,453.85
3005-147636	06/11/2019	US BANK CORPORATE PAYMENT SYSTEM	01-4300	May2019 Amazon Cristi	122.44	150.00
				May2019 Lake Oroville Landscaping DSpasbo	229.47	
				May2019 Reibes WUpton	484.40	
			01-4361	May2019 Costco RSanders	311.90	
			01-5200	June2019 Sac State AP Spanish KSimas	850.00	1,998.21
				Total Number of Checks	35	76,360.29

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	33	75,320.64
11	AdultEducationFund	4	1,099.34
13	CafeteriaSpecialRevenueFund	2	95.14
	Total Number of Checks	35	76,515.12
	Less Unpaid Sales Tax Liability		154.83
	Net (Check Amount)		76,360.29

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

Fund 01 - General Fund

Fiscal Year 2018/19 Through June 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	LCFFStateAid-CurrentYear	14,004,348.00	14,185,262.00	13,135,449.00	1,049,813.00	92.60
8012	EduProtectionAccountStAidCurYr	2,972,556.00	3,199,001.00	2,720,430.00	478,571.00	85.04
8021	HomeownersExemptions	108,064.00	107,488.00	92,893.05	14,594.95	86.42
8022	TimberYieldTax	33,610.00	57,254.00	45,949.45	11,304.55	80.26
8029	OthrSubventionsIn-LieuTaxes	3,745.00	2,076.00	2,530.88	454.88	121.91
8041	SecuredRollTaxes	6,794,326.00	6,424,698.00	6,599,420.44	174,722.44	102.72
8042	UnsecuredRollTaxes	415,974.00	362,080.00	429,642.38	67,562.38	118.66
8043	PriorYearsTaxes	10,993.00	14,529.00	8,752.42	5,776.58	60.24
8044	SupplementalTaxes	90,488.00	99,781.00	58,085.85	41,695.15	58.21
8045	EducathRevenueAugmentationFund	1,191,385.00	1,208,420.00	1,535,794.70	327,374.70	127.09
8047	CommunityRedevelopmentFunds	1,031,311.00	1,046,392.00	1,096,487.02	50,095.02	104.79
8096	Trns2ChtrSchlnLieuOfPropTaxes	402,569.00	383,916.00	243,282.00	140,634.00	63.37
	Total LCFF Revenue Sources	23,871,461.00	23,906,225.00	22,410,563.79	1,495,661.21	93.74
Federal Revenue						
8181	SpecialEducation-Entitlement	232,033.00	231,410.00	174,982.00	56,428.00	75.62
8285	InteragencyContractBetweenLEA			9,420.32	9,420.32	NO BDGT
8290	AllOtherFederalRevenue	1,101,312.00	1,615,050.00	1,001,707.80	613,342.20	62.02
	Total Federal Revenue	1,333,345.00	1,846,460.00	1,186,110.12	660,349.88	64.24
Other State Revenues						
8311	OtherStateApportionmentsCurrYr	708,657.00	700,672.00	635,867.00	64,805.00	90.75
8319	OthrStateApportionmentPriorYear			5,982.00	5,982.00	NO BDGT
8550	MandatedCostReimbursements	796,000.00	398,164.00	299,395.00	98,769.00	75.19
8560	StateLotteryRevenue	400,000.00	392,000.00	262,070.60	129,929.40	66.85
8590	AllOtherStateRevenue	1,259,323.00	1,348,051.00	449,091.00	898,960.00	33.31
	Total Other State Revenues	3,163,980.00	2,838,887.00	1,652,405.60	1,186,481.40	58.21
Other Local Revenue						
8650	LeasesandRentals	12,000.00	12,000.00	7,080.45	4,919.55	59.00
8660	Interest	73,000.00	73,000.00	94,289.32	21,289.32	129.16
8677	InteragencySrvcsBetweenLEAs	581,404.00	630,548.00	358,022.73	272,525.27	56.78
8699	AllOtherLocalRevenue	114,164.00	329,903.00	281,636.02	48,266.98	85.37
8792	TrnsfrApportionmentFrmCntyOffcs	199,959.00	200,365.00	167,406.00	32,959.00	83.55
	Total Other Local Revenue	980,527.00	1,245,816.00	908,434.52	337,381.48	72.92
	Total Year To Date Revenues	29,349,313.00	29,837,388.00	26,157,514.03	3,679,873.97	87.67

Selection

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

ESCAPE

ONLINE

Page 1 of 20

Fund 01 - General Fund

Fiscal Year 2018/19 Through June 2019

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Certificated Teachers Salaries	7,535,597.00	7,707,593.00	699,349.48	7,010,672.53	2,429,011-	90.96
1101	Teacher Sub Pay	237,158.00	255,324.00	419.91	231,381.85	23,522.24	90.62
1102	Teacher Extra Pay	379,744.00	387,547.00		262,490.14	125,056.86	67.73
1200	Certificated Pupil Support Salaries	739,759.00	832,173.00	72,488.43	745,895.80	13,788.77	89.63
1202	Pupil Support Extra Pay	15,495.00	17,095.00		18,288.01	1,193.01-	106.98
1300	Certificated Supervisor Administrative Salary	907,018.00	974,116.00	80,888.74	893,229.00	1,741-	91.70
1302	Cert Admin Extra Pay				2,000.00	2,000.00-	NO BDGT
1902	Other Certificated Extra Pay	3,399.00	3,399.00		2,881.51	517.49	84.78
1999	Payroll Error Clearing			50.73		50.73-	NO BDGT
Total Certificated Salaries		9,818,170.00	10,177,247.00	853,197.29	9,166,838.84	157,210.87	90.07
Classified Salaries							
2100	Classified Instructional Salary	764,096.00	795,393.00	70,470.18	732,010.76	7,087.94-	92.03
2101	Para Ed Sub Pay	41,000.00	41,000.00		30,248.92	10,751.08	73.78
2102	Para Ed Extra Pay	55,000.00	55,000.00		5,404.70	49,595.30	9.83
2200	Classified Support Salaries	1,341,684.00	1,386,264.00	112,779.57	1,277,939.13	4,454.70-	92.19
2201	Class Support Sub Pay	110,000.00	133,000.00		105,534.24	27,465.76	79.35
2202	Class Support Extra Pay	76,737.00	76,737.00		85,369.44	8,632.44-	111.25
2300	Class Supervisor Administrative Salary	282,314.00	304,654.00	25,262.84	279,391.24	.08-	91.71
2400	Clerical Technical Office Staff Salary	983,708.00	1,063,400.00	89,024.46	977,735.44	3,359.90-	91.94
2401	Clerical Sub Pay	4,500.00	4,500.00		7,545.79	3,045.79-	167.68
2402	Clerical Extra Pay	8,652.00	8,652.00		14,617.09	5,965.09-	168.94
2900	Other Classified Salaries	490,492.00	577,235.00	43,406.00	480,330.42	53,498.58	83.21
2901	Other Classified Sub Pay	15,000.00	15,000.00		23,912.53	8,912.53-	159.42
2902	Other Classified Extra Pay	6,000.00	7,520.00		186,636.71	179,116.71-	2,481.87
Total Classified Salaries		4,179,183.00	4,468,355.00	340,943.05	4,206,676.41	79,264.46-	94.14
Employee Benefits							
3101	STRS Certificated Positions	2,423,942.00	2,487,445.00	137,603.56	1,459,484.35	890,357.09	58.67
3102	STRS Classified Positions	9,678.00	9,750.00	888.07	8,902.00	40.07-	91.30
3202	PERS Classified Positions	655,873.00	687,188.00	58,303.57	636,351.54	7,467.11-	92.60
3301	OASDI Medicare Administrative Staff Positions	3,076.00	820.00	3.10	5,851.27	5,034.37-	713.57
3302	OASDI Medicare Administrative Staff Position	243,775.00	261,647.00	19,973.53	244,209.50	2,536.03-	93.34
3311	Medicare Certificated	137,403.00	142,603.00	11,909.19	128,275.47	2,418.34	89.95
3312	Medicare Classified	58,459.00	62,690.00	4,751.41	59,066.93	1,128.34-	94.22
3401	Health Welfare Benefits Certificated Position	2,489,087.00	2,459,538.00	227,135.01	2,234,279.12	1,876.13-	90.84
3402	Health Welfare Benefits Classified Position	1,143,786.00	1,123,631.00	93,595.11	1,025,295.90	4,739.99	91.25

Salary

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

ESCAPE

ONLINE

Fund 01 - General Fund

Fiscal Year 2018/19 Through June 2019

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3501	SIUnemplmntInsurncCertPositns	11,850.00	12,029.00	420.82	9,407.95	2,200.23	78.21
3502	SIUnemplmntInsurncClassifdPos	2,018.00	2,160.00	163.97	2,037.86	41.83-	94.35
3601	WCInsuranceCertificatdPositns	228,294.00	241,504.00	20,254.98	217,656.38	3,592.64	90.13
3602	WCCompensnInsurncClassPositn	97,177.00	105,943.00	8,094.03	99,807.17	1,958.20-	94.21
3701	OPEBAlocatedCertificatdPositn	459,210.00	452,570.00	41,550.59	443,278.95	32,259.54-	97.95
3702	OPEBAlocatedClassifiedPositn	212,390.00	216,340.00	16,603.91	207,405.21	7,669.12-	95.87
	Total Employee Benefits	8,176,018.00	8,265,858.00	641,250.85	6,781,309.60	843,297.55	82.04
Books and Supplies							
4100	ApprvdTxbokCorCurriculaMtrl	204,000.00	349,101.00	3,312.46	276,141.85	69,646.69	79.10
4200	BooksandOtherReferenceMaterial	400.00	400.00	186.76	22,416.99	22,203.75-	5,604.25
4300	MaterialsandSupplies	777,282.00	1,608,522.00	73,980.49	794,654.91	739,886.60	49.40
4360	TransportationGenSupplies	20,000.00	20,000.00		17,378.77	2,621.23	86.89
4361	TransportationFuel	100,000.00	100,000.00		86,553.61	13,446.39	86.55
4362	TransportationOilGrease	6,000.00	6,000.00		7,887.60	1,887.60-	131.46
4363	TransportationParts	52,000.00	52,000.00		53,250.72	1,250.72-	102.41
4364	TransportationTires	13,000.00	13,000.00		5,638.06	7,361.94	43.37
4400	NoncapitalizedEquipment	4,908.00	71,028.00	74,702.26	223,589.45	227,263.71-	314.79
	Total Books and Supplies	1,177,590.00	2,220,051.00	152,181.97	1,487,511.96	580,357.07	67.00
Services and Other Operating Expenditures							
5200	TravelandConferences	144,593.00	268,252.00	425.32	151,947.03	115,879.65	56.64
5300	DuesandMemberships	27,500.00	27,500.00		26,354.92	1,145.08	95.84
5450	OtherInsurance	196,000.00	195,505.00		195,505.00		100.00
5501	GasElectricity	320,909.00	320,051.00		372,090.31	52,039.31-	116.26
5502	PestControl	4,000.00	4,000.00		3,350.00	650.00	83.75
5503	SewerFees	61,200.00	61,200.00		53,553.42	7,646.58	87.51
5505	Water	64,000.00	64,000.00		61,164.56	2,835.44	95.57
5506	WasteDisposal	47,200.00	47,200.00		38,828.11	8,371.89	82.26
5601	FacilitiesRent	6,000.00	6,000.00		14,876.72	8,876.72-	247.95
5602	CopierPostageMeterRents	46,000.00	45,800.00	2,308.44	58,449.65	14,958.09-	127.62
5603	CopierMaintenance	34,005.00	34,005.00	4,564.20	10,627.11	18,813.69	31.25
5620	EquipmentRentalsAndRepairs	105,105.00	404,118.00		419,024.29	14,906.29-	103.69
5630	ComputerMaintenanceRepairs	41,000.00	41,000.00		22,825.26	18,174.74	55.67
5640	BuildingAndSiteRepairs	230,000.00	320,775.00	87,456.20	218,381.71	14,937.09	68.08
5711	VehicleAndBusUse				261.06-	261.06	NO BDGT
5750	TransfersDirectCostsInterfund	5,308.00-	6,308.00-		1,889.93-	4,418.07-	29.96

Selection

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

ESCAPE

ONLINE

Fund 01 - General Fund

Fiscal Year 2018/19 Through June 2019

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5800	ProfConsultingSrvcsandOperExpnd	1,179,591.00	1,123,232.00	193,579.87	876,023.15	53,628.98	77.99
5801	LegalFees	65,000.00	65,000.00		74,154.87	9,154.87-	114.08
5802	ElectionFees	40,000.00	40,000.00		31,208.09	8,791.91	78.02
5804	PreEmploymentTesting	12,000.00	12,000.00		7,263.33	4,736.67	60.53
5806	Advertising	20,000.00	20,000.00		18,512.71	1,487.29	92.56
5850	SoftwareMaintenanceAndLicences	229,400.00	249,400.00	13,831.20	342,364.85	106,796.05-	137.28
5900	Communications	29,000.00	29,965.00	7.41	32,474.63	2,517.04-	108.38
	Total Services and Other Operating Expenditures	2,897,195.00	3,372,695.00	302,172.64	3,026,828.73	43,693.63	89.75
Capital Outlay							
6200	BuildingImprovementOfBuildings	83,000.00	181,982.00		88,975.67	93,006.33	48.89
6400	Equipment	162,132.00	258,734.00	97,414.49	235,328.25	74,008.74-	90.95
	Total Capital Outlay	245,132.00	440,716.00	97,414.49	324,303.92	18,997.59	73.59
Tuition							
7141	OfTutExsCsDfctPmt2DisChtrrSch	6,000.00-	11,000.00-		12,859.00-	1,859.00	116.90
7142	OthwulnExcsCstsDfctPy2CntyOff	1,160,768.00	1,275,956.00		624,151.00	651,805.00	48.92
	Total Tuition	1,154,768.00	1,264,956.00	.00	611,292.00	653,664.00	48.33
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	80,172.00-	75,352.00-			75,352.00-	
	Total Transfers of Indirect/direct support costs	80,172.00-	75,352.00-	.00	.00	75,352.00-	
Debt Service							
7438	DebtService-Interest	9,611.00	9,611.00		9,611.00		100.00
7439	OtherDebtService-Principal	309,055.00	309,055.00		309,054.86	.14	100.00
	Total Debt Service	318,666.00	318,666.00	.00	318,665.86	.14	100.00
	Total Year To Date Expenditures	27,886,550.00	30,453,192.00	2,387,160.29	25,923,427.32	2,142,604.39	85.13

Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
Other Financing Sources						
Other Financing Sources						
8919	OthrAuthorizdIntrFundTrnsfrsIn	24,000.00	24,000.00	14,592.05	9,407.95	60.80
	Total Other Financing Sources	24,000.00	24,000.00	14,592.05	9,407.95	60.80
	Total Year To Date Other Financing Sources	24,000.00	24,000.00	14,592.05	9,407.95	60.80

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R,

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

ESCAPE

ONLINE

Fund 01 - GeneralFund

Fiscal Year 2018/19 Through June 2019

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Other Financing Uses							
Interfund Transfers Out							
7616	FromGenFundToCafeFund	139,428.00	95,395.00		180,000.00	84,605.00-	188.69
	Total Interfund Transfers Out	139,428.00	95,395.00	.00	180,000.00	84,605.00-	188.69
	Total Year To Date Other Financing Uses	139,428.00	95,395.00	.00	180,000.00	84,605.00-	188.69

Selection

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

ESCAPE

ONLINE

Page 5 of 20

Fund 01 - General Fund

Fiscal Year 2018/19 Through June 2019

Description

Revenues, Expenditures, and Changes in Fund Balance

	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
A. Revenues	29,349,313.00	29,837,388.00		26,157,514.03	3,679,873.97	87.67
B. Expenditures	27,886,550.00	30,453,192.00	2,387,160.29	25,923,427.32	2,142,604.39	85.13
C. Subtotal (Revenue LESS Expense)	1,462,763.00	615,804.00-		234,086.71	1,537,269.58	
D. Other Financing Sources and Uses						
Sources	24,000.00	24,000.00		14,592.05	9,407.95	60.80
LESS Uses	139,428.00	95,395.00		180,000.00	84,605.00-	188.69
E. Net Change in Fund Balance	1,347,335.00	687,199.00-		68,678.76	1,631,282.53	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	5,176,448.00	5,553,790.00		5,553,790.07		
Other Restatements (9795)						
Adjusted Beginning Balance	5,176,448.00	5,553,790.00		5,553,790.07		
G. Calculated Ending Balance	6,523,783.00	4,866,591.00		5,622,468.83		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesign/Unapprop (9790)	6,523,783.00	4,866,591.00				
Other				2,387,160.29		

Fund 11 - Adult Education Fund

Fiscal Year 2018/19 Through June 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8290	All Other Federal Revenue	86,830.00	87,101.00	33,285.00	53,816.00	38.21
	Total Federal Revenue	86,830.00	87,101.00	33,285.00	53,816.00	38.21
Other State Revenues						
8590	All Other State Revenue	.00	62,713.00	62,713.00	.00	100.00
	Total Other State Revenues	.00	62,713.00	62,713.00	.00	100.00
Other Local Revenue						
8660	Interest	6,622.00	6,622.00	15,955.74	9,333.74	240.95
8671	Adult Education Fees	129,219.00	129,219.00	213,676.41	84,457.41	165.36
8677	Interagency Svcs Between LEAs	1,123,938.00	1,123,938.00	1,202,638.00	78,700.00	107.00
8699	All Other Local Revenue	500.00	17,613.00	46,034.18	28,421.18	261.36
	Total Other Local Revenue	1,260,279.00	1,277,392.00	1,478,304.33	200,912.33	115.73
	Total Year To Date Revenues	1,347,109.00	1,427,206.00	1,574,302.33	147,096.33	110.31

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Certificated Teachers Salaries	438,463.00	433,294.00		370,018.93	63,275.07	85.40
1101	Teacher Sub Pay				4,701.55	4,701.55	NO BDGT
1300	Critfield Supervisor Admin Str Stry	61,717.00	66,595.00	5,550.70	61,278.84	234.54	92.02
	Total Certificated Salaries	500,180.00	499,889.00	5,550.70	435,999.32	58,338.98	87.22
Classified Salaries							
2100	Classified Instructional Salary				39,203.03	24.84	91.16
2101	Para Ed Sub Pay	40,108.00	43,006.00	3,778.13	74.76	74.76	NO BDGT
2102	Para Ed Extra Pay				512.64	512.64	NO BDGT
2200	Classified Support Salaries	20,295.00	28,482.00	2,342.14	25,388.42	751.44	89.14
2201	Class Support Sub Pay				2,432.65	2,432.65	NO BDGT
2202	Class Support Extra Pay				200.00	200.00	NO BDGT
2400	Clerical Technical Office Staff Stry	119,002.00	130,125.00	10,569.60	120,409.30	853.90	92.53
2401	Clerical Sub Pay				333.83	333.83	NO BDGT
2900	Other Classified Salaries	51,148.00	53,741.00	3,857.45	54,831.70	4,948.15	102.03
	Total Classified Salaries	230,553.00	255,354.00	20,547.32	243,386.33	8,579.65	95.31
Employee Benefits							
3101	STRS Certificated Positions	81,294.00	81,241.00	891.72	70,498.90	9,850.38	86.78

Selection:

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

ESCAPE

ONLINE

Page 7 of 20

Fund 11 - Adult Education Fund

Fiscal Year 2018/19 Through June 2019

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3102	STRClassifiedPositions	1,605.00	1,605.00		792.97	812.03	49.41
3202	PERSClassifiedPositions	39,122.00	43,662.00	3,685.63	39,124.33	852.04	89.61
3301	OASDI MedcrAltmtvCertfcPositns	27,185.00	24,472.00		98.97	24,373.03	0.40
3302	OASDI MedcrAltmtvClasPosition	13,941.00	15,276.00	1,219.63	14,033.32	23.05	91.87
3311	MedicareCertificated	7,252.00	7,249.00	80.48	6,260.57	907.95	86.36
3312	MedicareClassified	3,261.00	3,573.00	285.23	3,413.42	125.65	95.53
3401	HlthWfrBenefitsCertificdPositn	188,729.00	186,464.00	13,284.62	148,790.39	24,388.99	79.80
3402	HlthWfrBenefitClasfcdPositn	71,522.00	74,808.00	6,538.75	68,291.17	21.92	91.29
3501	StUnemplmntInsurncCertPositns	295.00	295.00	2.77	216.94	75.29	73.54
3502	StUnemplmntInsurncClassfcdPos	134.00	145.00	9.83	117.54	17.63	81.06
3601	WCInsuranceCertificatdPositns	11,630.00	11,845.00	131.77	10,388.61	1,324.62	87.70
3602	WCCompensnInsurncClassPositn	5,360.00	6,039.00	487.77	5,778.08	226.85	95.68
3701	OPEBAIlocatedCertificatdPositn	25,609.00	24,311.00	270.32	21,281.55	2,759.13	87.54
3702	OPEBAIlocatedClassifiedPositn	11,804.00	12,493.00	1,000.68	11,853.03	360.71	94.88
Total Employee Benefits		488,743.00	493,478.00	27,889.20	400,939.79	64,649.01	81.25
Books and Supplies							
4100	ApprvdTxbookCorCurriculaMterl				27,719.11	27,719.11	NO BDGT
4200	BooksandOtherReferenceMaterial				1,882.09	1,882.09	NO BDGT
4300	MaterialsandSupplies	17,912.00	28,229.00		9,812.98	18,416.02	34.76
4400	NoncapitalizedEquipment	14,000.00	14,000.00		5,361.02	8,638.98	38.29
Total Books and Supplies		31,912.00	42,229.00	.00	44,775.20	2,546.20	106.03
Services and Other Operating Expenditures							
5200	TravelandConferences	5,000.00	5,000.00		7,057.29	2,057.29	141.15
5300	DuesandMemberships	2,000.00	2,000.00		2,602.00	602.00	130.10
5501	GasElectricity	24,000.00	23,935.00		15,517.85	8,417.15	64.83
5502	PestControl	500.00			605.00	605.00	NO BDGT
5503	SewerFees	1,500.00			1,274.76	1,274.76	NO BDGT
5505	Water	2,500.00			2,833.93	2,833.93	NO BDGT
5506	WasteDisposal	2,500.00			2,278.28	2,278.28	NO BDGT
5601	FacilitiesRent	54,000.00	54,000.00		53,145.00	855.00	98.42
5602	CopierPostageMeterRents	1,000.00	1,000.00		254.79	745.21	25.48
5603	CopierMaintenance	3,000.00	3,000.00		6,671.79	3,671.79	222.39
5620	EquipmentRentalsAndRepairs				551.44	551.44	NO BDGT
5630	ComputerMaintenanceRepairs				297.50	297.50	NO BDGT
5640	BuildingAndSiteRepairs	3,500.00	3,500.00		16,195.39	12,695.39	462.73

Selection

Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Starting Period = 1, Ending Account Period = 0, Stmt Option? = R,

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

ESCAPE ONLINE

Page 8 of 20

Fund 11 - Adult Education Fund

Fiscal Year 2018/19 Through June 2019

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5750	TransfersDirectCostsInterfund	3,308.00	3,308.00		1,648.42	1,659.58	49.83
5800	ProfConsultingSvcsandOperExpnd	4,726.00	67,000.00		95,194.86	28,194.86	142.08
5804	PreEmploymentTesting		9,500.00		4,729.50	4,770.50	49.78
5806	Advertising	40,000.00	40,000.00	12,432.00	26,142.18	1,425.82	65.36
5850	SoftwareMaintenanceAndLicences	52,500.00	12,500.00		25,002.40	12,502.40	200.02
5900	Communications	5,000.00	2,500.00	59,034.60	33,092.40	89,627.00	1,323.70
	Total Services and Other Operating Expenditures	205,034.00	227,243.00	71,466.60	295,094.78	139,318.38	129.86
Capital Outlay							
6100	Land	15,000.00	15,000.00			15,000.00	
6200	BuildingImprovementOfBuildings	15,000.00	15,000.00			15,000.00	
	Total Capital Outlay	30,000.00	30,000.00	.00	.00	30,000.00	
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	47,708.00	44,970.00			44,970.00	
	Total Transfers of Indirect/direct support costs	47,708.00	44,970.00	.00	.00	44,970.00	
Debt Service							
7438	DebtService-Interest	34,076.00	34,076.00		34,076.00		100.00
7439	OtherDebtService-Principal	50,764.00	50,764.00		50,764.00		100.00
	Total Debt Service	84,840.00	84,840.00	.00	84,840.00	.00	100.00
	Total Year To Date Expenditures	1,618,970.00	1,678,003.00	125,453.82	1,505,035.42	47,513.76	89.69

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Other Financing Uses							
Interfund Transfers Out							
7619	OthrAuthrizdInterFndTrnsfrsOut	15,000.00	15,000.00			15,000.00	
	Total Interfund Transfers Out	15,000.00	15,000.00	.00	.00	15,000.00	
	Total Year To Date Other Financing Uses	15,000.00	15,000.00	.00	.00	15,000.00	

Fund 11 - Adult Education Fund

Fiscal Year 2018/19 Through June 2019

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,347,109.00	1,427,206.00		1,574,302.33	147,096.33-	110.31
B. Expenditures	1,618,970.00	1,678,003.00	125,453.82	1,505,035.42	47,513.76	89.69
C. Subtotal (Revenue LESS Expense)	271,861.00-	250,797.00-		69,266.91	194,610.09-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses	15,000.00	15,000.00			15,000.00	
E. Net Change in Fund Balance	286,861.00-	265,797.00-		69,266.91	209,610.09-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	1,327,559.00	1,172,229.00		1,172,229.34		
Other Restatements (9795)						
Adjusted Beginning Balance	1,327,559.00	1,172,229.00		1,172,229.34		
G. Calculated Ending Balance	1,040,698.00	906,432.00		1,241,496.25		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,040,698.00	906,432.00				
Other				125,453.82		

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2018/19 Through June 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8220	ChildNutritionPrograms	740,000.00	685,000.00	541,019.81	143,980.19	78.98
	Total Federal Revenue	740,000.00	685,000.00	541,019.81	143,980.19	78.98
Other State Revenues						
8520	ChildNutrition	63,000.00	95,000.00	43,395.03	51,604.97	45.68
	Total Other State Revenues	63,000.00	95,000.00	43,395.03	51,604.97	45.68
Other Local Revenue						
8634	FoodServiceSales	92,000.00	114,000.00	86,928.75	27,071.25	76.25
8660	Interest	1,000.00-	500.00-	860.21-	360.21	172.04
8699	AllOtherLocalRevenue	1,000.00	1,000.00	224.08	775.92	22.41
	Total Other Local Revenue	92,000.00	114,500.00	86,292.62	28,207.38	75.36
	Total Year To Date Revenues	895,000.00	894,500.00	670,707.46	223,792.54	74.98

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Classified Salaries							
2200	ClassifiedSupportSalaries	203,077.00	217,053.00	19,707.55	196,562.23	783.22	90.56
2201	ClassSupportSubPay	14,098.00	14,098.00		16,713.50	2,615.50-	118.55
2202	ClassSupportExtraPay	12,521.00	12,521.00		10,699.68	1,821.32	85.45
2300	ClassSuprvsrAdministratorsSlry	50,616.00	54,610.00	4,964.51	50,451.19	805.70-	92.38
2400	ClericTechnicOfficStaffSlrys	19,899.00	21,512.00	1,928.16	19,584.07	.23-	91.04
	Total Classified Salaries	300,211.00	319,794.00	26,600.22	294,010.67	816.89-	91.94
Employee Benefits							
3202	PERSClassifiedPositions	46,060.00	47,605.00	4,331.16	43,042.87	230.97	90.42
3302	OASDIMedicrAltrmtvClasPosition	17,909.00	20,872.00	1,583.46	17,399.18	1,889.36	83.36
3312	MedicareClassified	4,188.00	4,881.00	370.35	4,118.20	392.45	84.37
3402	HlthWlfarBenefitClasfidPositin	72,000.00	70,919.00	6,545.40	65,454.60	1,081.00-	92.29
3502	StUnemplmntInsurncClassfidPos	144.00	168.00	12.78	141.95	13.27	84.49
3602	WCCompenstnInsurncClassPositin	6,981.00	7,577.00	631.47	6,979.90	34.37-	92.12
3702	OPEBAlocatedClassifiedPositin	15,371.00	15,597.00	1,295.43	14,313.82	12.25-	91.77
	Total Employee Benefits	162,653.00	167,619.00	14,770.05	151,450.52	1,398.43	90.35
Books and Supplies							
4300	MaterialsandSupplies	30,000.00	25,000.00	603.93	20,225.83	4,170.24	80.90
4302	SuppersProgNonFood				459.58	459.58-	NO BDGT

Selection

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

ESCAPE

ONLINE

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2018/19 Through June 2019

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Books and Supplies (continued)							
4400	NoncapitalizedEquipment	12,000.00	8,000.00			8,000.00	
4700	Food	476,000.00	415,000.00	16,454.78	322,392.12	76,153.10	77.68
4701	VendingFood			3,966.00	10,364.22	14,330.22-	NO BDGT
4702	SuppersProgFood			4,039.18	16,317.25	20,356.43-	NO BDGT
	Total Books and Supplies	518,000.00	448,000.00	25,063.89	369,759.00	53,177.11	82.54
Services and Other Operating Expenditures							
5200	TravelandConferences	4,000.00	4,000.00		1,709.92	2,290.08	42.75
5300	DuesandMemberships	500.00	500.00		375.17	124.83	75.03
5620	EquipmentRentalsAndRepairs	2,000.00	2,000.00		3,942.90	1,942.90-	197.15
5750	TransfersDirectCostsInterfund	2,000.00	3,000.00		241.51	2,758.49	8.05
5800	ProfConsultingSrvcsandOperExpnd	3,500.00	3,000.00		2,527.11	472.89	84.24
5804	PreEmploymentTesting	2,000.00	3,500.00		1,453.50	2,046.50	41.53
5806	Advertising	600.00	600.00		492.27	107.73	82.05
5850	SoftwareMaintenanceAndLicences	6,000.00	7,000.00		6,388.25	611.75	91.26
5900	Communications	500.00	500.00		184.09	315.91	36.82
	Total Services and Other Operating Expenditures	21,100.00	24,100.00	.00	17,314.72	6,785.28	71.85
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	32,464.00	30,382.00			30,382.00	
	Total Transfers of Indirect/direct support costs	32,464.00	30,382.00	.00	.00	30,382.00	
	Total Year To Date Expenditures	1,034,428.00	989,895.00	66,434.16	832,534.91	90,925.93	84.10
Other Financing Sources							
Other Financing Sources							
8916	ToCafeFundFromGenFund	139,428.00	95,395.00		180,000.00	84,605.00-	188.69
	Total Other Financing Sources	139,428.00	95,395.00		180,000.00	84,605.00-	188.69
	Total Year To Date Other Financing Sources	139,428.00	95,395.00		180,000.00	84,605.00-	188.69

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2018/19 Through June 2019

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	895,000.00	894,500.00		670,707.46	223,792.54	74.98
B. Expenditures	1,034,428.00	989,895.00	66,434.16	832,534.91	90,925.93	84.10
C. Subtotal (Revenue LESS Expense)	139,428.00-	95,395.00-		161,827.45-	132,866.61	
D. Other Financing Sources and Uses						
Sources	139,428.00	95,395.00		180,000.00	84,605.00-	188.69
LESS Uses						
E. Net Change in Fund Balance	.00	.00		18,172.55	48,261.61	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance						
G. Calculated Ending Balance	.00	.00		18,172.55		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesign/Unappropri (9790)						
Other				66,434.16		

Fund 25

Fiscal Year 2018/19 Through June 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8625	ComRdvpmntFndNotSubjct2LCFFDd	75,000.00	75,000.00	134,512.97	59,512.97-	179.35
8660	Interest	4,500.00	4,500.00	10,236.06	5,736.06-	227.47
8681	Mitigation/DeveloperFees	135,000.00	135,000.00	281,129.08	146,129.08-	208.24
8699	AllOtherLocalRevenue			1,810.24	1,810.24-	NO BDGT
	Total Other Local Revenue	214,500.00	214,500.00	427,688.35	213,188.35-	199.39
	Total Year To Date Revenues	214,500.00	214,500.00	427,688.35	213,188.35-	199.39

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Services and Other Operating Expenditures							
5806	Advertising		500.00		456.00	44.00	91.20
	Total Services and Other Operating Expenditures	.00	500.00	.00	456.00	44.00	91.20
	Total Year To Date Expenditures	.00	500.00	.00	456.00	44.00	91.20

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Other Financing Uses							
Interfund Transfers Out							
7619	OthrAuthrizdInterFndTrnsfrsOut	9,000.00	9,000.00		14,592.05	5,592.05-	162.13
	Total Interfund Transfers Out	9,000.00	9,000.00	.00	14,592.05	5,592.05-	162.13
	Total Year To Date Other Financing Uses	9,000.00	9,000.00	.00	14,592.05	5,592.05-	162.13

Selection

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

ESCAPE ONLINE

Page 14 of 20

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	214,500.00	214,500.00		427,688.35	213,188.35-	199.39
B. Expenditures		500.00		456.00	44.00	91.20
C. Subtotal (Revenue LESS Expense)	214,500.00	214,000.00		427,232.35	213,232.35-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses	9,000.00	9,000.00		14,592.05	5,592.05-	162.13
E. Net Change in Fund Balance	205,500.00	205,000.00		412,640.30	207,640.30-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	611,815.00	663,121.00		663,091.20		
Other Restatements (9795)						
Adjusted Beginning Balance	611,815.00	663,121.00		663,091.20		
G. Calculated Ending Balance	817,315.00	868,121.00		1,075,731.50		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	817,315.00	868,121.00				
Other						

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtdnesLeviHmownrExmptn	19,000.00	19,000.00	33,794.25	14,794.25-	177.86
8572	VtdIndbtdnsLevOtrSbvntrnsInLuTx	5,500.00	5,500.00	3,903.32	1,596.68	70.97
	Total Other State Revenues	24,500.00	24,500.00	37,697.57	13,197.57-	153.87
Other Local Revenue						
8611	VotedIndebtdnsslLevieSecurdRol	1,240,000.00	1,240,000.00	1,882,312.71	642,312.71-	151.80
8612	VotdIndebtdnesLevieUnscurdRol	93,000.00	93,000.00	70,514.26	22,485.74	75.82
8613	VotdIndebtdnesLeviePriYrTaxes	3,000.00	3,000.00	2,815.85	184.15	93.86
8614	VotdIndbtdnsslLevieSuplmtlTaxe	15,000.00	15,000.00	11,402.01	3,597.99	76.01
8660	Interest	15,000.00	15,000.00	18,582.34	3,582.34-	123.88
	Total Other Local Revenue	1,366,000.00	1,366,000.00	1,985,627.17	619,627.17-	145.36
	Total Year To Date Revenues	1,390,500.00	1,390,500.00	2,023,324.74	632,824.74-	145.51

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	% Used
Expenditure Detail						
Debt Service						
7433	BondRedemptions	1,300,000.00	1,300,000.00		1,300,000.00	100.00
7434	BondInterestOtherServiceCharge	347,879.00	347,879.00		347,879.25	100.00
	Total Debt Service	1,647,879.00	1,647,879.00	.00	1,647,879.25	100.00
	Total Year To Date Expenditures	1,647,879.00	1,647,879.00	.00	1,647,879.25	100.00

Description

Revenues, Expenditures, and Changes in Fund Balance

	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
A. Revenues	1,390,500.00	1,390,500.00		2,023,324.74	632,824.74-	145.51
B. Expenditures	1,647,879.00	1,647,879.00		1,647,879.25	.25-	100.00
C. Subtotal (Revenue LESS Expense)	257,379.00-	257,379.00-		375,445.49	632,824.49-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	257,379.00-	257,379.00-		375,445.49	632,824.49-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	2,328,706.00	2,124,629.00		2,124,628.29		
Other Restatements (9795)						
Adjusted Beginning Balance	2,328,706.00	2,124,629.00		2,124,628.29		
G. Calculated Ending Balance	2,071,327.00	1,867,250.00		2,500,073.78		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesign/Unapprop (9790)	2,071,327.00	1,867,250.00				
Other						

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2018/19 Through June 2019

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	20,000.00	20,000.00	23,631.77	3,631.77-	118.16
8699	AllOtherLocalRevenue	23,000.00	23,000.00	40,741.65	17,741.65-	177.14
	Total Other Local Revenue	43,000.00	43,000.00	64,373.42	21,373.42-	149.71
	Total Year To Date Revenues	43,000.00	43,000.00	64,373.42	21,373.42-	149.71

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Services and Other Operating Expenditures							
5800	ProfConsultingSrvcsandOperExpnd	43,000.00	43,000.00		69,673.50	26,673.50-	162.03
	Total Services and Other Operating Expenditures	43,000.00	43,000.00	.00	69,673.50	26,673.50-	162.03
	Total Year To Date Expenditures	43,000.00	43,000.00	.00	69,673.50	26,673.50-	162.03

Selection

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

ESCAPE ONLINE

Page 18 of 20

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2018/19 Through June 2019

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	43,000.00	43,000.00		64,373.42	21,373.42-	149.71
B. Expenditures	43,000.00	43,000.00		69,673.50	26,673.50-	162.03
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses	.00	.00		5,300.08-	5,300.08	
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		5,300.08-	5,300.08	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	1,473,660.00	1,436,688.00		1,436,687.70		
Other Restatements (9795)						
Adjusted Beginning Balance	1,473,660.00	1,436,688.00		1,436,687.70		
G. Calculated Ending Balance	1,473,660.00	1,436,688.00		1,431,387.62		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesign/Unapprop (9790)	1,473,660.00	1,436,688.00				
Other						

Fund 76 - Warrant/Pass-ThroughFund

Fiscal Year 2018/19 Through June 2019

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues						
B. Expenditures						
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance						
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance						
G. Calculated Ending Balance						
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)						
Other						

Oroville Union High School District

Memorandum

TO: Board of Trustees
FROM: Dr. Corey Willenberg
DATE: June 10, 2019
SUBJECT: Acceptance of Donations to the Hall of Fame

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

Operating Fund

Dean Andoe	\$210
Gravison Construction	\$100

Scholarship Fund

Las Plumas High School Memorandum



DATE: June 10, 2019

TO: Dr. Corey Willenberg and Members of the Board of Trustees

FROM: Daniel Ramos, Jr., Principal

SUBJECT: Donation to Las Plumas FFA Program

The Las Plumas FFA Program is asking the board to approve a donation valued at \$2,018.00 from the Lake Oroville FFA Alumni and Supporters.

Las Plumas High School Memorandum



DATE: June 10, 2019

TO: Dr. Corey Willenberg and Members of the Board of Trustees

FROM: Daniel Ramos, Jr., Principal

SUBJECT: Donation to Soccer Program

Mr. and Mrs. Daniel Klerman has generously given a donation in the amount of \$500.00 to the Las Plumas Girls Volleyball team. I request the board approve this donation.

OROVILLE UNION HIGH SCHOOL DISTRICT
ADMINISTRATIVE SALARY SCHEDULE
FISCAL YEAR 2019/2020

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
															Step 5	Step 4	Step 3	Step 2	Step 1
Principals - Comprehensive, Director of Education, Director of Alternative Education w/MA w/earned Doctorate	224 Days	111,232	114,200	117,166	120,133	123,095	127,095	131,226	135,163	139,218	143,395								
		111,862	114,830	117,796	120,763	123,725	127,725	131,856	135,793	139,848	144,025								
		112,702	115,670	118,636	121,603	124,565	128,565	132,696	136,633	140,688	144,865								
Continuation School Principal w/MA w/earned Doctorate	205 Days	97,526	101,425	105,484	109,703	114,091	117,799	121,627	125,277	129,035	132,906								
		98,156	102,055	106,114	110,333	114,721	118,429	122,257	125,907	129,665	133,536								
		98,996	102,895	106,954	111,173	115,561	119,269	123,097	126,747	130,505	134,376								
Assistant Principal - Comprehensive, w/MA w/earned Doctorate	205 Days	90,305	93,912	97,199	100,603	104,123	107,247	110,464	113,778	117,192	120,707								
		90,935	94,542	97,829	101,233	104,753	107,877	111,094	114,408	117,822	121,337								
		91,775	95,382	98,669	102,073	105,593	108,717	111,934	115,248	118,662	122,177								
Psychologist w/MA w/earned Doctorate	200 Days	79,302	82,079	84,952	87,861	91,004	93,734	96,545	99,441	102,424	105,497								
		79,932	82,709	85,582	88,491	91,634	94,364	97,175	100,071	103,054	106,127								
		80,772	83,549	86,422	89,331	92,474	95,204	98,015	100,911	103,894	106,967								

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, 2019

APPENDIX "B"
OROVILLE UNION HIGH SCHOOL DISTRICT
CERTIFICATED SALARY SCHEDULE
SALARY SCHEDULE 2019/2020

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	46192	47907	49614	51328	1
2	47907	49614	51328	53038	2
3	49614	51328	53038	54748	3
4	51328	53038	54748	56457	4
5	53038	54748	56457	58165	5
6	54748	56457	58165	59880	6
7	56457	58165	59880	61587	7
8	58165	59880	61587	63297	8
9	59880	61587	63297	65008	9
10	61587	63297	65008	66719	10
11	63297	65008	66719	68426	11
12	65008	66719	68426	70140	12
13		68426	70140	71851	13
14			71851	73560	14
15				75271	15
16/18			74463	77882	16/18
19/21			77073	80497	19/21
22/24			79688	83109	22/24
25/26			82301	85718	25/26
27+			87525	90944	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, 2019

ADOPTED:

APPENDIX "C"
OROVILLE UNION HIGH SCHOOL DISTRICT
EXTRA DUTY SALARY SCHEDULE

2019/2020

EXTRA DUTY ASSIGNMENT	FACTOR	SALARY	MONTH PAID
Base		\$46,192	
(1) Ag - 12 month activities	0.090	4,157	Included in salary
(2) Ag - No project supervision	0.090	4,157	Included in salary
Student Activity Director	0.055	2,541	Dec - May
Subject Area Coordinators	0.040	1,848	Dec - May
Head Teacher - Continuation	0.090	4,157	Dec - May
Academic Decathlon	0.040	1,848	Dec - May
Journalism	0.060	2,772	Dec - May
Drama	0.055	2,541	Dec - May
Music	0.090	4,157	Dec - May
VICA Advisor	0.040	1,848	Dec - May
FHA Advisor	0.040	1,848	Dec - May
College Connection	0.040	1,848	Dec - May
Yearbook	0.060	2,772	Dec - May
FBLA Advisor	0.040	1,848	Dec - May
Mock Trial	0.040	1,848	Dec - May
Avid Coordinator	0.040	1,848	Dec - May
Link Crew	0.040	1,848	Dec - May
Reading Coordinator	0.040	1,848	Dec - May
Athletic Director - two release period	0.100	4,619	Included in salary
Baseball, Varsity	0.085	3,926	May
Baseball, Varsity Assist	0.040	1,848	May
Baseball, JV	0.070	3,233	May
Basketball, Varsity	0.085	3,926	Mar
Basketball, JV	0.070	3,233	Mar
Basketball, Frosh	0.060	2,772	Mar
Cross Country	0.070	3,233	Nov
(3)Field Hockey/Volleyball Varsity	0.085	3,926	Nov
Field Hockey/Volleyball JV	0.070	3,233	Nov
Field Hockey/Volleyball Frosh	0.060	2,772	Nov
Football, Varsity HEAD	0.095	4,388	Nov
Football, Varsity Assist (2)	0.070	3,233	Nov
Football, JV HEAD	0.070	3,233	Nov
Football, JV Assist	0.065	3,002	Nov
Football, Frosh, HEAD	0.065	3,002	Nov
Football, Frosh, Assist	0.055	2,541	Nov

Golf	0.070	3,233 May
Soccer, Varsity Head	0.085	3,926 Mar
Soccer, JV Head	0.070	3,233 Mar
Softball, Varsity	0.085	3,926 May
Softball, Varsity Assist	0.040	1,848 May
Softball, JV	0.070	3,233 May
Swimming	0.070	3,233 Nov
Tennis	0.070	3,233 Nov - Girls Paid / May - Boys Paid
Track, HEAD	0.085	3,926 May
Track, Assist	0.070	3,233 May
Wrestling, HEAD	0.085	3,926 Mar
Wrestling, Assist	0.070	3,233 Mar
Pep Squad Advisor	0.060	2,772 Dec - May
Flag Coordinator	0.035	1,617 Nov

HOME & HOSPITAL \$28.11 Hourly

SUMMER SCHOOL	STEP 1	\$30.76	Hourly
AND SATURDAY SCHOOL	STEP 2	\$32.29	Hourly
	STEP 3	\$33.90	Hourly
	STEP 4	\$35.57	Hourly
	STEP 5	\$37.36	Hourly

After school IEP or Section 504 Meeting \$58.48 Hourly

- (1) Limited to three (3) employees
- (2) Limited to one (1) employee
- (3) School may participate in either sport, but not both

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.

EFFECTIVE: July 1, 2019

ADOPTED:

APPENDIX "D"
OROVILLE UNION HIGH SCHOOL DISTRICT
ADULT ED SALARY SCHEDULE

2019/2020

STEP	DS	PP, SE, GS, SS
1	29.82	31.15
2	30.72	32.10
3	31.68	33.06
4	32.59	34.06
5	33.55	35.06
6		36.15
7		37.21
8		38.34

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 - \$22.31

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, 2019

ADOPTED:

OROVILLE UNION HIGH SCHOOL DISTRICT
CONFIDENTIAL/SUPERVISORY UNIT SALARY SCHEDULE
FISCAL YEAR 2019/2020

Position (Monthly Salary)	Paid Days	A	B	C	D	E	7th	10th	13th	16th	19th	22nd	25th	28th	31st
Transportation Director	260	4,992	5,243	5,502	5,779	6,065	6,247	6,434	6,626	6,827	7,031	7,242	7,460	7,684	7,915
Maintenance Supervisor															
Executive Assistant	260	4,264	4,477	4,701	4,936	5,183	5,338	5,499	5,664	5,834	6,008	6,189	6,375	6,566	6,762
Senior Personnel Technician	260	4,107	4,311	4,528	4,753	4,991	5,141	5,294	5,454	5,618	5,786	5,959	6,138	6,322	6,512
Senior Budget & Accounting Technician															
Payroll Technician															
Acct Payable & Purchasing Technician	260	3,442	3,614	3,793	3,985	4,182	4,307	4,436	4,570	4,706	4,848	4,993	5,143	5,297	5,456
Budget & Accounting Technician															
Receptionist/CBO Secretary	240	2,680	2,817	2,956	3,106	3,258	3,357	3,458	3,562	3,668	3,778	3,891	4,008	4,129	4,253

Position (Hourly Rate)	Paid Days	A	B	C	D	E	7th	10th	13th	16th	19th	22nd	25th	28th	31st
Food Service Director	240	26.79	28.13	29.55	31.05	32.57	33.54	34.56	35.60	36.67	37.76	38.89	40.06	41.26	42.50
Educational Services Technician	240	15.80	16.60	17.43	18.31	19.22	19.79	20.39	21.00	21.63	22.28	22.94	23.64	24.34	25.07

Hourly equivalent rates are computed on the basis of a 40 hour week and 173.33 hours per month

Effective: July 1, 2019

Adopted:

**Memorandum of Understanding
by and between the
Butte County Office of Education Career Technical Education Department
and the
Oroville Union High School District**

This Memorandum of Understanding (MOU) sets forth the terms and conditions between Butte County Office of Education Career Technical Education Department (BCOE CTE) and Oroville Union High School District (OUHSD) for reimbursement of actual costs for BCOE CTE teacher salaries & benefits to continue to offer **two (2)** CTE sections for OUHSD for the 2019-20 school year.

Agreement

Per this agreement, BCOE CTE Department will provide the following:

- BCOE Teacher, Health and Medical Occupation Pathway – *2 sections at Oroville High School*

OUHSD will support the **two (2) sections**, with: general supervision, class budget, equipment, community classroom sites, travel, and professional development, and Career Technical Student Organizations (CTSO) related expenditures if applicable.

OUHSD will reimburse BCOE CTE Department salary and benefits for the **two (2) sections**, any extra duty time, professional development, associated travel and mileage for BCOE Instructors.

Any and all extra duty time will be preapproved by OUHSD Superintendent or designee. OUHSD will notify Senior Director, CTE of pre-approved time prior to the 25th of each month.

BCOE CTE Department will be responsible for the evaluation of instructional staff and administrative oversight. Administrative oversight includes twenty two hours @ \$100 per hour for 11 months (salary and benefits).

Funding

BCOE CTE Department will invoice quarterly, detailing the actual cost to operate the CTE sections listed above including CTE Department administrative oversight costs.

Duration

This MOU shall be in effect for the duration of the 2019-20 school year (July 1, 2019 - June 30, 2020) school year. This MOU will become effective upon dual execution of this agreement by the authorized officials of OUHSD and BCOE and may be renewed annually, in writing by mutual agreement of the parties.

Preliminary notice will be given by OUHSD to BCOE regarding number of CTE sections to be offered within the upcoming school year, by **February 15th**. A tentative agreement for continued services will be drafted by the CTE Department to accurately plan for the fiscal impact.

Indemnification

OUHSD shall indemnify, defend and hold harmless BCOE, its officers, agents, employees, and representatives from and against any and all claims, losses, liabilities or damages, demands and actions arising out of or resulting from the performance of this MOU, caused in whole or in part by any negligent or willful act or omission of OUHSD, its officers, agents employees, or anyone directly or indirectly acting on behalf of OUHSD.

BCOE shall indemnify, defend and hold harmless OUHSD, its officers, agents, employees, and representatives from and against any and all claims, losses, liabilities or damages, demands and actions, arising out of or resulting from the performance of this MOU, caused in whole or in part by any negligent or willful act or omission of BCOE, its officers, agents, employees, or anyone directly or indirectly acting on behalf of BCOE.

It is the intention of OUHSD and BCOE that, where fault is determined to have been contributory, principles of comparative fault will be followed and each party shall bear the proportionate cost of any damage attributable to the fault of that party, its officers, directors, agents, employees, volunteers, subcontractors, and governing board.

Insurance

During the term of this agreement, OUHSD shall annually provide to BCOE and BCOE shall annually provide to OUHSD, a Certificate of Coverage with minimum limits shown below. These insurance / coverage requirements do not limit the BCOE's indemnification of OUHSD nor any other BCOE obligation to OUHSD set forth in this MOU. The cost of such insurance shall be borne by each party respectively. Both parties agree to name each other as additional insureds.

Commercial General Liability on an occurrence form with a minimum limit of \$5,000,000 each occurrence and \$5,000,000 aggregate. Policy to include abuse and molestation coverage.

Automobile Liability including owned, non-owned and hired automobiles with minimum limit of \$5,000,000 per accident for bodily injury and property damage.

Additional Covered Party Provision:

From BCOE to OUHSD: Naming Oroville Union High School District, their elected or appointed officials, employees, agents as additional covered party under the general liability policy with respects to this MOU.

From OUHSD to BCOE: Naming Butte County Office of Education, its officers, officials, employees and volunteers as additional covered party under the general liability policy with respects to this MOU.

Primary Insurance:

From BCOE to OUHSD: Endorsement showing BCOE's coverage shall be primary coverage as respects to OUHSD, its elected or appointed officials, employees, agents and volunteers during BCOE's responsibilities provided by this MOU. Any insurance, self-insurance or insurance pool coverage maintained by OUHSD, its elected or appointed officials, employees, agents and volunteers shall be excess and shall not contribute with it.

From OUHSD to BCOE: Endorsement showing OUHSD's coverage is primary coverage as respects to BCOE, its officers, officials, employees and volunteers during OUHSD's responsibilities provided by this MOU. Any insurance or self-insurance maintained by BCOE its officers, officials, employees and volunteers shall be excess of OUHSD's and shall not contribute with it.

Contact Information

Oroville Union High School District

Dr. Corey Willenberg
2211 Washington Avenue
Oroville CA 95965
530-538-2300
cwillenb@ouhsd.org

BCOE, CTE Department

Jennifer Foglesong
Interim Senior Director CTE & Work Force Development
2491 Carmichael Drive, Suite 500
Chico CA 95928
530-879-7462
jfoglesong@bcoe.org



Corey Willenberg, Superintendent, OUHSD

5-20-19

Date

Mary Sakuma, Superintendent, BCOE

Date



June 7, 2019

Dr. Corey Willenberg, Superintendent
Oroville Union High School District
2211 Washington Avenue
Oroville, CA 95965-5440

MEMORANDUM OF UNDERSTANDING

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

BCOE agrees to provide the following services to OUHSD:

1. Nurse services three days per week for the 2019-2020 school year. The cost for these services will be approximately \$52,812 plus mileage. An S-transfer will be processed by BCOE for the exact amount by June 30, 2020.

This agreement is effective through June 30, 2020.


Michelle Zevely
Assistant Superintendent, SPS

Dr. Corey Willenberg
Superintendent, OUHSD

cc: Lisa Anderson, Sr. Director, Administrative Services
Stacy Doughman, Director, Special Education
Maryanne Taylor, Principal, Special Education
Kevin Simas, Director of Education, OUHSD

Mary Sakuma
Superintendent
msakuma@bcoe.org

**Student Programs
and Educational
Support**
Michelle Zevely
Assistant Superintendent
mzevely@bcoe.org

Special Education
Stacy Doughman
Director
1859 Bird Street
Oroville, CA 95965
Ph: (530) 532-5745
Fx: (530) 532-5794
sdoughma@bcoe.org

Mesa Vista School
Maryanne Taylor
Principal, Special Ed
2265 6th Street
Oroville, CA 95965
Ph: (530) 532-5740
Fx: (530) 532-5743
mtaylor@bcoe.org

Board of Education

Amy Christianson
Mike Walsh
Brenda J. McLaughlin
Roger Steel
Alan White
Karin Matray
Alastair Roughton

An Equal Opportunity
Employer

For BCOE Use:
01-6500-0-8677-5001-3140-0000-2208

"WHERE STUDENTS COME FIRST"



Mary Sakuma

Superintendent
msakuma@bcoe.org

Student Programs and Educational Support

Michelle Zevely

Assistant Superintendent

mzevely@bcoe.org

Special Education

Stacy Doughman
Director

1859 Bird Street
Oroville, CA 95965

Ph: (530) 532-5745

Fx: (530) 532-5794

sdoughma@bcoe.org

Mesa Vista School

Maryanne Taylor
Principal, Special Ed

2265 6th Street
Oroville, CA 95965

Ph: (530) 532-5740

Fx: (530) 532-5743

mtaylor@bcoe.org

Board of Education

Amy Christianson

Mike Walsh

Brenda J. McLaughlin

Roger Steel

Alan White

Karin Matray

Alastair Roughton

An Equal Opportunity
Employer

June 7, 2019

Dr. Corey Willenberg, Superintendent
Oroville Union High School District
2211 Washington Avenue
Oroville, CA 95965-5440

MEMORANDUM OF UNDERSTANDING

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

OUHSD agrees to provide the following services for the two BCOE classrooms at Las Plumas High School (Rm. 1011 & Rm 1012) and one Oroville High School classroom (Rm. T-3):

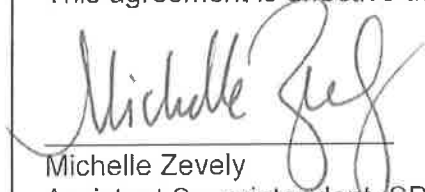
1. Custodial services and supplies, maintenance, utilities and garbage service for the 2019-2020 school year. BCOE will be responsible for any damages beyond the normal use and will repair or replace said damages.

For the above services BCOE will pay OUHSD no less than the current established rate of \$7,000.00 per classroom. This sum will be S-transferred from BCOE to OUHSD by June 30, 2020.

OUHSD will notify BCOE one year in advance if they can no longer provide classroom space on their campus.

2. Speech and Language services for all classrooms listed above.

This agreement is effective through June 30, 2020.


Michelle Zevely
Assistant Superintendent, SPS

Dr. Corey Willenberg
Superintendent, OUHSD

cc: Lisa Anderson, Sr. Director, Administrative Services
Stacy Doughman, Director, Special Education
Maryanne Taylor, Principal, Special Education
Kevin Simas, Director of Education, OUHSD

For BCOE Use: No
coding as fees are
transferred internally by
BCOE Admin Services.

"WHERE STUDENTS COME FIRST"

Drug Free Workplace

Certification regarding state and federal drug-free workplace requirements.

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

Grantees Other Than Individuals

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

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace
 2. The grantee's policy of maintaining a drug-free workplace
 3. Any available drug counseling, rehabilitation, and employee assistance programs
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, as to any employee who is convicted, within 30 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973 (29 U.S.C. Section 794), as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant. Grantee must ensure all such site(s) are identified.

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

2211 Washington Ave.
Oroville, CA 95966

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

Grantees Who Are Individuals

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

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

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

Name of Applicant:

Kevin Simas

Name of Program:

Oroville Union HSD

Printed Name and Title of Authorized Representative:

Kevin Simas, Director of Education

Signature:

Kevin Simas

Date:

5/30/19

General Assurances 2018-19

General Assurances and Certifications required for grants supported by state or federal funds in 2018-19

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR).
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321(b)(1); PL 114-95 §1118(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a Single Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 CCR, §4202)
10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records

which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.760; 2 CFR 200.333)

11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 calendar days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)
12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.
13. The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)
14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846, PL 114-95, §8306(a)(7); 20 USC §6318; PL 114-95, §1116(b)(4))
15. The LEA will provide the certification on constitutionally protected prayer. (20 USC §7904; PL 114-95, §8524(b))
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320; PL 114-95, §1117(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846; PL 114-95, §8306(a)(3)(A-B))
18. The LEA will participate in the California Assessment of Student Performance and Progress. (EC §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e)

- to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR §3942)
 22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (United States Constitution, Fourteenth Amendment; California Constitution, Article 1, §7; California Government Code §§11135-11138; 42 USC §2000d; 5 CCR, §3934)
 23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §62002; 5 CCR, §§3944, 3946)
 24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944(a)(b))
 25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
 26. Programs and services are and will be in compliance with Section 8355 of the California *Government Code* and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
 27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging while Driving," October 1, 2009.
 28. The Federal grant sub recipient has complied with the Federal Funding Accountability and Transparency Act, as defined in 2 CFR Part 25 (PL 109-282; PL 110-252) regarding the establishment of a Data Universal Numbering System (DUNS) number and maintaining a current/active registration in the System for Award Management ².

Kevin Amis
6/30/19

which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

Name of Applicant:

Kevin Simas

Name of Program:

Oronville Union HSD

Printed Name and Title of Authorized Representative:

Kevin Simas, Director of Education

Signature:

Kevin Simas

Date:

5/30/19

Debarment and Suspension

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

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

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check SAM Exclusions.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with

Lobbying

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

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

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

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

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

Name of Applicant:

Kevin Simas

Name of Program:

Oroville Union HSD

Printed Name and Title of Authorized Representative:

Kevin Simas, Director of Education

Signature:

Date:

Kevin Simas
5/30/09

Lobbying

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

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

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

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

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

Name of Applicant:

Kevin Simas

Name of Program:

Oroville Union HSD

Printed Name and Title of Authorized Representative:

Kevin Simas, Director of Education

Signature:

Date:

5/30/19

**Carl D. Perkins Career and Technical Education Improvement Act of 2006
(Perkins IV)
2019–20 Grant Conditions**

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

1. Your local educational agency's (LEA's) 2019–20 Perkins IV grant award is part of the Career and Technical Education Basic Grants to States from the U.S. Department of Education's (ED) Office of Vocational and Adult Education (now called Office of Career, Technical, and Adult Education). The *Catalog of Federal Domestic Assistance* number is 84.048A. The funds are subject to the *Education Department General Administrative Regulations* 74, 76 (except 76.103), 77, 79, 80, 81, 82, and 85; the *Office of Civil Rights Guidelines for Vocational Education*; and compliance requirements discussed in the *Office of Management and Budget Circulars A-87 and A-133*.
2. In order to accept Perkins IV funds, the LEA must have:
 - an approved local plan for career technical education (CTE) on file at the CDE
 - an approved 2019–20 online application submitted and approved by the CDE
3. The grant award will be processed upon receipt of the signed Grant Award Notification (AO-400). The AO-400 must be signed by the Superintendent or an authorized official and **returned within 10 working days of receipt**.
4. Funds awarded under Perkins IV shall be used to **supplement, and shall not supplant**, non-federal funds expended to carry out CTE and technical preparation program activities.
5. The LEA must meet all federal statutes and regulations applicable to Perkins IV in its administration of the program.
6. Perkins IV requires grant recipients to submit annual Perkins Core Indicators data by the designated deadlines. The Report on CTE Enrollment and Program Completion (CDE 101 E1) data may be submitted annually between July 1 and October 15. The Report on CTE Placement (CDE 101 E2) data may be submitted annually between January 1 and March 15. Final reimbursement for the grant period will not be paid until the CDE 101 E1 data are submitted to the CDE. The CDE may request that all Perkins IV funds for the program year be returned for failure to adhere to the Perkins IV data requirements.
7. All Perkins IV funds must be expended within the dates designated and for not more than the maximum amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. All

funds must be expended or legally obligated by June 30, 2020. Any funds left unclaimed after September 30, 2019, will revert to the CDE for reallocation to other LEAs. Unauthorized expenditures shall be the responsibility of the LEA. **No extensions of this grant will be allowed.**

8. No less than 85 percent of the LEA's allocation must be expended to improve or expand CTE programs and CTE courses approved in the local plan. No more than 10 percent of the grant can be spent on non-instructional items. The grantee shall limit the administrative costs to 5 percent and may include indirect (less any funds expended for capital outlay) or direct costs related to administering the funds. Indirect costs are limited to the indirect cost rate approved by the CDE for the applicable fiscal year in which the funds are expended, or 5 percent, whichever is less.
9. Federal law Title 34 of the *Code of Federal Regulations* 80.21(i) requires that any interest earned by grantees on federal dollars be returned to the ED if the amount is in excess of \$100.
10. Any single expenditure of \$5,000 or greater (including taxes, shipping, and installation) is considered capital outlay and requires prior CDE approval.
11. Grant funds will be remitted on a quarterly reimbursement basis only. All claims must be submitted through the PGMS. Filing a mid-year claim and final claim is mandatory. To claim reimbursement of funds, the LEA must complete and submit a claim for reimbursement for actual expenditures according to the following schedule:
 - First quarter (July 1–September 30): due before or on October 31, 2019
 - Second quarter (October 1–December 31): due before or on January 31, 2020
 - Third quarter (January 1–March 31): due before or on April 30, 2020
 - Fourth quarter/Final (April 1–June 30): due before or on July 31, 2020
12. An online budget revision is required if expenditures for any budget category exceed 20 percent of the authorized budget category total in the approved budget. The budget revision must be approved by CDE before expenditures are made. Expenditures that exceed the approved budget category amount by 20 percent may not be approved for payment when a claim is submitted.
13. All claims must contain actual expenditures incurred by the LEA; expenditures cannot be rounded to whole numbers.
14. Federal regulations governing the Perkins IV will overrule any errors inadvertently made by the CDE.

Carl D. Perkins Career and Technical Education Improvement Act of 2006
ASSURANCES AND CERTIFICATIONS

Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) special assurances are required for funding:

1. The eligible recipient will provide a career technical education (CTE) program that is of such size, scope, and quality to bring about improvement in the quality of CTE programs. (Perkins IV, Section 134[b][6])
2. In compliance with Office of Vocational and Adult Education (OVAE) Program Memorandum 99-11, local agencies receiving Perkins IV funds for CTE programs for adults will be represented on the local Workforce Investment Board (WIB); enter into a Memorandum of Understanding with the local WIB relating to the operation of the One-Stop system, including a description of services, how the cost of the identified services and operating costs of the system will be funded, and the methods for referral; make available the core services that are applicable to Perkins IV through the One-Stop delivery system, either in lieu of or in addition to making these services available at the site of the particular program; and use a portion of the Perkins IV funds (or provide services with such funds) to create and maintain the One-Stop delivery system and to provide applicable core services through the One-Stop delivery system.
3. The eligible recipient that uses funds under Perkins IV for in-service and preservice CTE professional development programs for CTE teachers, administrators, and other personnel will, upon written request, permit the participation in such programs of CTE teachers, administrators, and other personnel in nonprofit private schools offering CTE programs located in the geographical area served by such recipient. (Perkins IV, Section 317[a])
4. The eligible recipient may, upon written request, use funds made available under Perkins IV to provide for the meaningful participation, in CTE programs and activities receiving funding under this Act of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. (Perkins IV, Section 317[b][1])
5. The eligible recipient will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in CTE programs and activities receiving funding under Perkins IV, of secondary school students attending nonprofit private schools. (Perkins IV, Section 317[b][2])
6. Nothing in Perkins IV shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services. (Perkins IV, Section 316)

7. The eligible recipient will ensure that students who are economically disadvantaged, students of limited English proficiency, and students with special needs are assisted to succeed with support services such as counseling, English-language instruction, child care, and special aids. (CFR 403.190[A][2][II][b])
8. Curriculum, instruction, and assessment are designed to serve all students, including students who are members of special populations.

Use of Perkins IV funds

1. Funds made available under the Perkins IV for CTE activities will supplement, and will not supplant, non-federal funds expended to carry out CTE activities and technical preparation activities. (Perkins IV, Section 311)
2. All of the funds made available under Perkins IV will be used in accordance with the requirements of this Act. (Perkins IV, Section 6)
3. No funds made available under Perkins IV shall be used to require any secondary school student to choose or pursue a specific career path or major; and to mandate that any individual will be required to participate in a CTE program, including a CTE program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Perkins IV, Section 314)
4. No funds made available under the Perkins Act will be used to provide CTE programs for students prior to the seventh grade except that equipment and facilities purchased with funds under the Perkins IV may be used for such students. (Perkins IV, Section 315)
5. No funds will be used to acquire equipment or software in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. (Perkins IV, Section 122[c][12])
6. The funding for development and implementation of the Integrated and Career-Related Education Continuum as described in the *California State Plan for Career Technical Education* will be limited to programs as described in the local CTE plan that (a) begin no earlier than grade seven; (b) include a clearly defined sequence of courses that prepare students for career entry and postsecondary education; (c) are part of a sequence that may include a capstone course at the high school, ROCP or community college; (d) are taught by a qualified CTE teacher; and (e) integrates CTE and academic instruction.
7. The eligible recipient will comply with the requirements of this Perkins IV, Title I, and the provisions of the *California State Plan for Career Technical Education*, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. (Perkins IV, Section 122[c][11])

Consortia Requirements

1. Consortia formed to meet the minimum allocation requirement will use funds only for purposes and programs that are mutually beneficial to all members of the consortium.
2. Funds will not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. (Perkins IV, sections 131[f][2] and 132[a][3][B])

Requirements of Local CTE Programs Assisted with Perkins funds

LEAs will ensure that each of the following nine requirements in Perkins IV Section 135(b) is met in each program that uses Perkins IV funds.

1. Provide activities that strengthen students' academic and career and technical skills through the integration of academics with CTE programs in a **coherent sequence of courses**, such as career and technical programs of study to ensure students' learning.
2. Link CTE at the secondary level and CTE at the postsecondary level, including **offering not less than one career and technical program of study** described in Section 122(c)(1)(A).
3. Provide students with strong experience in and understanding of **all aspects of an industry**.
4. Develop, improve, or expand the **use of technology** in vocational and technical education, which *may* include;
 - training of CTE personnel, to use state-of-the-art technology, which may include distance learning
 - providing CTE students with the academic, and career and technical skills that lead to entry into the technology fields; or
 - encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs
5. Provide **professional development programs** consistent with Section 122 to teachers, counselors, and administrators that include:
 - the effective integration and use of challenging academic and CTE provided jointly with academic teachers;
 - effective teaching skills based on research that includes promising practices;

- effective practices to improve parental and community involvement;
 - effective use of scientifically based research and data to improve instruction;
 - Support of education programs for teachers of CTE students, to ensure that such teachers stay current with all aspects of an industry;
 - internship programs that provide relevant business experience; and
 - programs designed to train teacher specifically in the effective use and application of technology to improve instruction.
6. Develop and implement **evaluations of the career technical programs** carried out with these funds including an assessment of how the needs of special populations are being met.
 7. **Initiate, improve, expand, and modernize** quality CTE programs.
 8. Provide services and activities that are of **sufficient size, scope, and quality** to be effective.
 9. Provide activities to **prepare special population students** enrolled in CTE programs for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

State Established CTE Quality Criteria Requirements of Programs Assisted with Perkins IV funds

Perkins IV Section 135(b)(8) requires each CTE program assisted with the funds provide services and activities that are of sufficient size, scope, and quality to be effective. The *California State Plan for Career Technical Education* identifies 13 planning, organization, and instructional elements determined by the state to be critical to high-quality CTE programs. These elements are incorporated into the following criteria which are required of all programs assisted with the funds.

Curriculum, Instruction, and Assessment

- Curriculum and assessment are aligned with the *California CTE Model Curriculum Standards and Framework* and Secretary's Commission on Achieving Necessary Skills (SCANS) and employability competencies;
- Instruction is standards-based, sufficient in duration, current and relevant, and develops the knowledge, attitudes, and skills currently required for entry into careers in the program area;

- A comprehensive assessment system is used to measure student competence in the application of CTE and academic knowledge and skills required in the program area; and
- The program provides for certification of students who achieve industry-recognized skill and knowledge requirements.

Leadership and Citizenship Development

- Each program includes a career technical student organization or alternative leadership activity that is integral to instruction and is supported by the administration of the local educational agency. Alternative leadership activities must be designed to provide students with (a) effective leadership skills; (b) increased confidence in themselves and their work; (c) enhanced character, citizenship, volunteerism, and patriotism; (d) an understanding of the importance of a healthy lifestyle; (e) an understanding of the need to strive for excellence in scholarship; and (f) an awareness of the importance and relevance of the career cluster addressed by the CTE program.
- Leadership, citizenship, and interpersonal skills instruction in teamwork, communications, human relations, and social interaction is provided through the program.

Practical Application of Occupation Skills

- Each program provides practical application and experiences through actual or simulated work-based learning assignments.

Qualified and Competent Personnel

- Each program is staffed by qualified CTE teachers, meaning teachers who;
 - Possess a standard secondary, single subject or designated subject credential that authorizes the teaching of the CTE courses(s) to which they are assigned; and
 - Can document employment experience, outside of education, in the career pathway addressed by the program or other evidence of equivalent proficiency.

Facilities, Equipment, and Materials

- Facilities, equipment, and materials are comparable to those currently used by business and industry.
- Facilities and equipment are purchased or modified, as needed, to accommodate the needs of special population students.

Community, Business, and Industry Involvement

- Program has an advisory committee which includes business and industry representatives that meets at least once annually to provide relevant advice and support on current and changing labor markets, current industry standards and practices, emerging technical skills, curriculum content and student outcomes, and job placement.

Career Guidance

- Career guidance activities are ongoing and include the dissemination of career opportunity and career path information to students, parents, and counselors.
- CTE instruction includes career planning, employability skills, and articulation options, and provides students with information relevant to their career path goals.
- Career guidance activities provide students, parents, and counselors with information on nontraditional careers in program area.

Program Promotion

- Planned activities are conducted to promote the program to all concerned groups, including students of all ability levels, parents, counselors, site and district administrators, postsecondary agencies, and representatives from business and industry.
- Activities are conducted to improve the articulation and alignment of the program with instruction provided by feeder school and advanced education and training opportunities.

Student Support Services

- Program provides for full participation of special population students, meaning that special population students are provided with the additional services needed for success.

Program Accountability and Planning

- Program improvements are developed and implemented based on an analysis of prior-year program accountability data, including the (a) number of students enrolled in the program (including the enrollment of special population students); (b) number and percent of program completers; (c) number and percent of secondary program completers who receive diplomas; (d) number of completers placed in the military, further education/training, or employment; and (e) number of nontraditional program concentrators and completers.

Kevin Armas
5/30/19

SECTION II
SIGN-OFF FORM FOR REPRESENTATIVES OF SPECIAL POPULATIONS

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) requires local educational agencies (LEAs) to implement strategies to overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the activities needed to prepare these students for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency.

This form confirms that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have reviewed and approved the 2019–20 Perkins V application for funds. Each special population category must be signed by the LEA's designated administrator or the certificated representative responsible for that program.

Economically Disadvantaged (Title I Coordinator/Administrator)

Printed Name Kevin Simas Title Director of Education
Signature Kevin Simas Date 5/29/19

Limited English Proficiency (English Learner Coordinator/Administrator)

Printed Name Kevin Simas Title Director of Education
Signature Kevin Simas Date 5/29/19

Disabled (Handicapped) (Special Education Coordinator/Administrator)

Printed Name Kevin Simas Title Director of Education
Signature Kevin Simas Date 5/29/19

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

Printed Name Kevin Simas Title Director of Education
Signature Kevin Simas Date 5/29/19

Gender Equity or Nontraditional Training (Title IX Coordinator/Administrator)

Printed Name Kevin Simas Title Director of Education
Signature Kevin Simas Date 5/29/19

Displaced Homemaker (Title IX Coordinator/Administrator)

Note: Required only on Section 132 (Adult) applications

Printed Name Kevin Simas Title Director of Education
Signature Kevin Simas Date 5/29/19

DEPARTMENT OF
EDUCATION



Program Grant Management System (PGMS)

Oroville Union High (131 - Secondary)

2019-20 Section IV - Progress Report Toward Implementing the Local CTE Plan

Quick Facts Box

Application Amount	\$98,098.00
Approved Amount	\$98,098.00
Amount Available	\$3,827.00 *
The maximum indirect amount that can be expended cannot exceed \$0.00	
Friday, May 31, 2019 12:00 AM	
Submitted For Review on May 31 2019	
GAN has not been processed or sent to LEA	

* Subject to change based on Capital Outlay and actual expenditures

The implementation of each LEA's local Career Technical Education (CTE) plan directly affects the implementation of the State CTE Plan. Through the five-year duration of Perkins IV, 2008-2013, LEAs will report on the progress they have made toward implementation of their local CTE plan. This progress report is an opportunity to reflect on the goals outlined in the local CTE plan as well as noting the successes and challenges that occurred during the previous school year.

Additionally, the LEA should set measurable CTE outcomes for the next school year based on the needs of the CTE students and programs offered by the LEA and the results of the core indicator data reported in Section III.

LEA personnel must respond to the following questions:



1. How will you use the results of your annual evaluation to improve your program? Describe the variety of formats & venues with which you will share it with the public?

OUHSD pathway teachers will complete the self-reflection tool "11 Elements of a High Quality CTE Program" meeting to discuss the assessment. We will also ask our CTE Advisory members to complete the self-assessment and give feedback thereon. Information on our pathways is shared at board presentation by teachers and students, in the OUHSD Course Handbook, which is used by counselors to schedule students into pathways and at various parent/student information meetings (back to school night, club expo day, etc.). Some pathways have brochures, but OUHSD will be working together to develop one for each pathway. CTE Advisory Committee meets to discuss how to improve our program, to review budgets and to help promote careers in our pathways. Our Ag pathways promote pathway completion, a practice which will be explored for all other pathways. In addition, OUHSD invites and transports all incoming 8th graders to Freshman Orientation Day in February. During the visits, 8th graders tour CTE programs and learn about their options for participation in all electives programs, including our CTE pathways. Counselors and pathway teachers also visit local elementary schools to present information about our programs, including CTE pathways.

2. How will you leverage Perkins funds to help close the achievement gap in special populations (which includes non-traditional) students in your high quality CTE pathways?

Site administrators, counselors and pathway teachers are committed to inclusive practices in our CTE programs. Teachers will receive additional training on working with special populations students during the upcoming year. Pathway teachers have created hands on, engaging programs for students, a practice which works effectively with non-traditional and special population students. Perkins funds will be used to promote our pathways in such a way as to encourage the participation of non-traditional students and to purchase the industry specific equipment and supplies that motivate students to complete a pathway and to stay in school in general. The topic of pathway completion for non-traditional and special population students will continue to be discussed at CTE teacher meetings and Advisory Committee meetings so that we can better focus Perkins funding on non-traditional and special population students.

3. All Perkins funds are supplemental support for CTE programs. In order to demonstrate that Perkins funds are supplemental and that the district is not supplanting funds, LEAs are to use a specific goal code (3800, 6000, 4630) within the standard accounting code structure, and there must be resource codes other than Perkins (3500, 3550) assigned to it. Please list each resource code (numeric code & title) that has a CTE goal code attached to it and the amount of spending on each.

0000 – Unrestricted -- \$994,474
 0005 – Unrestricted Supplemental and Concentration -- \$93,465
 6387 – CTEIG -- \$261,417
 7010 – Ag Incentive Grant -- \$22,317

TOTAL: \$1,457,068

4. Describe how your LEA manages the Perkins purchasing process so that all expenditures over \$500 and the highly pilferable items are added to the historical inventory as required by both federal regulations and California Education Code.

OUHSD manages the Perkins purchasing process at the district office. All equipment and supplies valued at over \$500 are assigned a barcode sticker, which allows us to track detailed information about the items, including the teacher who has control over the items, the location and room number and school site where the items are housed. Board policies align with the expectations and requirements for managing the inventory of equipment and supplies purchased with Perkins funds. For items valued at under \$500, pathway teachers have control over the inventory processes. Since all Perkins expenditures are evaluated by the Director of Education and the Assistant Superintendent for Business Services in regards to allowability, purchases with Perkins funds do not supplant the purchase of classroom supplies out of department budgets. OUHSD conducts system wide inventories at least every two years in order to track items purchased with Perkins funds.

5. Please describe how student leadership development is included as an integral part of the CTE sequence of courses in pathways offered by your LEA.

All CTE programs teach and model leadership and college and career readiness as part of their instruction and as advisers in our CTSO's. All students in pathways are informed about and encouraged to participate in CTSO activities and on campus clubs related to the pathways. In addition, students engage in producing projects and presentations related to leadership and careers in their pathways. Teachers help students in their pathways to develop the presentational, management and other skills essential in becoming leaders in industry sectors.

6. Approximately what percentage of your pathway students are interacting with and getting experience with actual industry professionals (other than the teacher) doing industry-standard work outside of the classroom? How do you think you might increase that percentage?

Approximately 95% of pathway students have at least one interaction during the course of the school year because of industry professionals who volunteer as guest speakers in classrooms. While we encourage all students to explore opportunities for industry-standard work outside the classroom, only about 15% of our students engage in such work. Some students in our Ag, Culinary and Engineering pathways participate in internship experiences with community businesses. CTE teachers and members of our Advisory Committee have recognized the need to improve in this area. Industry Partners have suggested having school counselors, parents and students visit local businesses so that they are more informed about high-wage career opportunities in our area. Industry partners have also expressed an interest in volunteering to provide additional opportunities for students to gain industry-standard work experience. In the coming year, we will meet to outline what these opportunities are and develop a more defined process for publicizing them to students and parents. We will also consider the logistical challenges these opportunities may present and work together to address them. We believe that this approach will lead to improving our percentages of students who have access to internships and mentorships.

Please download the [CTE Teacher Matrix](#).

- ✓ Progress Report Toward Implementing the Local CTE Plan section is complete and ready for CDE review.

CDE Review and Sign-off

CDE Comments

Section Approval

Save Save and Continue

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy



Program Grant Management System (PGMS)

Oroville Union High (131 - Secondary)

2019-20 Section V - Sequence of Courses to Be Funded

Quick Facts Box

Original Amount	\$98,098.00
Revised Amount	\$98,098.00
Current Amount	\$3,827.00 *
The maximum indirect amount that can be expended cannot exceed \$0.00	
Friday, May 31, 2019 12:00 AM	
Submitted For Review on May 31 2019	
GAN has not been processed or sent to LEA	

* Subject to change based on Capital Outlay and actual expenditures

To budget funds in a pathway, select the 'Budget' link to the right of each pathway.

Only those Pathways identified in an LEA's approved Local CTE Plan, or submitted in a revision to the Local Plan may be supported by Perkins IV funds.

To fund a pathway not currently listed on this page and the pathway is approved in your CTE Local Plan on file at the CDE, you must add the pathway to this list. To add a pathway, select the site at which the pathway is offered. Next, select the industry sector in which the pathway lies. Then, select the

pathway you wish to add and select the 'Add Pathway' button.

If a pathway is no longer going to be offered by the District, delete it from the list below.

If you are not funding a pathway in this application, but may fund that pathway in future applications, do not remove it from the list below.

Other Site Name:

Industry Sector: Select Industry Sector

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

Pathway	Industry Sector	Expenditure	Detail
Across All Sites	Across Multiple Sectors	Across	Detail
Las Plumas	Hospitality, Tourism, and Recreation	Hospitality, Tourism, and Recreation	Detail
Las Plumas High	Agriculture and Natural Resources	Agricultural Mechanics	Detail
Las Plumas High	Agriculture and Natural Resources	Animal Science	Detail
Las Plumas High	Agriculture and Natural Resources	Ornamental Horticulture	Detail
Las Plumas High	Education, Child Development, and Family Services	Family and Human Services	Detail
Las Plumas High	Manufacturing and Product Development	Machining and Forming Technologies	Detail
Las Plumas High	Transportation	Systems Diagnostics, Service, and Repair	Detail
Oroville High	Engineering and Architecture	Engineering Design	Detail
Oroville High	Hospitality, Tourism, and Recreation	Hospitality, Tourism, and Recreation	Detail
Oroville High	Manufacturing and Product Development	Graphic Production Technologies	Detail
Oroville High	Transportation	Systems Diagnostics, Service, and Repair	Detail
		Total	
		\$3,827.00	
		\$17,080.00	
		\$6,687.00	
		\$4,834.00	
		\$2,094.00	
		\$3,061.00	
		\$5,156.00	
		\$8,620.00	
		\$3,947.00	
		\$21,512.00	
		\$7,493.00	
		\$13,787.00	
		\$98,098.00	

Inventory Verification

Each LEA maintains a historical inventory system, which contains the description, name, serial or other identification number, acquisition date, original cost, and percentage of federal participation in the cost, location, use, condition, and mode of disposal of all equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown.
[CEC 35268]

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

- ☒ Description
- ☒ Name
- ☒ Serial or other identification number
- ☒ Acquisition date

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

Yes ☐ No ☐

Provide justification for not maintaining a historical inventory system that meet all of the above points.



Sequence of Courses to Be Funded section is complete.

CDE Review and Sign-off

CDE Comments

Section Approval

Save

Save and Continue

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

Oroville Union High (131 - Secondary)

2019-20 Section VI - Budget and Expenditure Schedule

Quick Facts Box

	\$98,098.00
	\$98,098.00
	\$3,827.00 *
The maximum indirect amount that can be expended cannot exceed \$0.00	
Friday, May 31, 2019 12:00 AM	
Submitted For Review on May 31 2019	
GAN has not been processed or sent to LEA	

* Subject to change based on Capital Outlay and actual expenditures

To add more budget detail, go to Section V.

[illegible]

	Residential Services	Commercial Services	Industrial Services	Maintenance Services	Construction Services	Other Services	Total
1000 Certificated Salaries	\$6,326.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,326.00
2000 Classified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 Employee Benefits	\$1,582.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,582.00
4000 Books/Supplies	\$63,882.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$63,882.00
5000 Services/ Operating Expenses	\$19,369.00	\$0.00	\$0.00	\$0.00	\$3,112.00	\$0.00	\$22,481.00
6000 Capital Outlay	\$0.00	N/A	N/A	N/A	N/A	N/A	\$0.00
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	\$3,827.00	\$3,827.00
Total	\$91,159.00	\$0.00	\$0.00	\$0.00	\$3,112.00	\$3,827.00	\$98,098.00

CDE Review and Sign-off

Section Approved

Save Save and Continue

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy



Program Grant Management System (PGMS)

Oroville Union High (131 - Secondary)

2019-20 Section VII - Local CTE Plan Update

Quick Facts Box

Section VII - Local CTE Plan Update	\$98,098.00
Section VII - Local CTE Plan Update	\$98,098.00
Section VII - Local CTE Plan Update	\$3,827.00 *
The maximum indirect amount that can be expended cannot exceed \$0.00	
Friday, May 31, 2019 12:00 AM	
Submitted For Review on May 31 2019	
GAN has not been processed or sent to LEA	

* Subject to change based on Capital Outlay and actual expenditures

Applicants may update their local CTE plans annually, if necessary. Review the local CTE plan benchmarks and make adjustments to reflect progress or additions to the CTE program. This is particularly important if:

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

Are there any changes made to the local CTE plan for 2019-20?

Yes ☐ No ☒

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

CDE Review and Sign-off

Section Approved

Save

Save and Continue to Application Status

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy



DANNIS WOLIVER KELLEY

Attorneys at Law

CHRISTIAN M. KEINER

Attorney at Law

ckeiner@DWKesq.com

Sacramento

June 4, 2019

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

Re: 2019 - 20 Agreement for Professional Services

Dear Dr.  Willenberg:

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 understand the vital role our services play in the important job you do and appreciate the salutary impact our work can have through your good works.

Attached is our Agreement for Professional Services for 2019-20. The billing ranges have been adjusted, so the rates for some individuals who perform work on your matters may increase as a result. 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 both originals of the Agreement, insert the date of Board approval, and return one signed original to our office in the envelope provided.

Best regards,

DANNIS WOLIVER KELLEY



Christian M. Keiner
CMK/mcn
Enclosures

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 805.980.7900
FAX 916.978.4039

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into on June 4, 2019, 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, 2019, through and including June 30, 2020, 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, 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 three hundred eighty dollars (\$380) 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), express 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. Because Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other entities, conflicts of interest may arise in the course of Attorney's representation. If Attorney becomes aware of any conflicts of interest, 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.

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



Christian M. Keiner
Attorney at Law



Date

At its public meeting of _____, 2019, the Board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into on June 4, 2019, 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, 2019, through and including June 30, 2020, 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, 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 three hundred eighty dollars (\$380) 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), express 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. Because Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other entities, conflicts of interest may arise in the course of Attorney's representation. If Attorney becomes aware of any conflicts of interest, 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.

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



Christian M. Keiner
Attorney at Law



Date

At its public meeting of _____, 2019, 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: 6/10/19
Subject: Master Contract for residential placement of student

Background Information: OUHSD placed a student at Sorenson's Ranch in Koosharem, Utah in order to meet the student's specific educational needs as identified in the Individual Education plan.

Financial Impact: Estimated basic education costs of \$18,000 (6 months at the monthly rate of \$3,000).

Recommendation: Approval.

NONPUBLIC, NONSECTARIAN
SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2018-2019

MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN,
NONPUBLIC SCHOOL AND AGENCY SERVICES

OROVILLE UNION HIGH SCHOOL

LEA

DISTRICT

Contract Year 2018-2019

Nonpublic School

XX

Nonpublic Agency — Sorenson's Ranch, Koosharem, UT

Type of Contract:

XX Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date: _____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

TABLE OF CONTENTS

I. GENERAL PROVISIONS

Page

1. MASTER CONTRACT
2. CERTIFICATION AND LICENSES
3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS
4. TERM OF MASTER CONTRACT
5. INTEGRATION/CONTINUANCE OF CONTRACT
FOLLOWING EXPIRATION OR TERMINATION
6. INDIVIDUAL SERVICES AGREEMENT
7. DEFINITIONS

1
1
2
2
3
3
4

II. ADMINISTRATION OF CONTRACT

8. NOTICES
9. MAINTENANCE OF RECORDS
10. SEVERABILITY CLAUSE
11. SUCCESSORS IN INTEREST
12. VENUE AND GOVERNING LAW
13. MODIFICATIONS AND AMENDMENTS REQUIRED TO
CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES
14. TERMINATION
15. INSURANCE
16. INDEMNIFICATION AND HOLD HARMLESS
17. INDEPENDENT CONTRACTOR
18. SUBCONTRACTING
19. CONFLICTS OF INTEREST
20. NON-DISCRIMINATION

5
5
6
6
6
6
6
6
8
9
9
10
10

III. EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION
22. GENERAL PROGRAM OF INSTRUCTION
23. INSTRUCTIONAL MINUTES
24. CLASS SIZE
25. CALENDARS
26. DATA REPORTING
27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT
28. STATEWIDE ACHIEVEMENT TESTING
29. MANDATED ATTENDANCE AT LEA MEETINGS
30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS
31. STUDENT DISCIPLINE
32. IEP TEAM MEETINGS
33. SURROGATE PARENTS AND FOSTER YOUTH
34. DUE PROCESS PROCEEDINGS
35. COMPLAINT PROCEDURES
36. STUDENT PROGRESS REPORTS/REPORT CARDS
AND ASSESSMENTS
37. TRANSCRIPTS
38. STUDENT CHANGE OF RESIDENCE
39. WITHDRAWAL OF STUDENT FROM PROGRAM

10
11
12
12
13
13
14
14
14
14
16
16
17
17
17
17
18
18
18

40. PARENT ACCESS	19
41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT	19
42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS AND RESIDENTIAL TREATMENT CENTER CONTRACTORS	20
43. STATE MEAL MANDATE	20
44. MONITORING	20

IV. PERSONNEL

45. CLEARANCE REQUIREMENTS	21
46. STAFF QUALIFICATIONS	22
47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS	22
48. STAFF ABSENCE	23
49. STAFF PROFESSIONAL BEHAVIOR	23

V. HEALTH AND SAFETY MANDATES

50. HEALTH AND SAFETY	23
51. FACILITIES AND FACILITIES MODIFICATIONS	24
52. ADMINISTRATION OF MEDICATION	24
53. INCIDENT/ACCIDENT REPORTING	24
54. CHILD ABUSE REPORTING	24
55. SEXUAL HARASSMENT	24
56. REPORTING OF MISSING CHILDREN	25

VI. FINANCIAL

57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING AND BILLING PROCEDURES	25
58. RIGHT TO WITHHOLD PAYMENT	26
59. PAYMENT FROM OUTSIDE AGENCIES	27
60. PAYMENT FOR ABSENCES	27
61. INSPECTION AND AUDIT	28
62. RATE SCHEDULE	29
63. DEBARMENT CERTIFICATION	29

EXHIBIT A: RATES	31
EXHIBIT B: INDIVIDUAL SERVICES AGREEMENT	33

2018-2019

CONTRACT NUMBER:

LOCAL EDUCATION AGENCY: Oroville Union High School District

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: Sorenson's Ranch, Koosharem, UT

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into on July 1, 2018, between Oroville Union High School District, hereinafter referred to as the local educational agency ("LEA"), a member of the Butte County SELPA and Sorenson's Ranch (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB490 (Chapter 862, Statutes of 2003) and AB1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA") and a Nonpublic Services student Enrollment form as specified in the LEA Procedures. Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all services specified in the student's Individualized Education Plan (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for ISA developing including invoicing.

Unless placement is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the student's parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code, section 56366 *et seq.* and within the professional scope of practice of each provider's license, certification and/or credential. A current copy of CONTRACTOR's nonpublic school/agency certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this contract is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification. Total student enrollment shall be limited to capacity as stated in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this contract unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to, the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2018 to June 30, 2019 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. However, the parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2018. In the event the contract is not renegotiated by June 30th, an interim contract may be made available as mutually agreed upon for up to 90 days from July 1 of the new fiscal year. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. **INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each Individual Services Agreement and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

6. **INDIVIDUAL SERVICES AGREEMENT**

This contract shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the nonpublic school or agency.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is

located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents and employees.
- b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for the contract, unless otherwise specified in the contract.
- c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which he or she is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. "Parent" means a biological or adoptive parent, unless the biological or adoptive parent does not have legal authority to make educational decisions for the child, a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare, a surrogate parent, a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency

under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Agreement" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of the Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications by-laws; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; and bank statements and canceled checks or facsimile thereof. Positive attendance is required.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the student's record. Such log needs to

record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, and reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

This Master Contract or Individual Service Agreement may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

- \$2,000,000 per occurrence
- \$ 500,000 fire damage
- \$ 5,000 medical expenses
- \$1,000,000 personal & adv. Injury
- \$3,000,000 general aggregate
- \$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Business Auto Liability Insurance** for all owned scheduled, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- C. **Workers' Compensation and Employers Liability Insurance** in a form and amount covering CONTRACTOR's full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A - Statutory Limits

Part B - \$1,000,000/\$1,000,000/\$1,000,000 Employers Liability

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

- \$1,000,000 per occurrence
- \$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

- G. For any claims related to the services, the CONTRACTOR's insurance coverage shall be primary insurance as respects to the LEA, its subsidiaries, officials and employees. Any

insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

- H. All Certificates of Insurance may reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is a nonpublic school affiliated with a residential treatment center (NPS/RTC), the following insurance policies are required:

- A. **Commercial General Liability** coverage of \$3,000,000 per Occurrence and \$6,000,000 in General Aggregate. The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.
- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.
- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and

obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the state of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers LEA's indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is held to be a partner, joint venturer, co-principle, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including without limitation transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance may reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting

the certificate. In addition, all subcontractors must meet the requirements as contained in Section 45 Clearance Requirements and Section 46 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

Unless CONTRACTOR and LEA otherwise agree in writing, LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e. before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When CONTRACTOR is a Nonpublic Agency, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who was an employee of LEA within the three hundred and sixty five (365) days prior to executing this contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not unlawfully discriminate on the basis of gender, nationality, race or ethnicity, religion, age, sexual orientation, gender identity, gender expression, or disability or any other classification protected by federal or state law, in employment or operation of its programs.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide to each student special education and/or related services (including transition services) within the

nonpublic school or nonpublic agency consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for students, as specified in the student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the nonpublic school. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*, and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and predictors and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards - aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school; (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades nine through twelve inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall develop a written plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a licensed children's institution, all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. Licensed Children's Institution (LCI) CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and pass time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a nonpublic agency and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to assure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and the LEA may agree to one 30 school day period per contract year where class size may be increased to assure coverage by an

appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a nonpublic agency.

25. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by his/her IEP Team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP Team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King, Jr. Day, President's Day, Memorial Day and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar, or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic agency service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide all data related to any and all sections of this contract and requested by and in the format required by the LEA. It is understood that all nonpublic school and agencies shall utilize the LEA approved electronic IEP system for all IEP development and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be

required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a nonpublic school, per implementation of Senate Bill 484, CONTRACTOR shall administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the Individualized Education Program ("IEP") team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to

address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained annually in crisis intervention and emergency procedures as related to appropriate behavior management strategies. Training includes certification with an approved SELPA crisis intervention program. Evidence of such training to applicable or relevant staff shall be submitted to the LEA at the beginning of the school year and within six (6) days of any new hire as referenced above.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies *require* a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a Behavior Intervention Plan ("BIP") or Positive Behavior Intervention Plan ("PBIP"), an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following: (1) Any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock (2) An intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual. (3) An intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities. (4) An intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma. (5) Restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention. (6) Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room. (7) An intervention that precludes adequate supervision of the individual. (8) An intervention that deprives the individual of one or more of his or her senses. (b) In the case of a child whose behavior impedes the child's learning or that of others, the individualized education program team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

(Added by Stats. 2013, Ch. 48, Sec. 43. Effective July 1, 2013.)

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of a District student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10th) day of suspension. CONTRACTOR shall notify and invite LEA representatives to the IEP team meeting where the manifestation determination will be made.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the nonpublic school; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The SELPA shall provide training for any NPS and NPA to assure access to the approved system. The NPS and/or NPA shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS, the NPS/NPA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall comply with LEA surrogate parent assignments. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a nonpublic school by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s).

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall

provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For Nonpublic Agency services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days after CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA of the student's change of residence as specified in LEA Procedures. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered after the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and student's

discharge against professional advice from a Nonpublic Schools/Residential Treatment Center ("NPS/RTC").

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA.

CONTRACTOR providing services in the student's home as specified in the IEP shall assure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situation. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

For services provided in a pupil's home as specified in the IEP, CONTRACTOR must assure that the parent or LEA approved responsible adult is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written, shall also be provided to the LEA.

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

If CONTRACTOR provides services on LEA public school campuses, CONTRACTOR shall comply with Penal Code Section 627.1 *et. seq.*, and LEA procedures regarding visitors to school campuses specified by LEA policy and in the LEA procedures, and the procedures of the campus being visited. CONTRACTOR shall be responsible for purchase and provision of the supplies and assessment tools necessary to implement the provision of services on LEA public school campuses.

For services provided on a public school campus, sign in/out procedures shall be followed along with all procedures for being on campus consistent with school and LEA policy. It is understood that the public school credentialed classroom teacher is responsible for the educational program and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program.

It is understood, that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of the contract.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

42. **LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS**

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1(b), AB 1858 (2004), AB490 (Chapter 862, Statutes of 2003), AB 1261 (2005), AB 1166 Chapter 171 (2015), AB 167 Chapter 224 (2010), AB 216 Chapter 324 (2013), AB 379 Chapter 772 (2015), AB 1012 Chapter 703 (2015), and the procedures set forth in the LEA Procedures. An LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "NPS/RTC"), CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1412(a)(1)(A) and Education Code section 56000, et seq.; amended and reorganized by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), 20 U.S.C. section 1401(29); Education Code section 56031; Cal. Code Regs., Title 5, section 3001 et seq., Cal. Code Regs., Title 2, section 60100 et seq. regarding the provision of counseling services, including residential care for students to receive a FAPE as set forth in the LEA student's IEPs.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

43. **STATE MEAL MANDATE**

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49530, 49530.5 and 49550.

44. **MONITORING**

CONTRACTOR shall allow LEA representatives access to its facilities for periodic monitoring of each student's instructional program and shall be invited to participate in the formal review of each student's progress. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA and CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the nonpublic school, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1 and 35021.2 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Clearance certification shall be submitted to the LEA.

The passage of AB 389 amends Education Code sections 44237 and 56366.1 as to the verification that the CONTRACTOR has received a successful criminal background check clearance and has enrolled in subsequent arrest notification service, as specified, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. Further this bill deletes the exemption for applicants possessing a valid California state teaching credential or who are currently licensed by another state agency that requires a criminal record summary, from submitting two (2) sets of fingerprints for the purpose of obtaining a criminal record summary from the Department of Justice and the Federal Bureau of Investigation. Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the nonpublic, nonsectarian school or agency. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

When CONTRACTOR is a nonpublic school, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

47. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall notify LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to students as specified in the LEA Procedures. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications

or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

48. STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

49. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

For services provided in a pupil's home as specified in the IEP, CONTRACTOR must assure that the parent or LEA approved responsible adult is present during the provision of services. All problems and/or concerns reported to parents, both verbal and written shall also be provided to the LEA.

HEALTH AND SAFETY MANDATES

50. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.*, 49406, and Health and Safety Code Section 3454(a) regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

51. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

52. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49423 when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

53. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

54. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e. reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

55. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

56. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

57. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the school or agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA in the LEA Procedures. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in

California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

58. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change or residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the entire amount of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies. Upon receipt of

CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied. If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code Section 56366(c) (2).

59. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students.

60. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10th) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence as specified in the LEA Procedures.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5th) consecutive service day of the student's absence, as specified in the LEA Procedures. LEA shall not be responsible for the payment of services when a student is absent.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in

writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 17th day of January, 2019 and terminates at 5:00 P.M. on June 30, 2019, unless sooner terminated as provided herein.

CONTRACTOR

Sorenson's Ranch School
Nonpublic School/Agency

By: Mindy Talbot 5/22/19
Signature Date

Mindy Talbot, Facility Director
Name and Title of Authorized Representative

LEA

Oroville Union High School District

LEA Name

By: Kevin Simas 5/22/19
Signature Date
Kevin Simas, Director of Education

Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Notices to LEA shall be addressed to:

Name and Title	Name and Title Kevin Simas, Director of Education
Nonpublic School/Agency/Related Service Provider	LEA Oroville Union High School District
Address	Address 2211 Washington Ave.
City State Zip	City State Zip Oroville CA 95966
Phone Fax	Phone Fax (530) 538-2300, ext. 1104 (530) 538-2308
Email	Email ksimas@ouhsd.net

**Additional LEA Notification
(Required if completed)**

Name and Title

Address

City State Zip

Phone Fax

Email

4. Other Provisions/Attachments:

5. MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON June 12, 2019

6. Progress Reporting Requirements: Quarterly X Monthly Other
(Specify)

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-LEA/SELPA-

Sorenson's Ranch

(Name of Nonpublic School/Agency)

Oroville Union High School District

(Name of LEA/SELPA)

Mindy Talbot
(Signature)

5/22/19
(Date)

Kevin Simas
(Signature)

5/22/19
(Date)

Mindy Talbot, Facility Director
(Name and Title)

Kevin Simas, Director of Education
(Name of Superintendent or Authorized Designee)

EXHIBIT A: 2018-2019 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Sorenson's Ranch

The CONTRACTOR CDS NUMBER: 77 76422 0128835

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: 1:12

Maximum Contract Amount:

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: \$3,000 per month
- 2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: \$3,000 per month
- 3) Related Services

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Intensive Individual Services (340) (1:1 Aide)</u>		
<u>Language and Speech (415)</u>		
<u>Adapted Physical Education (425)</u>		
<u>Health and Nursing: Specialized Physical Health Care (435)</u>		
<u>Health and Nursing: Other Services (436)</u>		
<u>Assistive Technology Services (445)</u>		
<u>Occupational Therapy (450)</u>		
<u>Physical Therapy (460)</u>		
<u>Individual Counseling (510)</u>	<u>\$110</u>	<u>per session</u>
<u>Counseling and Guidance (515) (Group Counseling)</u>	<u>\$50</u>	<u>per session</u>
<u>Parent Counseling (520)</u>		
<u>Social Work Services (525)</u>		
<u>Psychological Services (530)</u>		
<u>Behavior Intervention Services (535)</u>		
<u>Specialized Services for Low Incidence Disabilities (610)</u>		
<u>Specialized Deaf and Hard of Hearing (710)</u>		
<u>Interpreter Services (715)</u>		
<u>Audiological Services (720)</u>		

Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900) (Room and Board)	\$280.50	per day
Other (900)		



To: Oroville Union High School Board of Trustees
From: Kevin Simas, Director of Education
Date: 6/10/19
Subject: Updated Social Studies Course Outlines

Background Information: Social Studies Teachers collaborated to update their course outlines for the 2019-2020 school year. Outlines for AP European History, AP Government, AP Macroeconomics, AP US History, Economics, Government, Geography/Freshman Success, Health/Drivers Ed./Freshman Success, Honors World History, Online Geography/Health/Freshman Success, US History and World History were reviewed and updated as needed. Course standards will be posted on the OUHSD website with the course outlines.

Financial Impact: None.

Recommendation: Approval

Oroville Union High School District
Course Description

Course Title:	AP European History
Aeries Course #:	431A
CBEDS #:	2774
Course Length:	One Year
Type of Credit(s):	Social Science (10 credits)
A-G Approved:	Yes
Approval Date:	9/14/18
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Includes Hands-on Lab Activities:	No
Grade Level(s):	10
Primary Textbook(s):	Western Civilization, 10th Edition, Spielvogel, Boston: Wadsworth Publishing, 2015, ISBN: 978-1-337-79004-8
Supplemental Materials:	<i>Fast Track to a 5: Preparing for the AP European History Exam</i> , Spielvogel, Cengage Learning, 2019, ISBN 978-1-337-79006-2 Barron's AP European History, 9th Edition, 2018, ISBN: 978-1-4380-1067-0
Reading Materials:	Night, Elie Wiesel Things Fall Apart, Chinua Achebe Journey Into the Whirlwind, Eugenia Ginzberg Kaffir Boy, Mark Mathabane The Dark Child, Camara Laye
Reference Materials:	None

Supplemental

Films: None

Digital Resources: None

Course Overview

This rigorous course covers European History from the period of the Renaissance to the present and contains analysis of primary source documents and discussion. This is a standard first-year college course. Critical thinking and writing skills are emphasized. The student will be expected to do daily reading outside of class. Students will be expected to take the College Board AP European History Exam in May. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

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

Board Approval Date:

Oroville Union High School District
Course Description

Course Title:	AP Government and Politics
Aeries Course #:	437A
CBEDS #:	2773
Course Length:	One Semester
Type of Credit(s):	Social Science (5 credits)
A-G Approved:	Yes
Approval Date:	12/5/14
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	Teacher Approval
Includes Hands-on Lab Activities:	No
Grade Level(s):	12
Primary Textbook(s):	Government in America – people, politics and policy, AP Edition, Pearson Education, 2009, ISBN: 0-13-715159-4
Supplemental Materials:	Hardball: How Politics is Played Told by One Who Knows the Game, Chris Matthews, Free Press, Simon and Schuster, New York, 2004 ISBN: 0-684-84559-8 American Government Reading and Cases, Peter Woll, Pearson/Longman, 2008, ISBN: 0-321-47314-0
Reading Materials:	The Federalist Papers: 10, 51, 78 and Brutus 1 Street Law: 15 SCOTUS Case Summaries for Redesigned AP Gov't & Politics Exam
Reference Materials:	The Lanahan Readings in the American Polity. 6th Edition, Lanahan Publishing, 1997, ISBN 978-1-930398-19-1 Sunnylands: Video Resources on the Constitution

Supplemental

Films:

Dave

The West Wing

Digital Resources: Albert io. - AP test preparation

Course Overview

This course studies the structure and operations of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they will learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They will also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP Exam and for further study in political science, law, education, business and history. Students are encouraged but not required to take the AP Exam. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

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

Board Approval Date:

Oroville Union High School District
Course Description

Course Title:	AP Macroeconomics
Aeries Course #:	441A
CBEDS #:	2770
Course Length:	One Semester
Type of Credit(s):	Social Science (5 credits)
A-G Approved:	Yes
Approval Date:	12/5/14
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	Teacher Approval
Includes Hands-on Lab Activities:	No
Grade Level(s):	12
Primary Textbook(s):	Principles of Economics, 4 th Edition, Mankiw, N. Gregory, Harvard University: Thompson Education, 2007, ISBN 0-324-22472-9
Supplemental Materials:	Economics USA Video Program Advanced Placement Economics, 3 rd Edition, John S. Morton and Rae Jean B. Gordon, National Council on Economic Education, 2003, ISBN 1-56183-566-8
Reading Materials:	None
Reference Materials:	Albert io. - AP test preparation
Supplemental Films:	Eonomovies Tucker: The Man and His Dream

Digital Resources: ACDC Economics
 You Will Love Economics
 Econowagh Blog

Course Overview

This course will give students a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price determination and also develops students' familiarity with economic performance measures, economic growth, and international economics. Students who obtain a score of 3 or better on the AP exam may receive college credit for the class. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

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

Board Approval Date:

Oroville Union High School District
Course Description

Course Title:	AP U.S. History
Aeries Course #:	430A
CBEDS #:	2775
Course Length:	One Year
Type of Credit(s):	Social Science (10 credits)
A-G Approved:	Yes
Approval Date:	12/5/14
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	Teacher Approval
Includes Hands-on Lab Activities:	No
Grade Level(s):	11-12
Primary Textbook(s):	The American Pageant, Houghton Mifflin Publishing, 13th Edition, ISBN 0-618-47940-6
Supplemental Materials:	None
Reading Materials:	Students will read four of the following: Fahrenheit 451, Ray Bradbury My Antonia, Willa Cather The Autobiography of Malcolm X, Arthur Haley and Malcolm X Autobiography of Frederick Douglass, Frederick Douglass Grapes of Wrath, John Steinbeck The Jungle, Upton Sinclair If I Die in a Combat Zone, Tim O'Brien The Giver, Lois Lowry Uncle Tom's Cabin, Harriet B. Stowe The Chocolate War, Robert Cormier

Reference

Materials: Merriam-Webster's High School Dictionary, Holt, Reinhart, and Winston, Inc., ISBN 0 03 096 484 9

World Maps (Physical and Political, Demographic, Climate, Natural Resource, Economic Activity, Time Zones)

Atlas for each student

Class set of dictionaries A set of National Geographic CDs for each site

Appropriate software

Supplemental

Films:

Cold War, CNN Series
Red Empire, A&E Series
Letters to America
Eyes on the Prize I
Eyes on the Prize II
Cinderella Man
Andersonville
Far and Away
TR And His Times
October Sky
Time for Justice
Americas Time
This Century with Peter Jennings
Glory
John Adams
Band of Brothers
Saving Private Ryan
Vietnam In HD
The Men Who Built America

Digital Resources: teachtc.com
sheg.stanford.edu

Course Overview

This course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. This course meets and exceeds the California standards in that there is intensive study on the pre-Civil War era of American history. This course will begin with the discovery of the New World. Students should learn to assess historical materials -- their relevance to a given interpretive problem, their reliability, and presented in historical scholarship. An Advanced Placement United States History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. Students taking the Advanced Placement course are expected but not required to take the Advanced Placement test. **Note: This course meets the CSU/UC "A-G" Subject requirement.**

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

Board Approval Date:

Oroville Union High School District
Course Description

Course Title:	Principles of Economics
Aeries Course #:	440A
CBEDS #:	2701
Course Length:	One Semester
Type of Credit(s):	Social Science (5 credits)
A-G Approved:	Yes
Approval Date:	12/5/14
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	Teacher Approval
Includes Hands-on Lab Activities:	No
Grade Level(s):	12
Primary Textbook(s):	Economics: Principles and Practices, Glencoe, 2005, ISBN: 0-07-860693-4 Economics: Principles in Action, Prentice Hall, 2005, ISBN: 0-13-181685-3
Supplemental Materials:	Hardball: How Politics is Played Told by One Who Knows the Game, Chris Matthews, Free Press, Simon and Schuster, New York, 2004 ISBN: 0-684-84559-8 American Government Reading and Cases, Peter Woll, Pearson/Longman, 2008, ISBN: 0-321-47314-0

Reading

Materials:

Students will read one of the following:
The Chocolate War, Robert Cormier
Animal Farm, George Orwell
...And the Earth Did Not Devour Him, Tomas Rivera
All the Kings Men, Robert Penn Warren
Enemy of the People, Henrick Ibsen

Reference

Materials:

Merriam-Webster's High School Dictionary, Holt, Reinhart, and Winston, Inc., ISBN 0 03 096 484 9
World Maps (Physical and Political, Demographic, Climate, Natural Resource, Economic Activity, Time Zones)
Atlas for each student
Class set of dictionaries
A set of National Geographic CDs for each site
Appropriate software

Supplemental

Films:

Tucker: The man and his Dream
Economies

Digital Resources:

ACDC Economics
You Will Love Economics
Econowagh Blog

Course Overview

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, and equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro and macroeconomics, international economics, comparative economics system measurement, and methods. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

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

Board Approval Date:

Oroville Union High School District
Course Description

Course Title:	Government - Principles of American Democracy
Aeries Course #:	435A
CBEDS #:	2703
Course Length:	One Semester
Type of Credit(s):	Social Science (5 credits)
A-G Approved:	Yes
Approval Date:	10/5/15
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Includes Hands-on Lab Activities:	No
Grade Level(s):	12
Primary Textbook(s):	United States Government: Democracy in Action, Glencoe, 2006, ISBN# 0-07-860053-7
Supplemental Materials:	None
Reading Materials:	Students will read one of the following: Enemy of the People, Henrick Ibsen 1984, George Orwell Animal Farm, George Orwell
Reference Materials:	Merriam-Webster's High School Dictionary, Holt, Reinhart, and Winston, Inc., ISBN 0 03 096 484 9 World Maps (Physical and Political, Demographic, Climate, Natural Resource, Economic Activity, Time Zones)

Atlas for each student

Class set of dictionaries A set of National Geographic CDs for each site
Appropriate software

Supplemental
Films:

Dave
Selma
Recount
West Wing

Digital Resources: None

Course Overview

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationships among federal, state, and local governments, with particular attention paid to important historical documents such as The Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

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

Board Approval Date:

Oroville Union High School District
Course Description

Course Title:	Geography and Freshmen Success
Aeries Course #:	401A
CBEDS #:	2702
Course Length:	One Semester
Type of Credit(s):	Social Science (5 credits)
A-G Approved:	Pending
Approval Date:	N/A
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Includes Hands-on Lab Activities:	No
Grade Level(s):	9
Primary Textbook(s):	Geography Alive Regions and People, Teachers' Curriculum Institute, Diane Hart, 2006, ISBN 1-58371-427-8
Supplemental Materials:	None
Reading Materials:	None
Reference Materials:	None
Supplemental Films:	Planet Earth Hotel Rwanda Rabbit-Proof Fence Alaska's Last Oil Everest Documentary 16th Man

Digital Resources: YouTube, PBS, National Geographic, TCI Online

Course Overview

Students in grade nine must realize one of the realities of the contemporary world is the increasing influence of other nations in the daily life of the American citizen. This course in 20th Century Geography and Technology is designed to provide an understanding of the distribution and characteristics of the world's major cultures and of the dynamic of human migration and cultural diffusion. Emphasis will be placed on the cultures of the world and a technology based student presentation. Ninth grade geography is a foundation course to World History, United States, History, Government and Economics. Students will engage in educational experiences and self-exploration that promote learning about personal, academic, and organizational strategies related to student success in high school, college and career. **This course meets the CSU/UC "A-G" Subject" requirement.**

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

Board Approval Date:

Oroville Union High School District
Course Description

Course Title:	Health/Drivers Ed/Freshmen Success
Aeries Course #:	701A
CBEDS #:	2535
Course Length:	One Semester
Type of Credit(s):	Health (5 credits)
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Includes Hands-on Lab Activities:	No
Grade Level(s):	9
Primary Textbook(s):	Glencoe Health, McGraw Hill Education, Mary H. Bronson, 2015 ISBN: 978-0-02-140707-1 Glencoe Human Sexuality, McGraw Hill Education, Mary H. Bronson, 2015, ISBN: 978-02-140718-7
Supplemental Materials:	None
Reading Materials:	None
Reference Materials:	None
Supplemental Films:	Miracle of Life
Digital Resources:	YouTube

Course Overview

Health is a one semester course, in which a student must earn a passing grade in order to meet graduation requirements. Information will be presented pertinent to the concerns of teens in the area of physical development, nutrition, fitness, drugs and substance abuse, and driver's education. The course concludes with information on human reproduction, family living, dating, values and the sexually transmitted diseases. The second quarter of this course deals with the classroom instruction related to obtaining a DMV driving permit. Students will engage in educational experiences and self-exploration that promote learning about personal, academic, and organizational strategies related to student success in high school, college and career.

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

Board Approval Date:

Oroville Union High School District
Course Description

Course Title:	Honors World History
Aeries Course #:	415H
CBEDS #:	2711
Course Length:	One Year
Type of Credit(s):	Social Science (10 credits)
A-G Approved:	Yes
Approval Date:	10/13/15
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	Teacher Approval
Includes Hands-on Lab Activities:	No
Grade Level(s):	10
Primary Textbook(s):	Glencoe World History: Modern Times, Spielvogel, 2005, ISBN# 0-07-867855-2
Supplemental Materials:	World History: The Modern Era Prentice-Hall Publishing, 1999 Edition ISBN 0 13 434806-0
Reading Materials:	Night, Elie Wiesel Things Fall Apart, Chinua Achebe Journey Into the Whirlwind, Eugenia Ginzberg Kaffir Boy, Mark Mathabane The Dark Child, Camara Laye Animal Farm, George Orwell
Reference Materials:	None

Supplemental

Films:

All Quiet on the Western Front
Cromwell Elizabeth
The Golden Age
Hotel Rwanda
Oliver Twist
Pearl Harbor
The Lost Battalion
13 Days
Inner Circle
Swing Kids
WWII in HD
War Horse

Digital Resources: None

Course Overview

Students will follow the same course schedule as the regular class, but emphasis will be put on essay writing and research skills important for students headed for advanced placement classes and college. Honors students will be asked to read additional novels. Currently those novels are: Things Fall Apart by Chinua Achebe, Animal Farm by George Orwell and Night by Elie Wiesel.

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

Board Approval Date:

Oroville Union High School District
Course Description

Course Title:	Online Geography/Health/Freshman Success
Aeries Course #:	402A (Geography) / 700A (Health)
CBEDS #:	2724 / 2538
Course Length:	Two Semesters
Type of Credit(s):	Geography/Health
A-G Approved:	Pending
Approval Date:	N/A
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	Must have graduated from the 8th grade. Students enrolled in the LP/O Band or participating in two or more sports for their school will have priority for enrollment.
Includes Hands-on Lab Activities:	No
Grade Level(s):	9
Primary Textbook(s):	Geography Alive Regions and People, Teachers' Curriculum Institute, Diane Hart, 2006, ISBN 1-58371-427-8
Supplemental Materials:	Planet Earth
Digital Resources:	None

Course Overview

This course is an additional class to a student's full, 6 period schedule. Coursework must be completed outside of the regular school day (i.e. at home or during lunch or the consultation period). Online Geography is a semester class designed to introduce students to geographic essentials and global locations. Students will also develop skills that encourage them to investigate and think critically about the relationship between the physical world and life found upon it. Completion of Geography is required for high school graduation. The class will consist of units of study in the following areas: Basics of Geography, Canada and the United States, Latin America, Europe and Russia, Africa, Southwest Asia, Monsoon Asia, Oceania and Antarctica. Health class is a semester class designed to teach beneficial

knowledge and skills that encourage students to think critically about how the decisions they make affect their lives today and into the future. Online Health is a semester class designed to teach beneficial knowledge and skills that encourage students to think critically about how the decisions they make affect their lives today and into the future. Completion of Health is required for high school graduation. The class will consist of units of study in the following areas: Introduction to Health, Mental Health, Nutrition, Substance Use and Abuse, and Family Life/Human Reproduction. Students will engage in educational experiences and self-exploration that promote learning about personal, academic, and organizational strategies related to student success in high school, college, and career. **This course does not include Driver's Education.**

Assignments: Assignments will be posted in the homework section of the class website. There will be something due almost every day. Time management will be essential to your success. The class itself should not be overly difficult but finding the time for this class will be necessary for success. It is up to the student to email back the completed assignment on or before the due date. It is a good idea to open and read each assignment so you can pace yourself through the unit as some assignments will take considerably more effort than others, and some assignments will need to be started at the beginning of the unit in order to turn them in at the end of the unit. Also, this will allow you to ask questions, if you have any, long before the due dates. Students can get additional help from their teacher as needed during consultation. **Late assignments will be accepted up to two weeks after the due date for partial credit.**

Computer Skills: In order to successfully complete assignments you will need to be able to use Word and PowerPoint, open audio and video links, navigate the internet, and access the textbook.

Academic Integrity: YOU are responsible for completing this class. You may look up answers using the textbook and internet sources. You may not copy and paste answers and pass it off as if it were your own work. You will need to reword/rewrite responses providing your own insights and analysis. Also, you are not allowed use material from other students past or present. Work must be done completely by you. You will receive a zero for any work that is not completely your own, sharing work with others, or allowing others to copy your work. You will also be referred to school administration for disciplinary action along with possibly being dropped from the course.

Grading Scale:

93-100%	A	90-92%	A-	88-89%	B+
83-87%	B	80-82%	B-	78-79%	C+
73-77%	C	70-72%	C-	68-69%	D+
63-67%	D	60-62%	D-	0-59%	F

Attachment A

Online Geography/Health/Freshmen Success APPLICATION & CONTRACT

Please return this form to the Counseling Office.

Name: _____ ID# _____ Grade: _____

Reason for taking course:

- Students must attend all appointments set by their teacher.
- Students will take this course in addition to their 6 periods and will complete and submit assignments online.
- Driver's Education will not be included in this course. Information about online Driver's Education provided by outside providers can be found at https://www.dmv.ca.gov/portal/dmv/detail/pubs/brochures/fast_facts/ffd133
- Students can receive additional help from the instructor during the consultation period.
- The School's Add/Drop Policy will be followed. Students who want to drop this course will only be eligible to drop this course at the start of a semester.

I have reviewed the course outline along with the information above and understand the expectations of me for Online Geography/Health/Freshmen Success:

Student's Clearly Printed Name

_____ Date: _____

Student's Signature

I have reviewed the course outline along with the information above and understand the expectations for Online Geography/Health/Freshmen Success of my student:

Parent/Guardian's Clearly Printed Name

_____ Date: _____

Parent/Guardian Signature

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

Board Approval Date:

Oroville Union High School District
Course Description

Course Title:	U.S. History: Continuity and Change in the Twentieth Century
Aeries Course #:	425A
CBEDS #:	2709
Course Length:	One Year
Type of Credit(s):	Social Science (10 credits)
A-G Approved:	Yes
Approval Date:	12/5/14
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Includes Hands-on Lab Activities:	No
Grade Level(s):	11
Primary Textbook(s):	History Alive! Pursuing American Ideals (2013). D. Hart, TCI Publishers, Rancho Cordova, CA. ISBN: 9781934534885
Supplemental Materials:	None
Reading Materials:	Fahrenheit 451, Ray Bradbury Fallen Angels, Walter Dean Myers Grapes of Wrath, John Steinbeck The Jungle, Upton Sinclair Autobiography of Frederick Douglass, Frederick Douglass True Grit, Charles Portis Flags of Our Fathers, James Bradley Autobiography of Malcolm X, Alex Haley Jonny Got His Gun, Dalton Trumbo That Was Then...This Is Now, S.E. Hinton Farewell to Manzanar, Jeanne Wakatsuki

Reference

Materials: Merriam-Webster's High School Dictionary Holt, Reinhart, and Winston, Inc. ISBN 0 03 096 484 9

World Maps (Physical and Political, Demographic, Climate, Natural Resource, Economic Activity, Time Zones)

Supplemental

Films:

- Missiles of October
- Letters to America
- Eyes on the Prize I
- Eyes on the Prize II
- The Great Dictator
- Wizard of Oz
- Cold War CNN Series
- Red Empire A& E Series
- Grapes of Wrath
- Cinderella Man
- Andersonville
- Far and Away
- Nazism in America
- KKK Secret History
- TR And His Times
- October Sky
- Time for Justice
- Americas Time
- This Century with Peter Jennings
- 13 Days
- Iron Jawed Angels
- Flyboys
- Glory
- John Adams
- Band of Brothers
- Freedom Song
- A League of Their Own
- Saving Private Ryan
- Vietnam In HD
- The Men Who Built America

Digital Resources: teachtc.com
sheg.stanford.edu

Course Overview

Students in grade eleven study the major turning points in American history in the 20th century. Following a review of the nation's beginnings and the impact of the Enlightenment on United States' democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society, the movement towards equal rights for racial minorities and women, and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and

that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the United States Constitution comprise a precious inheritance that depends on an educated citizenry for their preservation and protection. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

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

Board Approval Date:

Oroville Union High School District
Course Description

Course Title:	World History: The Modern World
Aeries Course #:	415A
CBEDS #:	2711
Course Length:	One Year
Type of Credit(s):	Social Science (10 credits)
A-G Approved:	Yes
Approval Date:	10/9/15
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Includes Hands-on Lab Activities:	No
Grade Level(s):	10
Primary Textbook(s):	History Alive! World Connections, TCL, 2013, ISBN# 9781583719480
Supplemental Materials:	None
Reading Materials:	Night, Elie Wiesel Diary of Ann Frank Things Fall Apart, Chinua Achebe Journey Into the Whirlwind, Eugenia Ginzberg Kaffir Boy, Mark Mathabane All Quiet on the Western Front, Erich Maria Remarque Connecticut Yankee in King Arthur's Court, Mark Twain That Was Then, This is Now, SE Hinton Kite Runner, Authors

Reference

Materials: Merriam-Webster's High School Dictionary Holt, Reinhart, and Winston, Inc. ISBN 0 03 096 484 9

World Maps (Physical and Political, Demographic, Climate, Natural Resource, Economic Activity, Time Zones)

Supplemental

Films: All Quiet on the Western Front
Cromwell Elizabeth
The Golden Age
Hotel Rwanda
Oliver Twist
Pearl Harbor
The Lost Battalion
13 Days
Inner Circle
Swing Kids
WWII in HD
War Horse

Digital Resources: None

Course Overview

Students in grade ten study major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives. **Note: This course meets the CSU/UC "A-G" Subject" requirement.**

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

Board Approval Date:



To: Oroville Union High School Board of Trustees

From: Kevin Simas, Director of Education

Date: 6/10/19

Subject: Advanced Placement English Language Course Outline and Supplemental Materials

Background Information: The new AP English Language teacher and the English Department chair at OHS met to review supplemental materials for the 2019-2020 school year. The AP English Language Examination has been revised. The Textbook/Novel Evaluation form for a new supplemental resource is attached. In addition, the teacher has requested an updated edition of the principal textbook.

Financial Impact: \$18,585 from lottery instructional materials fund.

Recommendation: Approval

Oroville Union High School District Textbook/Novel Evaluation Form

Date: 5/24/19

School: Oroville High School

Grade: 11

Course: AP English Language/Composition

Title: They Say / I say : The Moves That Matter in Academic Writing

Author: Gerald Graff and Cathy Birkenstein

Publisher: W.W. Norton

Year/Edition: 2014, 3rd Edition

ISBN#: 978-0-393-93584-4

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

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

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

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

1. Scott Burkett
2. Jeifer
3. _____
4. _____

A sample textbook/novel must accompany this form.

School Year: 2019-20

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

Dennis Spasbo

District Name

Oroville Union High School District

SPSA Revision Date

April 29, 2019

Schoolsite Council (SSC) Approval Date

May 8th, 2019

Local Board Approval Date

May 15th, 2019

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
School Vision and Mission	3
School Profile.....	3
Stakeholder Involvement	3
School and Student Performance Data	4
Student Enrollment.....	4
CAASPP Results.....	6
ELPAC Results	9
Student Population.....	10
Overall Performance	11
Academic Performance	12
Academic Engagement	17
Conditions & Climate.....	20
Goals, Strategies, & Proposed Expenditures.....	22
Goal 1.....	22
Annual Review and Update	24
Goal 1.....	24
Budget Summary and Consolidation	26
Budget Summary	26
Allocations by Funding Source.....	26
Expenditures by Funding Source	27
Expenditures by Budget Reference	28
Expenditures by Budget Reference and Funding Source	29
School Site Council Membership	30

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.

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 Principal of PACE to transition students into appropriate educational placements within the alternative education program. The PACE Principal will work with the Superintendent and /or designee to insure that expulsion plans are considered when transitioning students between alternative education sites.

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	6.9%	5.0%	15.79%	2	1	6
African American	6.9%	10.0%	10.53%	2	2	4
Asian	%	%	2.63%			1
Filipino	%	%	%			
Hispanic/Latino	31.0%	35.0%	15.79%	9	7	6
Pacific Islander	%	5.0%	%		1	
White	48.3%	45.0%	52.63%	14	9	20
Multiple/No Response	6.9%	%	%	2		
Total Enrollment				29	20	38

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9		1	2
Grade 10		11	16
Grade 11		7	14
Grade 12		1	6
Total Enrollment		20	38

Conclusions based on this data:

1. Community Day added an additional teacher to create a better learning environment for students, and staff 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners		1	1	0.0%	5.0%	2.6%
Fluent English Proficient (FEP)		1	1	0.0%	5.0%	2.6%
Reclassified Fluent English Proficient				0.0%	0.0%	0

Conclusions based on this data:

1. Community Day School has opened up to additional students, by 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	7	*	*	0	*	*	0	*	*	0		
All Grades	7	*	*	0	*	*	0	*	*	0		

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. There were no 11th grade students enrolled at the time of testing

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	7	*	*	0	*	*	0	*	*	0		
All Grades	7	*	*	0	*	*	0	*	*	0		

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. N/A

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1. N/A

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
38	89.5%	2.6%	5.3%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1	2.6%
Foster Youth	2	5.3%
Homeless	8	21.1%
Socioeconomically Disadvantaged	34	89.5%
Students with Disabilities	4	10.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	10.5%
American Indian	6	15.8%
Asian	1	2.6%
Hispanic	6	15.8%
Two or More Races	1	2.6%
White	20	52.6%

Conclusions based on this data:

1. There is a high percentage of Socioeconomically disadvantaged students enrolled at CDC
2. There is an ethnically diverse population of students at CDS

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
College/Career  No Performance Color	Graduation Rate  No Performance Color	Suspension Rate  Orange

Conclusions based on this data:

1. This school has expelled students, probation placements, and truants, and this indicates the suspension rate is in the high range.

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							Highest
Performance	Red	Orange	Yellow	Green	Blue		Performance

This section provides number of student groups in each color.

2018 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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 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.

2018 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

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.

2018 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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only

Conclusions based on this data:

1. No 11th graders were enrolled at the time of the CAASPP test.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

Conclusions based on this data:

1. N/A

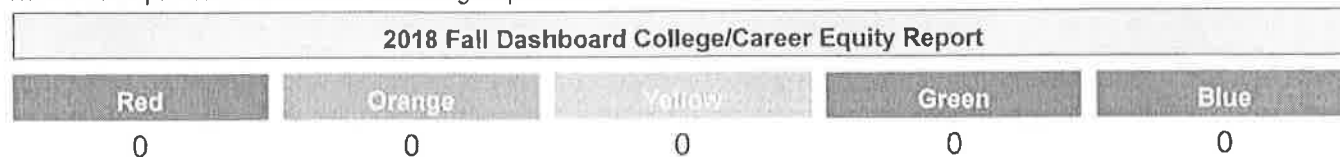
School and Student Performance Data

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.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	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 students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Students with Disabilities  No Performance Color 0 Students

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  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.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. 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.

2018 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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 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. 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:

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 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 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  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.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Conclusions based on this data:

1. Students must promote to Prospect Continuation High School to graduate.

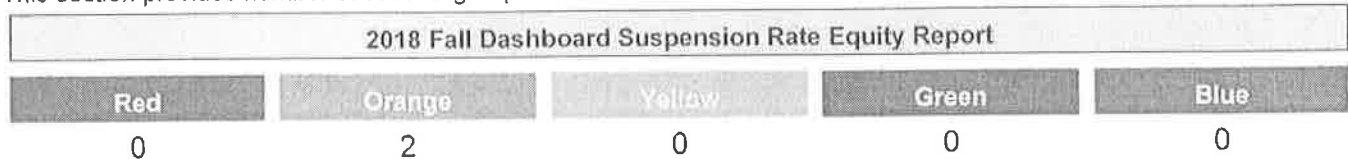
School and Student Performance Data

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.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 45.6% suspended at least once Declined -10% 90 students	English Learners  No Performance Color Less than 11 Students - Data Not 2 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 4 students
Homeless  No Performance Color 56.3% suspended at least once 16 students	Socioeconomically Disadvantaged  Orange 45.9% suspended at least once Declined -11.1% 85 students	Students with Disabilities  No Performance Color 61.5% suspended at least once Declined -23.1% 13 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data 9 students	American Indian  No Performance Color 46.2% suspended at least once 13 students	Asian  No Performance Color Less than 11 Students - Data 3 students	Filipino  No Performance Color Less than 11 Students - Data 1 students
Hispanic  No Performance Color 53.3% suspended at least once Declined -8.6% 15 students	Two or More Races  No Performance Color Less than 11 Students - Data 1 students	Pacific Islander  No Performance Color 0 Students	White  Orange 45.8% suspended at least once Declined -7.1% 48 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	2017	2018
	55.6% suspended at least once	45.6% suspended at least once

Conclusions based on this data:

1. The suspension rate is in the high category, and it indicates that suspensions are declining.

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. If students want a high school diploma, they must come to school at least 3 days a week.

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 Funds will be used to pay make phone calls, do home visits, mail letter home, and conference with parents on the importance of attendance.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Improve Pupil Engagement: Chronic Absenteesim

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reduce suspension rates	CDS has significantly reduced suspensions from last year.	CDS is our district's most restrictive learning environment. Students come to CDS on expulsion for a variety of reasons, as well as students recommended from the Probation Department. Additionally, students who are deemed truants from our SAART process, are sent there because they are no longer on track to graduate from one of our two comprehensive high schools.
Increase the promotion process to Prospect High School	Student are eligible to promote (level out) within six weeks of enrollment, regardless if they are on expulsion or a probation placement. Truants can also promote quickly if they show 70% attendance, and they are earning credits.	This is not happening as fast as we would like for the masses, but numerous students following our directions, earn credits, and promote to Prospect as long as they are 10th, 11th, or 12th graders.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Reducing the suspensions at CDS	This can only occur with student by in, and cooperation. We will increase our counseling services next fall to help us achieve this goal.	We do have a minimal cost. Student incentives are offered for good behavior. 0000: Unrestricted General Fund 7,500	Cost vary from Block to Block 0000: Unrestricted General Fund 6,200
Increase student promotion to Prospect	We would like to see a 5% promotion from CDS to PHS.	No cost associated None Specified None Specified 0	No cost None Specified None Specified 0

Analysis

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

Community Day School is the most restrictive environment, but with added counseling and a TOSA we hope to achieve our goal.

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

We are in meeting on a bi-weekly basis to evaluate what and how we operate the school. We have found counseling is a necessity.

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

The costs associated with improving attendance is directly related to staffing. Most of the students need to relearn what means to be a students in a conventional classroom. Money for classrooms, or technology equipment is not associated with absenteeism.

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.

The restructuring of counseling will help tremendously. The ability to start the school year with 1.4 more sections of assistance will be a great help for the 2020 school year.

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 Other School Staff
- 1 Parent or Community Members

Name of Members	Role
-----------------	------

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

Departmental Advisory Committee

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

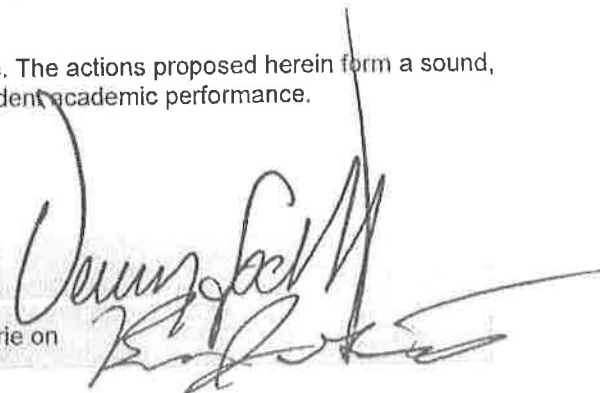
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 7, 2019.

Attested:

Principal, Dennis Spasbo on

SSC Chairperson, Brian Guthrie on

The block contains two handwritten signatures. The top signature is for Dennis Spasbo, the Principal, and the bottom signature is for Brian Guthrie, the SSC Chairperson. Both signatures are written in dark ink and are positioned to the right of their respective printed names.



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	Las Plumas High School
Address	2380 Las Plumas Ave Oroville, CA 95966
County-District-School (CDS) Code	04 61515 0434803
Principal	Dan Ramos
District Name	Oroville Union High School District
SPSA Revision Date	May 9, 2019
Schoolsite Council (SSC) Approval Date	May 16, 2019
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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
School Vision and Mission	4
School Profile.....	4
Stakeholder Involvement	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	9
ELPAC Results	13
Student Population	15
Overall Performance	16
Academic Performance	17
Academic Engagement	24
Conditions & Climate.....	28
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1.....	30
Goal 2.....	36
Goal 3.....	41
Goal 4.....	45
Annual Review and Update	47
Goal 1.....	47
Goal 2.....	48
Goal 3.....	49
Budget Summary and Consolidation	50
Budget Summary	50
Allocations by Funding Source.....	50
Expenditures by Funding Source	51
Expenditures by Budget Reference	52
Expenditures by Budget Reference and Funding Source	53
School Site Council Membership	54
Recommendations and Assurances	55
Addendum.....	56
Instructions: Linked Table of Contents	56
Appendix A: Plan Requirements for Schools Funded Through the ConApp.....	59
Appendix B: Select State and Federal Programs.....	61

School Vision and Mission

LAS PLUMAS HIGH SCHOOL

MISSION - Las Plumas High School provides an environment where all students learn at high levels and all staff use research based teaching practices.

VISION - Las Plumas High School is a supportive and safe environment where all staff is committed to work collaboratively to examine and revise school-wide practices in order to accommodate the diverse needs of students.

ESLRs: The school measures this mission statement with Expected School-Wide Learning Results (ESLRs) that describe what a student should know, be able to do, and understand by graduation from Las Plumas High School. The ESLRs will allow LPHS graduates to be effective communicators, critical thinkers, quality producers, self-directed learners, collaborative workers, ethical decision makers, and community contributors.

School Profile

Las Plumas High School (LPHS) was established in 1960 as the second of two comprehensive high schools located in rural Oroville, California. The city has a population of approximately 14,700, with 55,000 in the greater Oroville area (approximately 84 square miles) and 220,400 in Butte County. The primary sources of income are government (including education), medical, retail trade, service industries, construction, agriculture, and lumbering. The mean household income in Oroville was \$38,824 in 2013, with an unemployment rate of 11.9%.

The citizens of the greater Oroville area are fortunate to have three local post-secondary institutions within a 30-minute drive from Oroville. Butte Community College and Yuba College offer two year comprehensive programs in many fields. California State University, Chico offers a full spectrum of curricula and Masters Programs in several fields. The advantages of urban life are also within easy access; the San Francisco Bay Area, Reno, Lake Tahoe, and Sacramento are less than a three hour drive from Oroville.

LPHS is the largest high school in the Oroville Union High School District, with 1018 students and nearly 80 staff members. Las Plumas offers a traditional high school time schedule with six periods of class; each 56 minutes in length. The school utilizes a Consultation Schedule, which reduces class periods to 56 minutes and allows for a 24 minute Consultation time between 3rd and 4th period. Additionally, staff works together for one hour on Wednesdays, during a

structured Collaboration time. Currently, the Oroville Union High School District is experiencing declining enrollment, although the student population is expected to stabilize in the next few years. District projections for the past declines have resulted in an atmosphere of conservative spending.

The campus covers 64 acres, drawing students from approximately 663 square miles and from several different elementary districts. LPHS facilities are approximately fifty three years old and undergo requested and routine maintenance under the direction of the district maintenance supervisor. In addition to the original buildings, there are 40 portables on campus. Construction of a new gymnasium, agricultural science lab and classrooms, and a fine arts complex were completed in 2007. Modernization projects to upgrade the original buildings were completed in 2008. Modernization of the athletic field irrigation system was completed in 2011, and relocation of the bus loading zone and paving student parking lot was completed during the summer of 2012. A district-wide solar project was completed in 2017.

There has been an influx of development in the community, such as Walmart, reconstruction of the Oroville Dam spillway, as well as Panda Express and Starbucks. The community has seen improvements in recreation facilities with the new River Bend Park, Feather River Parks and Recreation District, Southside Community Center, and the Bedrock Skateboard Park. Martin Luther King Park and Bedrock Park have undergone recent renovations.

Many programs at Las Plumas have community advisory committees including FFA, FHA, and Skills USA. Other organizations exist in support of school programs such as Sports Boosters, PTSA, and Band Boosters. Top Ten Academic Awards are sponsored by Fellows Club of Oroville. The OASIS committee oversees fundraising for Harrison Stadium improvements and on-going maintenance, in coordination with the Oroville Union High School District. The Citizens' Bond Oversight Committee deals with new construction and modernization in the district funded by an approved bond measure.

The citizens of the greater Oroville area are fortunate to have three local post-secondary institutions within a 30- minute drive from Oroville. Butte Community College and Yuba College offer 2 year comprehensive programs in many fields. California State University, Chico offers a full spectrum of curricula and Masters Programs in several fields. The advantages of urban life are also within easy access; the San Francisco Bay Area, Reno, Lake Tahoe, and Sacramento are less than a three hour drive from Oroville.

According to the 2011 City of Oroville Business and Industry Profile, the Greater Oroville area has a median Household income of \$40,017, with all but 1600 households earning below \$100,000. There is a significant population of unskilled workers holding a high school diploma, with only 10.1% holding an Associates' Degree or higher.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Las Plumas School Site Council meets and oversees the academic and cultural progress for our school. The Las Plumas High School Guiding Coalition develops short term goals and provides direction to staff on how to implement them. Data is reviewed and shared with staff weekly at the Collaboration time on Wednesday mornings.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	8.4%	7.6%	8.84%	92	78	95
African American	2.8%	2.6%	2.98%	30	27	32
Asian	8.4%	7.7%	8.09%	92	79	87
Filipino	0.4%	0.4%	0.28%	4	4	3
Hispanic/Latino	23.2%	25.9%	24.93%	253	267	268
Pacific Islander	0.4%	0.5%	0.47%	4	5	5
White	51.0%	51.7%	52.19%	557	532	561
Multiple/No Response	5.2%	%	%	57		
Total Enrollment				1,092	1,030	1075

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9		245	315
Grade 10		283	244
Grade 11		288	273
Grade 12		214	243
Total Enrollment		1,030	1,075

Conclusions based on this data:

1. Significant Developments

Changes in Existing Facilities:
 New classroom and gym construction-2007
 Modernization of existing facilities-2008
 Modernization of athletic field irrigation system-2011.
 New parking lot in front of school-2010
 Relocation of bus loading zone and paving student parking lot-2012
 Upgrades to Weight room-2015
 School-wide LED Lighting upgrade-2015-16
 Updates to security camera system-2016
 Handicap access and parent drop-off on Autrey Lane 2016
 Decorative fence at front of school 2016
 Solar 2017

2. School-wide goals:

1. Develop a functional, systematic, flexible, school-wide assessment program that meets the site-based needs of LPHS students.
2. Using best practices, fully develop and consistently deliver a California Common Core State Standards-based curriculum in all content areas.
3. Promote a culture of high expectations in a safe and positive environment.
4. Develop a strong and consistent intervention and remediation program

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	63	43	40	5.8%	4.2%	3.7%
Fluent English Proficient (FEP)	142	137	155	13.0%	13.3%	14.4%
Reclassified Fluent English Proficient	3	15	7	5.1%	23.8%	16.3%

Conclusions based on this data:

1. ANALYSIS OF INSTRUCTIONAL PRACTICES

English Language Learners

All teachers received instruction on SDAIE instructional practices. This is in response to the insufficient progress of the EL population. Additionally, the program has changed courses focused by grade level, to courses focused on English fluency level. Students also receive instruction as a support to core classes. The overall number of EL students has decreased, partly due to the fact that more students are being Redesignated Fluent English Proficient.

Students with Disabilities

The Special Education program for the Oroville Union High School District has undergone changes which have resulted in increased mainstreaming into General Education classes, a non- diploma track for Certificate of Completion students, and the addition of Tutorial Support classes.

Tutorial Support-

The Tutorial Support class is staffed by a Special Education teacher and a para-educator. Students are assigned to the class, based on the case carrier for their IEP. This time allows the case carrier to have daily direct contact with students on their case-load and for them to focus on skills to support the students in all of their courses.

The Site Council will continue to monitor performance, although a system must be developed to measure progress, as the CST's are no longer administered and CAASPP is introduced.

Instructional Programs

Conclusions from Analysis of Instructional Programs

Las Plumas High School has taken steps to improve instructional practices, in order to promote student learning. The Common Core State Standards have created the need to adapt to new methods of instruction, assessment, intervention, and enrichment. A great deal of effort has been focused on preparing teachers to provide high-level, consistent, and challenging learning experiences. There has also been a focus on promoting universal practices between disciplines and common themes between subject areas. Examples include English/Social Studies adopting MLA citation across the curriculum and the development of school-wide grammar and punctuation standards. We are also adopting school-wide practices for close reading and text annotation.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	237	258	234	208	247	221	207	247	221	87.8	95.7	94.4
All Grades	237	258	234	208	247	221	207	247	221	87.8	95.7	94.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2563.	2600.	2584.	10	22.27	19.46	37	34.41	32.13	32	29.55	28.96	22	13.77	19.46
All Grades	N/A	N/A	N/A	10	22.27	19.46	37	34.41	32.13	32	29.55	28.96	22	13.77	19.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	18	26.42	26.24	63	50.81	49.32	19	22.76	24.43
All Grades	18	26.42	26.24	63	50.81	49.32	19	22.76	24.43

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	35.10	23.74	57	51.84	50.68	30	13.06	25.57
All Grades	13	35.10	23.74	57	51.84	50.68	30	13.06	25.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	9	19.92	14.55	72	64.23	70.00	19	15.85	15.45
All Grades	9	19.92	14.55	72	64.23	70.00	19	15.85	15.45

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	20	36.18	30.45	61	51.63	49.09	19	12.20	20.45
All Grades	20	36.18	30.45	61	51.63	49.09	19	12.20	20.45

Conclusions based on this data:

1.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	238	260	234	215	248	224	213	248	224	90.3	95.4	95.7
All Grades	238	260	234	215	248	224	213	248	224	90.3	95.4	95.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2531.	2556.	2541.	2	4.84	7.14	14	18.15	13.39	29	30.24	26.79	55	46.77	52.68
All Grades	N/A	N/A	N/A	2	4.84	7.14	14	18.15	13.39	29	30.24	26.79	55	46.77	52.68

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	7	12.50	11.61	31	29.03	24.55	62	58.47	63.84
All Grades	7	12.50	11.61	31	29.03	24.55	62	58.47	63.84

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	5	12.50	8.93	54	46.37	48.21	41	41.13	42.86
All Grades	5	12.50	8.93	54	46.37	48.21	41	41.13	42.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	5	10.89	9.82	57	64.52	55.80	38	24.60	34.38
All Grades	5	10.89	9.82	57	64.52	55.80	38	24.60	34.38

Conclusions based on this data:

1. CAASPP

Las Plumas High School students took the CAASP in 2017. Fifty seven percent of ELA students and twenty three percent of math students met or exceeded the standards. While there is concern about the low rate for math, it is important to note 1) that juniors were not yet required to take a math class (we now have a 3 year math

requirement) and 2) twelve of the 260 juniors opted out of taking the test. Staff will continue to track progress on the CAASP as the

new math graduation requirement is implemented and incoming freshmen begin high school with better Common Core Standards education backgrounds.

Las Plumas High School continues the work of implementing the Common Core Standards and improving as a PLC, collaborating regularly to improve their teaching and assessment practices, to improve student learning outcomes. Staff continues to work with Total Solutions to guide us in our PLC work and Total Solutions has provided ELA and Math coaches to work with individual teachers. A schoolwide focus on close reading began in 2015-16; staff expects this will improve learning across the curriculum and positively impact the CAASP results in the future. This year's focus is increasing Depth of Knowledge in daily lessons and in both formative and summative assessments.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	*	*	*	*
Grade 10	*	*	*	*
Grade 11	1557.4	1535.7	1578.5	11
Grade 12	*	*	*	*
All Grades				28

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*			*
Grade 10	*	*	*	*					*
Grade 11	*	*	*	*	*	*			11
Grade 12	*	*	*	*					*
All Grades	*	*	14	50.00	*	*			28

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*					*
Grade 10	*	*	*	*					*
Grade 11	*	*	*	*					11
Grade 12	*	*							*
All Grades	17	60.71	11	39.29					28

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*			*
Grade 11	*	*	*	*	*	*			11
Grade 12			*	*	*	*			*
All Grades	*	*	11	39.29	11	39.29	*	*	28

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*			*
Grade 10	*	*	*	*			*
Grade 11	*	*	*	*	*	*	11
Grade 12	*	*	*	*			*
All Grades	14	50.00	13	46.43	*	*	28

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*			*
Grade 10	*	*	*	*			*
Grade 11	*	*	*	*			11
Grade 12	*	*					*
All Grades	25	89.29	*	*			28

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	11
Grade 12			*	*	*	*	*
All Grades	*	*	16	57.14	*	*	28

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*			*
Grade 10	*	*	*	*			*
Grade 11	*	*	*	*			11
Grade 12			*	*			*
All Grades	13	46.43	15	53.57			28

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,075	72.6%	3.7%	0.9%
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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	40	3.7%
Foster Youth	10	0.9%
Homeless	39	3.6%
Socioeconomically Disadvantaged	780	72.6%
Students with Disabilities	138	12.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	3.0%
American Indian	95	8.8%
Asian	87	8.1%
Filipino	3	0.3%
Hispanic	268	24.9%
Two or More Races	24	2.2%
Pacific Islander	5	0.5%
White	561	52.2%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Orange	Suspension Rate  Yellow
Mathematics  Orange		
English Learner Progress  No Performance Color		
College/Career  Yellow		

Conclusions based on this data:

1. Student performance in Math is a current concern.
2. Data pertaining to Graduation rate needs to be evaluated, to ensure that data used for the Dashboard is accurate.
3. Special Education completers do not count as graduates.

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.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	0	0

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 4.5 points above standard Declined -15.1 points 209 students	 No Performance Color 55.7 points below standard Increased 21.1 points 25 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 36.4 points above standard 12 students	 Orange 4.1 points below standard Declined -10.7 points 162 students	 No Performance Color 94.9 points below standard Declined -13.6 points 16 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	American Indian  No Performance Color 33.3 points below standard Declined -68.6 points 22 students	Asian  No Performance Color 23.4 points above standard Increased 21.5 points 23 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic  Orange 37.8 points below standard Declined -31.4 points 48 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	White  Yellow 17.8 points above standard Declined -14.6 points 105 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner Less than 11 Students - Data Not Displayed for Privacy 7 students	Reclassified English Learners 39.1 points below standard Increased 42.3 points 18 students	English Only 13.2 points above standard Declined -18.1 points 168 students

Conclusions based on this data:

1. The shift in Common Core State Standards needs to be further developed, through professional development and implementation of improved strategies.

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.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	0	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 84.2 points below standard Declined -14 points 212 students	English Learners  No Performance Color 125.9 points below standard Increased 11.6 points 25 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color 67.1 points below standard 13 students	Socioeconomically Disadvantaged  Orange 89.7 points below standard Maintained -1.2 points 165 students	Students with Disabilities  No Performance Color 172.9 points below standard Increased 21 points 16 students

2018 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 4 students	 No Performance Color 85.8 points below standard Declined -33 points 23 students	 No Performance Color 44.3 points below standard Increased 44.5 points 23 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 131.1 points below standard Declined -34.5 points 48 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Orange 75.1 points below standard Declined -22 points 107 students

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.

2018 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 students	119.3 points below standard Increased 46.8 points 18 students	79.3 points below standard Declined -19 points 171 students

Conclusions based on this data:

1. Student performance in Math is a major concern.
2. Overall, Math skills are low, when student enter 9th grade.
3. A large number of students begin well below grade level and do not reach the proficiency required to perform well on the CAASPP.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
28	35.7%	50%	14.3%	

Conclusions based on this data:

1. The number of ELL students has decreased, over time. The proficiency level have also risen. This is due to the fact that there are fewer newcomers moving to Oroville. Lower opportunities for employment are a likely factor.

School and Student Performance Data

Academic Performance College/Career

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.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	0	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.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  Yellow 28.5% prepared Increased 3.3% 242 students	English Learners  No Performance Color 0% prepared 15 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color 27.8% prepared Increased 20.1% 18 students	Socioeconomically Disadvantaged  Orange 22.3% prepared Maintained 1.5% 179 students	Students with Disabilities  No Performance Color 3.3% prepared Increased 3.3% 30 students

2018 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 7 students	 No Performance Color 41.2% prepared 17 students	 No Performance Color 13.6% prepared Declined -19.7% 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 15.7% prepared Declined -13.7% 51 students	 No Performance Color 22.2% prepared Declined -11.1% 18 students	 No Performance Color 0 Students	 Green 36.8% prepared Increased 15.1% 125 students

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

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
28.7% Prepared	25.2 Prepared	28.5 Prepared
36.2% Approaching Prepared	31 Approaching Prepared	30.6 Approaching Prepared
35.1% Not Prepared	43.8 Not Prepared	40.9 Not Prepared

Conclusions based on this data:

1. Bilingual Para educators need to be support ELL students, particularly Hispanic students.

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.

2018 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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
20.30%	14.70%	28.60%
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
43.50%	24.60%	32.00%

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

[illegible]

Conclusions based on this data:

1. Chronic absenteeism is a major concern for Homeless, Foster Youth, and Native American students.

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.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	0	1

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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 89.7% graduated Declined -3.7% 242 students	 No Performance Color 86.7% graduated 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 83.3% graduated Declined -9% 18 students	 Orange 87.2% graduated Declined -4.9% 179 students	 No Performance Color 43.3% graduated Declined -12.9% 30 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	American Indian  No Performance Color 88.2% graduated 17 students	Asian  No Performance Color 86.4% graduated Declined -13.6% 22 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic  Blue 96.1% graduated Increased +2% 51 students	Two or More Races  No Performance Color 88.9% graduated Declined -2.8% 18 students	Pacific Islander  No Performance Color 0 Students	White  Orange 87.2% graduated Declined -4.5% 125 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.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
93.3% graduated	89.7% graduated

Conclusions based on this data:

1.

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.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
5	4	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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 11.2% suspended at least once Declined -2% 1174 students	 Red 11.8% suspended at least once Increased 0.4% 34 students	 No Performance Color 13.3% suspended at least once Declined -10.2% 15 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 19.1% suspended at least once Increased 3.9% 47 students	 Orange 13% suspended at least once Declined -1.7% 869 students	 Red 17.2% suspended at least once Increased 0.5% 157 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American  Red 23.5% suspended at least once Increased 4.8% 34 students	American Indian  Orange 11.5% suspended at least once Declined -6.9% 104 students	Asian  Orange 4.2% suspended at least once Increased 0.6% 96 students	Filipino  No Performance Color Less than 11 Students - Data 6 students
Hispanic  Yellow 10% suspended at least once Declined -2.8% 281 students	Two or More Races  Red 12.5% suspended at least once Increased 4.6% 32 students	Pacific Islander  No Performance Color Less than 11 Students - Data 6 students	White  Orange 12.2% suspended at least once Declined -1.9% 615 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016 13.4% suspended at least once	2017 13.2% suspended at least once	2018 11.2% suspended at least once

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Action Plan 1—Assessment

Goal Statement

Develop a functional, systematic, flexible, school-wide assessment program that meets the site-based needs of LPHS students.

LCAP Goal

Links to School-wide Expected Learning Results: This Action Plan directly supports ESLRs 1-5, supporting the development of an Effective Communicator, Critical Thinker, Quality Producer, Self-directed Learner, and Collaborative Worker.

Basis for this Goal

Common assessments and pacing of curriculum must be flexible in order to adjust curriculum, instruction, and assessment to ensure that all students have access to a rigorous standards based curriculum. An assessment program that responds to the changing clientele and needs of LPHS students and staff will allow for better data driven decisions regarding instructional strategies and student achievement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Percentage of Math and ELA instructors utilizing IO Assessment	2018/19 Data	IO Assessment will be utilized in Math and ELA

Planned Strategies/Activities

Strategy/Activity 1

Action Step

Work with the district to build flexibility in the pacing guides and performance tasks that allow for on-site modification of instruction and assessments, as needed, to ensure the success of all students.

PROGRESS

Staff has designated Collaboration time three times per month to address instruction and assessments. All departments use the time to work on pacing guides and discuss on site modification of instruction and assessments. On our site, departments can request additional

time with sub coverage to complete any of the PLC work and individuals can observe exemplar lessons or engage in peer coaching.

Whether it is CTE, ELA, Science, VAPA or any subject area, at Las Plumas High School we all use state and/or national standards in the foundation of and building upon our curricula using the PLC model to guide our work. Over the last three years the district has supported collaboration between the two comprehensive high schools in ELA, math, science, social science, and Spanish and supported changes the teams determined were necessary for improving student outcomes.

The Spanish Departments of the two schools in the district have been granted two separate meeting days in the last two years to meet and discuss the district standards for all class levels. The departments worked with the district to also propose new classes for Spanish Speakers and Spanish II Honors. For all courses we created the curriculum pacing guides, which included guiding questions for each unit, vocabulary, performance tasks and final assessments. The final assessments have been applied in the classes differently, according to the needs and interests of the students (varying in language functions; performative or presentational).

Essential learning outcomes have been identified in social science curriculum maps and assessment cycles. While pacing guides do not drive the cycle of learning at the team level, formative and summative assessments are given in very close proximity to other team members. Performance tasks have been created as quarterly benchmarks by teams with oversight from the Director of Education and Superintendent. Individual site teams are given flexibility on how they choose interventions to district benchmark data. Time is scheduled for advanced trainings with Total School Solutions to align district quarterly benchmarks with Common Core SBAC assessments as well as structured peer evaluations and debrief time.

The World History team (10th grade) has spent considerable time creating and modifying our pacing guide. We had a pacing guide from the era of STAR testing and worked more recently with Nancy Peterson to "massage it". We have also spent days trying to borrow, modify and fine-tune District, Common Formative Assessments. We recently gave one on the French Revolution, will do one on the Sepoy Mutiny (India) near Christmas, and finally one on the Nazis around the 3rd quarter.

There is ample room for flexibility in shop classes because of the nature of the curriculum. Though pacing guides are used to direct the curriculum, the nature of the topics usually lend several days or even weeks for students to be working on specific projects or assignments. Because of this amount of time students usually have no problem working through problems, absences, or lower levels of understanding to catch up with the rest of the class. The school-wide consultation period four days a week also allows time for students to catch up on shop class assignments and projects, as well as after school time scheduled with the teacher.

Math 1 Readiness has a pacing guide. We developed it with Jennifer Cox at a meeting on 5/15/14. The people in attendance at the meeting were: Mike Caratenuto, Dave Gnesda, Rebecca Howard, Scott Giannini, Jennifer Cox. The other courses in math do not have a District Pacing Guide. Also at a district level in Math we decided to have common assessments that are site based not district based to allow for more flexibility. For example, OHS has paced the order of their Math 1 Chapters differently than the order of the curriculum, whereas LPHS has decided to use the curriculum's suggested scope and sequence; our decision was influenced by research guiding the curriculum development and the spiraling of the problems.

This is the first year using the Math 3 curriculum. The Math 3 team at Las Plumas high school is working to create new assessments (in Spanish as well) for the school year. We keep notes for adjustments that need to be made both to the curriculum and instruction, and also to the assessments so the students will not only understand the material better but feel successful. Targeted remediation is being done during consultation to help those students who do not understand the material. Once we are done with this first year, we will then be able to go the district with a better understanding of how to create common assessments for the district for Math 3 and discuss scope and sequence.

In June of 2016, several English teachers from Oroville High School and Las Plumas High School met with Nancy Peterson, our district common core consultant, to review and revise quarterly, grade-specific, district assessment maps. These maps provide teachers with essential standards, academic vocabulary lists, district common assessment information, and recommended materials and resources for teaching core skills. Last summer's meetings enabled teachers to address problems with pieces of the curriculum that failed address student needs, e.g. we changed the first quarter common assessment for juniors because the original assessment features complex terms and argumentative structures that students failed to interpret in past years.

This (ELA) meeting was requested by teachers as a means to discuss application of standards that were originally agreed upon in the 2014 during a week long introduction to common core structures that were being used by other schools throughout the United States. ELA has worked with the district to build flexibility in the pacing guides and performance tasks. Teachers were able to modify the maps to more accurately mirror the concepts and routines being taught in the classroom, which includes a shift toward the paperless classroom, made possible by the acquisition of Chromebooks and the adoption of Google Drive applications like Classroom and Forms.

ELA teams are constantly looking at the instruction and assessments used in the performance tasks and reflecting on how they can be modified or improved in order to ensure the success of all our students. For example, when we first began looking at the Q1 assessment, we revised the writing prompts and rubric in order to ensure our students knew

exactly what was required of them. Also, we have introduced common assessments and assignments that we feel build the students' skills that are expected of them on performance tasks. We are currently communicating with the district about moving our quarterly assessments into the online Google

classroom to emulate the actual CAASPP and to speed up the grading process in an environment that provides instant data feedback for analysis.

ELA has also been given days to grade the district quarterly assessments. In addition, the district is open to hearing our suggestions and making changes as needed (typos, oversights, etc.). Instruction has been left to site teachers to prepare students accordingly. The

district support has helped foster communication among team members and a focus on best practices.

All science courses have worked together within our department and with OHS and have pacing guides in place with built-in flexibility for the semester. We have on going adjustments still to be made with regards to NGSS and it is a work in progress.

Collaboration between SPED and Gen Ed teachers regarding IEP students on Diploma track is ongoing with the main challenge being how to accommodate and modify curriculum for SPED students in the classroom while still preparing students to be successful on district benchmark and state assessments. Certificate of Completion programs have made progress by being extremely flexible in a variety of areas including:

- What constitutes adequate progress towards a certificate of completion based on student IEP goals
- Pacing and delivery of modified core curriculum in the COC classes based on the individual academic levels of students
- The ability of COC students to mainstream into elective courses in the regular classroom setting through modification of curriculum or student grades

All departments report that their pacing guides, instructional strategies and common assessments are constantly referred to and revisited on a regular basis, from minor improvements and updates to major rethinking to modification based on the needs of our student body and the ever-changing demands of our society. Staff agrees that there is a unified effort to lead our students of varying levels and situations to their own success in and out of the classroom.

ACTION STEP

Work with the district to provide district collaboration days following each performance tasks to analyze data from the district exams and collaborate on instructional strategies to ensure student success.

PROGRESS

Collaboration has become a structured part of the instructional week. Teachers meet for one hour on most Wednesday mornings. The work is centered on benchmark exams, formative assessment, and school-wide initiatives, such as Close Reading, Annotation, and Depth of Knowledge. Minutes from the groups are submitted to the Guiding Coalition and shared among the group. This is the first year where there has been a coordinated effort to administer all benchmark exams, grade, and disaggregate data. Prior to this year, participation and implementation was disjointed.

Action Step

Continue to develop site-based common assessments to provide regular data for analysis that is used to improve standards based instruction and student outcomes.

PROGRESS

ELA, with the input and assistance of OHS, has developed quarterly district assessments for each grade level. They are aligned to common core and the SBAC. We are given a grading day for each assessment that the entire grade level team attends together. This gives us a chance to look at the data and assess what students understand and what they need more help with. It also allows us to talk about effective instructional strategies. The assessment data is used to see which students need intervention.

All three ELA teams have created common assessments to use to monitor standards based instruction and student outcomes. For example, English 9 students focused on answering text-dependent questions from Edgar Allen Poe's

short story, "The Cask of Amontillado." The English 9 team was able to identify that freshmen students struggle with providing evidence, and we discussed best practices to scaffold this skill for students.

In addition, this semester we assembled a grade level team for 9th grade. We created the following SMART goal for the skill of writing a claim and supporting it with evidence. We also created a common rubric (see below).

SMART Goal: 100% of 9th grade students will score 100% annotating a document writing a claim with supporting evidence by the end of the second quarter.

Scoring Scale

- 4 Exhibits a level 3 performance and goes beyond what was taught in class.
- 3 Identify claim in two or more pieces of evidence and correctly respond to a prompt with at least one piece of evidence
- 2 Identify main idea or claim in one piece of evidence to support a claim and respond to a prompt
- 1 Can identify a claim with help
- 0 No skill is identified even with help

Biology has a few common assessments in place, we have completed one exam (2016) where we were able to analyze the data and compare with each other. Time has been the biggest problem. Finding time to sit down and compare the data has been very limiting to our progress. Our collaboration time has been useful, but seemingly always devoted to some other task; Assessment mapping, Assessment design, instructional strategies, etc.

Math has been uploading student work and also pictures of the data we have been looking at to the Guiding Coalition's Google classroom. Math 1 Readiness has looked at data for a CH 3 Common Assessment and most students passed with no problems. Math 1 is looking at data from CH 3. We found that students are not justifying their answers even after doing the intervention. CH 4 of Math 2 has factoring and the first CFA was excellent, however when you add special cases and more difficult factoring many students struggle with all the steps. Mrs. Howard is going to do a targeted intervention after Thanksgiving Break and invite any of Mrs. Boehme's students to attend as well. All math teachers on LPHS campus are using common assessments.

Social Studies has developed and assigned District Quarterly benchmarks for 10th and 11th grades. The benchmarks focus on the Common Core standards of writing claims and using evidence to support claims.

Besides benchmark exams, Social Science teams have developed SMART goals around at least one common formative assessment for each unit. We have analyzed the results and whether or not teams met the SMART goals written.

ACTION STEP

Provide staff with Aeries Analytics training and the effective use of data to drive standards-based instruction.

PROGRESS

Teachers provided training to teachers for AERIES Analytics at the beginning of the previous two school years. During the August 2016 workshop, teachers were offered a choice of a basic or an advanced session. In the advanced session, teachers were provided data from a test given to students during the prior school year to demonstrate the importance of locating trends within our test results. This data was used to inform the process for remediation by identifying core areas where students struggled for mastery and distinguishing this problem from poorly-worded questions that introduce ambiguity into the results. Step-by-step instruction were provided on how to create tests in Aeries Analytics, how to weight questions, how to link these tests to assignments in the gradebook, how to print answer sheets, how to upload completed tests into the gradebook with the aid of a scanner, and how to view reports that contain the results data. Since that date, the teacher trainers have held similar sessions with members of the English, Mathematics, and Special Education departments. SPED reported success at being able to create an assessment and run it through AERIES Analytics as a result of this staff development session.

ACTION STEP

Continue to provide structured, site-based collaboration time regarding disaggregated data and time to determine and implement data driven change to curriculum, instruction, interventions, and assessment tools to ensure all students have the opportunity to succeed.

PROGRESS

Las Plumas continues to have Collaboration time three times a month on Wednesday mornings. Each Team brings assessment data, Curriculum material, and intervention information to discuss with fellow team members. The information gathered through these department meetings drives instruction to enhance student learning to help our students be more successful.

This year Math 1 R has done the entire cycle of having a CFA with pre planned intervention and a Unit Plan was submitted to the GCT. We are going to start another cycle in December and will also begin Wednesday Write Ups as a way to tackle the Standards of Mathematical Practices and make it more common for students to explain an argument and justify the reasoning of others. All other teams are using collaboration time and lunch to build CFAs for the new curriculum and share strategies for interventions.

In Physical Education we utilize time during collaboration to implement data driven curriculum, instruction, interventions and assessment tools to ensure all students have the opportunity to succeed. We have the kids do the mile, pacers, shuttle pacers with groups, intervals on the track, daily jogs, fit test assessments, circuits, relay races, team cardio competitions, Insanity, P90X, and strength circuits to enhance the cardio portion on the Fitness Test. To enhance overall strength we do body resistance exercises, utilize medicine balls, and lift weights. The Weight Room is open during consultation for those who need to make up maxes or assessments and to make gains. Interventions used are as follows: Weight Room is open during consultation, parent phone calls, emails, teachers attend Student Study Teams, and 504 meetings. There are a variety of assessments used, such as: pre-tests, unit tests, visual assessments, journals, close-reads, Fit Tests, Target Heart Rate, and maxes in weights. The Weights and Conditioning Classes assess utilizing the Bigger Faster Stronger program.

The home economics department utilizes the state standards in all of our teaching practices. The rigor and depth of knowledge increases after each successful task is completed. As a department we re-teach past tasks to reinforce previous standards.

Instructional strategies used in home economics classes:

Reading-Textbook, articles, blogs, recipes, guide sheets

Writing-Projects-Children's books, International Brochure, Menu & Food Planning, Daycare Center, Child Abuse Brochure and so on), Summaries, Papers (Child Development, Introduction to Home Economics, Consumer and Foreign Foods), Advertising (Introduction to Home Economics), Recipes

Hands on practical application of simulated activities-Following proper lab procedures students put the recipe into motion, equaling a product. Teamwork is essential for success.

Demonstrations-Teacher led and student led

In Science we have focused our collaboration time on setting up assessment maps for biology and designing common assessments. Not much of the time has been devoted to data. Once we have our foundations in place we can then gather and analyze the data and plan strategic interventions where needed.

The Social Science department meets in four collaborative teams. We collaborate and develop unit curriculum maps, develop common summative and formative assessments, and analyze the results. Based on assessment results analyzed by teams, re-teaching and targeted interventions ensure all students are provided the opportunity to learn essential instruction.

The CTE teachers continue utilizing the provided collaboration time to meet weekly to develop and build upon cross curricular ideas/projects. We also reflect upon the ideas that we have investigated and already implemented to address the effectiveness of the content as it pertains to students CTE knowledge.

Students to be Served by this Strategy/Activity

Growth Target: Meet Dashboard growth targets each year for all groups and sub-groups in all content areas. Reduce the percentage of students in all areas and all sub-groups who score Far Below Basic and Below Basic by an average of 5% over six years.

Timeline

2019-20 School Year

Person(s) Responsible

Guiding coalition

Proposed Expenditures for this Strategy/Activity

Amount	1,093
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Training

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Action Plan 2—Instruction

Goal Statement

Statement of Area for Improvement: Using best practices, fully develop and consistently deliver a California Common core state standards-based curriculum in all content areas.

LCAP Goal

This Action Plan directly supports ESLRs 1-5, supporting the development of an Effective Communicator, Critical Thinker, Quality Producer, Self-directed Learner, and Collaborative Worker.

Basis for this Goal

All students must be ensured access to a rigorous, standards-based curriculum with a strong instructional program that responds to the changing clientele and needs of LPHS students and staff.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CASPP/Dashboard Indicators	2018-19 Data	Eliminate Red indicators on Dashboard

Planned Strategies/Activities

Strategy/Activity 1

Action Step

Develop and implement a plan whereby staff effectively utilizes regular, ongoing collaboration time to establish student learning expectations, improves instructional strategies, engages in assessment data analysis, makes master schedule adaptations, and explores other means to ensure the success of all students.

PROGRESS

The Guiding Coalition meets every Thursday with focus on school-wide goals and collaboration. Best practices are discussed and then modeled at collaboration meetings. Examples are SMART goals, DOK (Depth of Knowledge), and intervention teams. Staff meets every Wednesday in the morning for an hour to discuss student learning, evaluate data on assessments, and collaboration on curriculum. This allotted time has help many departments break into small teams for more focused work.

The English 9 team within ELA has worked continually to synchronize instructional practices and curriculum.

MAP data was used to increase the number of sections of Power Reading from one to three. We also used MAP data to determine which students should be placed in English Intervention.

ELA teams have developed common assessments with the aid of a SMART goal (specific, measurable, achievable, relevant, and timely) that is agreed upon by members of the team who weigh the value of the assessment against the

mapped curriculum standards, the learning goals of end of quarter district-assessments, and the readiness-levels of their students. Upon delivering these assessments, data is collected via reports and students work samples, and then analyzed in team meetings for the purpose of implementing effective remediation plans and adopting best practices for student skills mastery in future lessons. During the first quarter, the English 11 team isolated three questions from the quarter one district assessment that emphasized close-reading skills for students. The results revealed that although students could intuitively locate the correct answer to questions asking them to make inferences based on evidence provided in a text, few could identify actual quotes from the text that supported their inferences (only 56% of my students could identify key supporting quotes accurately, even when presented with only four choices). The English 11 team remediated students with the aid of a quote sandwich model used within a definition essay unit that requires students to first explain the context of key quotes and then explain their selected quote's relationship to an assigned topic sentence claim. This practice has revealed the need for precision in language. Expectation for selection of quotes is that they must be justified with accurate and thorough explanations.

Multiple new documents have been developed incorporating sentence starters, rubrics, and graphic organizers for scaffolding this process and found that students of all proficiency levels are able to connect the pieces with a measured approach to instruction of their quote selections.

Action Step

Provide a structure for the effective use of collaboration time among department members and across curriculums to ensure identified areas affecting student learning are met.

PROGRESS

GCT continues to develop ongoing tools to help teams effectively use their Collaboration time. School wide goals were developed prior to the start of the school year and every staff member is aware of these goals. We are using Unit plans as one measure in first semester and also using DOK reflections to increase the rigor of assessments or lesson plans.

The Guiding Coalition implemented a rotational schedule designed to include all collaborative teams in the PLC process. A team starts the meeting by reading collaboration norms, and another team closes the meeting with team successes focusing on instructional strategies, team goals met, and interventions or extensions. Staff shares responsibility to improve student learning outcomes for all students.

During our collaboration time, each discipline is divided up into teams that allow for focused discussion on specific groups of students and classes. Guiding Coalition asks teachers to submit minutes as proof of their collaboration time so that we may see what teachers are talking about and have evidence for the work teachers are doing. Collaboration time has also been used to encourage teachers to discuss instructional strategies, DOK levels, CFAs, and more.

Action Step

Improve communication and collaboration with feeder schools and districts.

PROGRESS

Las Plumas High School continues to host 8th grade parent night, invites middle schools to our annual college fair and projected career fair, and provide correspondence about academic offerings and opportunities based on assessment.

All opportunities provided to the feeder schools are given a minimum two week advanced notice. We also offer an incoming tour of Las Plumas High School to potential freshman and parents.

Action Step

Utilize collaboration time to fully develop a rigorous standards-based curriculum in all content areas and share best practices instructional strategies to engage students in learning.

PROGRESS

As a school, all Las Plumas High School teachers are committed to meeting three Wednesdays a month to use their scheduled Collaboration time to develop and implement their standards-based curriculum lessons and assessments to improve student learning of the all curriculum. Teams within each department break out during this time to share and develop strategies and to reflect on data and best practices.

All our math classes are aligned to the new standards for content and mathematical practices. Teachers have been trained in the use of the CPM curriculum and share best practices in small and whole group discussions. Math 1 is doing a special professional development this year with consultant Nannette Johnson. We observe each other's classes and look for the Standards of Mathematical Practices 1, 3, and 6. These three standards focus on persevering, explaining and justifying arguments, and attending to precision (including the use of mathematical language). We are developing a lesson study for Chapter 5 with the content of sequences for our next meeting with the consultant. Observing others in our department is a long standing norm. We continue to use this strategy to help each other with classroom environment, discipline, content, best practices, etc.

The Advanced Physical Education teachers meet weekly to discuss the current units. Goals are set based on The Alliance for Teacher Excellence Mentor Kit. We are adapting instructional plans and curricular material to meet the assessed learning needs of all students.

Science has been devoting most of our collaboration time to investigate/share best practices instructional strategies with other teachers. Our curriculum is standards based and we continue to implement the NGSS standards.

The Social Science team has used two collaborations developing a shared understanding of Google classroom to share best practice lessons and assessments, specifically targeting the use of Google forms. We have also shared out ways the social science department can engage students using standards-based connections to the presidential election, current events, cross-curricular activities, and Hyperdocs.

Within our weekly meetings CTE teachers are working on DOKs and curriculum concepts that all the CTE courses can implement.

Action Step

Develop and implement a schoolwide set of instructional practices.

PROGRESS

The Guiding Coalition meets each Thursday during lunch. Its purpose is to ensure that teachers are utilizing student-centered best practices based on SMART (specific, measurable, achievable, relevant, and timely) oriented learning targets and expectations in the form of School-wide Goals. We have focused on schoolwide instructional practices beginning with the 2015 2016 school year when one of our schoolwide goals focused on close reading and annotation. Close reading and annotation will be an ongoing focus for incoming freshmen. Last year, the Guiding Coalition decided on the following goals to be implemented for the 2016-2017 school year. Each staff member/department team continues to strive to meet these goals.

2016-2017 LPHS School-wide Goals

#1 All teams/singletons will develop common unit plans and submit their most developed unit plan each semester.

- Celebrate results end of the semester
- Goal = increase from 30% (last year) to 75%

#2 Each semester, all teams/singletons will implement at least one (1) common assessment, analyze the data, and develop effective interventions/enrichment based on a SMART goal(s) for a common unit plan.

- Goal = increase from 25% (last year) to 50%

#3 All teachers will work towards increasing DOK levels of instruction and submit reflections for one assignment/common assessment per quarter.

- Goal = 100%

The Guiding Coalition has collected the results of common unit plans for quarter one, tasked teachers with revising SMART goals that do not meet the criteria for these goals, and set up a Google classroom page for teachers to submit DOK reflections on assignments given to students during the first quarter.

Freshman Intervention Teams are created and working with Dennis King to create a schoolwide set of practices. Freshman teachers are using Close Reading as a strategy to help increase scores in Science, Social Science and English. Math Teachers are trying a Wednesday Write-up exercise and are working to develop the Standards of Mathematical Practice #3 as a new cultural piece to their classrooms (Identify Arguments and critique the work of others).

Additionally, Guiding Coalition met on August 10, 2016 to agree on curriculum for professional development workshops on Depth of Knowledge level awareness, Aeries Gradebook usage, and Aeries Analytics data analysis.

The Guiding Coalition leads the PLC process of identifying essential learning outcomes through the development of curriculum maps, common formative assessments, and assessment analysis. Systematic interventions have begun in some collaborative teams. GC members "get tight" in the process, then return to their collaborative teams and facilitate the team's work.

Action Step

Analyze the impact on EL student outcomes and revise EL program annually.

PROGRESS

EL Class Placement Guidelines are revised to include or omit criteria to reflect changes in policies such as the termination of CAHSEE, CST and CMA and the inclusion of MAP assessment.

Reclassification Form is revised to include or omit criteria to reflect changes in policies such as the termination of CAHSEE and the inclusion of MAP assessment.

CELDT, MAP, and Writing Diagnostic Rubric scores assess student yearly progress in key areas of language development. 2013-2014 school year 19/90 students were reclassified (21%)

2014-2015 school year 23/60 students were reclassified (38%) 2015-2016 school year 17/49 students were reclassified (35%)

Action Step

Develop an alternative program for non-graduating 8th graders and students with 4 or more failing grades at 1st mid quarter progress report. Consider returning Opportunity School to its full functionality, as well as an on site alternative education program.

PROGRESS

Though we feel that having an opportunity program is beneficial to students we have been made aware that due to funding that it is not a viable option.

Currently we are offering workshops to eighth grade non-grads addressing the following topics: Time management/organizational skills

Test taking strategies

Post-secondary opportunities Goal setting

Available personal, social, emotional support

Action Step

Explore means to expand staff hours of Para Educators. Explore means to fund full time bilingual aide in Spanish.

Explore means to update and increase library resources, including technology and librarian time to support student learning

PROGRESS

Additional Para Educators have been added to the staff. We now use a flexed schedule so that Para Educators hours allow for full coverage from 7:30 to 3:30 including all breaks.

We have not yet been able to secure funding to staff a full time bilingual aide in Spanish.

The library hours have been extended to include one evening each week. Several computer labs are open to students during the late start Wednesday mornings. Additional technology labs, including rolling carts of 36 computers that can be checked out by individual teachers

Students to be Served by this Strategy/Activity

Growth Target : The percentage of students at proficient or above on the California Assessment of Student Performance and Progress will increase by 5% per year on average for all sub groups in all areas of the CST.

Timeline

2019-20 School Year

Person(s) Responsible

Guiding Coalition

Proposed Expenditures for this Strategy/Activity

Amount	6,093
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Incentive Program
Amount	44,485
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	59,411
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	66,356
Source	Title I
Budget Reference	3000-3999: Employee Benefits

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Action Plan 3—School Culture

Goal Statement

Statement of Area for Improvement: Promote a culture of high expectations in a safe and positive environment.

LCAP Goal

Links to School-wide Expected Learning Results: This Action Plan directly supports all the ESLRs.

Basis for this Goal

Rationale: Students' ability to learn and meet their potential is directly affected by their emotional well-being.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Implementation of PBIS/MTSS	No formal program exists	There will be research-based behavioral support

Planned Strategies/Activities

Strategy/Activity 1

Action Step

Increase parent involvement by exploring new ways to communicate with parents.

PROGRESS

Parent involvement has historically been judged by the number of parents that come to school for meetings. Through conversations with parents, it has been noted that most parents feel as if they are involved in their child's education. Social media and technology has created a situation where parents can closely monitor student attendance, performance, and discipline online. It may be time to accept that the "face of involvement" is changing and that the school needs to embrace different forms of communication, in order to remain connected to families. There has been a significant increase in the number of ABI Parent Portal accounts. As of Dec. 6, 2016, there are 650 portal accounts out of 1038 students, or 62.6%.

Action Step

Analyze the reasons behind the drop out and attendance rates. Explore viable solutions. Revise Action Plans as needed to implement solutions.

PROGRESS

Lack of parental involvement

Solution: Offer opportunities for parents to be involved on campus.

Lower socioeconomic status contributing to transportation issues, and medical/behavioral health services.

Solution: Connecting families to community resources such as VICTOR, Public Health and School Ties.

A portion of students are not attending due to entering high school with low academic skills making it difficult to catch up.

Solution: Identifying students early on in grade school.

Action Step

Develop and implement a plan to increase awareness of graduation requirements, post-secondary requirements, and post-secondary opportunities.

Analyze the effectiveness of the plan annually and revise as needed.

PROGRESS

We offer a variety of activities throughout the year designed to increase student involvement in their successful completion of high school and readiness for post-secondary education.

Fall Activities

- Senior presentations (transcript review, credit recovery, A-G requirements, NCAA eligibility, college/university requirements and post- secondary opportunities).
- PSAT classroom presentation (informing students of SAT test preparation resources and opportunities).
- District wide college fair.
- Support recruitment efforts for Educational Talent Search and Upward Bound.
- Students attend college/university field trips and work site visitation tours.
- ASVAB (offered to grades 10th through 12th , used as a career exploration tool)
- REG2GO (Butte College representative presents to seniors on their three step registration process).
- Butte College vocational program tours Winter Activities
- Financial Aid (Cash for College) event for seniors.
- Registration process begins for grades 9-11 (transcript review, credit recovery, A-G requirements, career pathways, NCAA eligibility, college/university requirements and post- secondary opportunities).
- Proposing that feeder schools attend high school campus for orientation instead of counselors going to feeder schools (reviewing graduation requirements, career pathways, A-G requirements, and extracurricular opportunities). Parental

involvement encouraged.

- Reg2Go assessments for seniors.
- The enrollment process for the College Connection program begins. Spring Activities
- Students attend college/university field trips.
- AP class presentations on registration process and testing schedule.
- Career Fair
- Reg2Go field trip to Butte College to register for courses and receive campus tour (seniors).
- Butte College vocational program tours
- Scholarship award night

Action Step

Explore means to provide career exploration, school to work skills, and computer skills in all CTE courses at each grade level and encourage high expectations.

PROGRESS

We have many opportunities for students to explore career opportunities. We continue to provide career exposure through enrichment presentations (once a week to offer), fund CTE related field trips, and use ASVAB as a career exploration tool (once a year). We have expanded our spring career fair and invite several other schools, including elementary schools. Career pathways are outlined in student handbook and course selection sheets and we support 2+2 program articulation with the local community college.

Action Step

Develop and implement a long range plan to improve student attitudes about education and career possibilities and to promote students' sense of connection to the school and to school staff.

PROGRESS

We encourage students to participate in extracurricular activities such as:

- Athletics
- Clubs
- Service Organizations (RYLA)

We utilize counselors to mediate between teachers and students in an effort to improve communication. Insure that students continue to be recognized for character and academic accomplishments.

- Honor Roll
- Birthday Grams
- Oroville Exchange Club, Student of the Month (senior)
- PTSA Recognitions (9-12)

Our counseling office has an open door policy for students and staff.

We partnership with local elementary schools to identify high school camp counselors for their programs. This provides opportunities for students to develop leadership skills (Shady Creek).

Action Step

Promote school-wide community service.

PROGRESS

We strive to increase student involvement in community service clubs, such as:

- Key Club
- Interact Club
- Link Crew
- FFA
- Environmental Club

Staff encourage strong academic students to volunteer in the high schools tutoring program.

Action Step

Explore the means to increase funding for the Sheriff's Deputy on campus (SRO)

PROGRESS

The Board of Trustees has taken great interest in increasing the amount of time that the School Resource Deputy is on campus. The District is currently seeking cost estimates from both the Butte County Sheriff's Dept. and the Oroville Police Dept. for a full-time School Resource Officer for the 2017-18 school year.

Action Step

Provide transportation vehicle(s), such as a golf cart, to increase the ability and effectiveness of security personnel to monitor the large campus and provide transport for injured persons.

PROGRESS

A golf cart was purchased during the 2015-16 school year. A special seat/bed was donated by the Class of 2016, which allows for injured students and medical equipment to be transported around campus. The golf cart has increased the ability to supervise and respond to emergencies.

Students to be Served by this Strategy/Activity

Growth Target : Increase participation in clubs, sports, and activities by 10% over two years and decrease the total drop out rate of all four grade levels by 1 % over two years.

Timeline

2019-20 School Year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Budget Reference

None Specified

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Action Plan 4—Intervention Program

Goal Statement

Statement of Area for Improvement: Develop a strong and consistent intervention and remediation program.

LCAP Goal

Links to School-wide Expected Learning Results: This Action Plan directly supports ESLRs 1-5, supporting the development of an Effective Communicator, Critical Thinker, Quality Producer, Self-directed Learner, and Collaborative Worker.

Basis for this Goal

Rationale: Along with high expectations and the implementation of Common Core, students need support to achieve at high levels.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
5% Reduction in D/F letter grades	2018-19 Data	Reduction in D/F letter grades

Planned Strategies/Activities

Strategy/Activity 1

Action Step

Find ways for all staff members to utilize the mandatory consultation and academic detentions to maximize its effectiveness.

PROGRESS

SEE NEXT STEP

Action Step

Continue to find ways to increase effectiveness of consultation time.

PROGRESS

The Guiding Coalition supports individual and team choice on how consultation is used by staff and students. We support teachers who choose to work only with their students or are willing to team target specific students. We also support teachers who choose to use consultation for test make-up or study hall. We created norms for consultation to guide staff members.

#1 All students need to be in a learning environment.

#2 students are to remain with the teacher/instructor they initially choose for the entire consultation time.

Mandatory consultation has been used when teachers choose to implement targeted instruction. We developed Socrative surveys for staff to share their thoughts on what/how they think consultation can be improved. Surveys are analyzed by the Guiding Coalition and the results are shared with staff. This year, on the advice of the Guiding Coalition, Las Plumas closed the cafeteria study hall to ensure that students would use the consultation period for the purpose of meeting with their teachers to receive supplemental instruction on skills that they are not mastering during

regular class periods. A change in the schedule has been suggested a couple of times, but we are trying to make our current time more effective before we make a change to the schedule. We struggle to make consultation mandatory when attendance cannot be taken, however, once a referral is made, administration is very effective at managing academic detentions for students who do not show up for mandatory consultation.

Teachers report that they are trying a variety of strategies to make consultation as effective as possible. Some hand out mandatory consultation attendance slips as a reminder to students in need of remediation. For assignments with high failure rates on specific topic, some reteach the concept, limiting consultation to students in need of the one item. Some staff use mandatory consultation and academic detentions to work with students who are behind. Others keep consultation voluntary and students catch up on missed work or get help on any assignment.

The Counseling Department has developed student teams of tutors to provide direct support to students who arrive at the regular start of the school day on Wednesdays. Additionally, our school features lectures by community professionals during the consultation period on Thursdays in the band room. As a result, students can learn about occupations and career fields that they might otherwise not consider due to a lack of awareness. These lectures regularly feature members from the military and law enforcement. This has inspired some teachers to have professors from Chico State provide similar meetings in their classroom with the purpose of connecting our students' efforts to the achievement of meaningful life goals.

Students to be Served by this Strategy/Activity

Growth Target : Decrease the number of students who earn D's and F's by 5% each year.

Timeline

2019-2020 School Year

Person(s) Responsible

Guiding coalition

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Develop a functional, systematic, flexible, school-wide assessment program that meets the site-based needs of LPHS students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Percentage of Math/ELA instructors utilizing IO Assessment	I/O Assessment will be utilized in Math and ELA	Partial Implementation of IO Assessment

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide staff development and support for teachers who are struggling with the program	Support was provided by experts in the subject.		

Analysis

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

We had planned to fully implement I/O Assessment this year. The loss of 3 weeks in November, due to the Camp Fire disrupted plans and the balance of the year was spent getting back on track.

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

Teachers who are proficient made good progress in sharing the value and modeling use of the program.

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.

Progress will continue and professional development is planned at the beginning of the 2019-20 school year.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Using best practices, fully develop and consistently deliver a California Common core state standards-based curriculum in all content areas.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP/Dashboard Indicators	Eliminate Red indicators on the Dashboard	Red indicators still exist on the Dashboard

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to implement professional development that support school-wide goals.	Professional development was provided; however, the loss of time in November had an adverse effect on overall progress.		

Analysis

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

Collaboration occurs on three Wednesday mornings of each month. Professional development occurs on the first day back at the beginning of the year.

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

We have experienced success in hosting in-house staff development and have relied on Total School Solutions for outside assistance.

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.

Expansion of professional development is planned for the 2019-20 school year and the Oroville Union High School District has allocated funding to support this goal.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Promote a culture of high expectations in a safe and positive environment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Implementation of PBIS/MTSS	There will be an expectation that the school will be a safe and positive environment.	Program was not implemented; however, other supports offered through the District, and site provided support for students that had a similar effect. The School Social Worker has been fully utilized, along with resources available from BCOE to support students.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implementation of PBIS/MTSS	Did not implement the programs		

Analysis

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

Special Education consultant has assisted in evaluating program needs and plans support at the beginning of the 2019-20 school year, along with Summer 2019 staff development.

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

The school year was disrupted by the Camp Fire disaster and the goal was not achieved. The school year was marked by regrouping and survival.

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	176,345
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	177,438.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	176,345	0.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Title I	176,345.00
Title I Part A: Allocation	1,093.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	44,485.00
2000-2999: Classified Personnel Salaries	59,411.00
3000-3999: Employee Benefits	66,356.00
4000-4999: Books And Supplies	6,093.00
5000-5999: Services And Other Operating Expenditures	1,093.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	44,485.00
2000-2999: Classified Personnel Salaries	Title I	59,411.00
3000-3999: Employee Benefits	Title I	66,356.00
4000-4999: Books And Supplies	Title I	6,093.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,093.00

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
- 4 Other School Staff
- 6 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Alexis Jeska	Secondary Student
Annie Baciorek	Classroom Teacher
Bret Lawson	Classroom Teacher
Cheri Dieter	Parent or Community Member
Will Cotter	Parent or Community Member
Dave Croxell	Other School Staff
Fred Ziegenmeyer	Parent or Community Member
Jacqueline Deadmore	Other School Staff
Jonathon Andrew	Classroom Teacher
Keely Frazier	Classroom Teacher
Laura Hillman	Parent or Community Member
Lena Miller	Other School Staff
Matt Kermen	Other School Staff
Sarah Fairbanks	Parent or Community Member
Tori Anderson	Parent or Community Member
Dan Ramos	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on 5/16/2019.

Attested:




Principal, Dan Ramos on 6/10/2019

SSC Chairperson, Bret Lawson on 6/10/2019

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 Year: **2019-20**



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

04615150435602

Principal

Cristi Tellechea

District Name

Oroville Union High School District

SPSA Revision Date

03/14/19

Schoolsite Council (SSC) Approval Date

05/09/19

Local Board Approval Date

06/19/19

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
School Vision and Mission	5
School Profile.....	5
Stakeholder Involvement	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	12
Student Population.....	15
Overall Performance	16
Academic Performance	17
Academic Engagement	24
Conditions & Climate.....	28
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1.....	30
Goal 2.....	33
Goal 3.....	36
Goal 4.....	39
Goal 5.....	40
Annual Review and Update	41
Goal 1.....	41
Goal 2.....	43
Goal 3.....	45
Goal 4.....	47
Goal 5.....	49
Budget Summary and Consolidation	50
Budget Summary	50
Allocations by Funding Source.....	50
Expenditures by Funding Source	51
Expenditures by Budget Reference	52
Expenditures by Budget Reference and Funding Source	53
School Site Council Membership	54
Recommendations and Assurances	55
Addendum.....	56
Instructions: Linked Table of Contents.....	56

Appendix A: Plan Requirements for Schools Funded Through the ConApp.....	59
Appendix B: Select State and Federal Programs.....	61

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 2018-2019 school year by the School Site Council and adopted by the OUHSD School Board on June 19, 2019. 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	5.4%	6.3%	8.11%	52	62	78
African American	3.0%	4.0%	5.41%	29	39	52
Asian	25.1%	22.1%	22.14%	243	218	213
Filipino	0.5%	0.8%	0.94%	5	8	9
Hispanic/Latino	15.1%	14.3%	14.45%	146	141	139
Pacific Islander	0.3%	0.3%	0.21%	3	3	2
White	45.9%	49.0%	46.99%	445	483	452
Multiple/No Response	4.8%	0.1%	0.31%	46	1	3
Total Enrollment				969	986	962

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9	270	275	264
Grade 10	236	249	256
Grade 11	224	219	222
Grade 12	239	214	193
Total Enrollment	969	986	962

Conclusions based on this data:

1. While we saw an increase in enrollment in 2016-2017, there was a slight decrease of 24 students in 2017-2018.
2. In 2018-2019 we have seen a slight increase in enrollment with our current enrollment at 970 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	59	40	38	6.1%	4.1%	4.0%
Fluent English Proficient (FEP)	209	216	210	21.6%	21.9%	21.8%
Reclassified Fluent English Proficient	4	15	9	6.6%	25.4%	22.5%

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 dropped slightly between the 2016-17 and 2017-18 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	226	201	195	219	193	186	219	193	186	96.9	96	95.4
All Grades	226	201	195	219	193	186	219	193	186	96.9	96	95.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2565	2600	2593	8	20.73	24.19	35	37.82	32.26	38	27.98	22.04	19	13.47	21.51
All Grades	N/A	N/A	N/A	8	20.73	24.19	35	37.82	32.26	38	27.98	22.04	19	13.47	21.51

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	11	27.46	26.34	67	48.70	47.31	22	23.83	26.34
All Grades	11	27.46	26.34	67	48.70	47.31	22	23.83	26.34

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	16	34.20	34.41	60	54.92	40.32	24	10.88	25.27
All Grades	16	34.20	34.41	60	54.92	40.32	24	10.88	25.27

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	8	15.54	18.28	74	66.32	64.52	17	18.13	17.20
All Grades	8	15.54	18.28	74	66.32	64.52	17	18.13	17.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	23	33.16	38.71	60	53.89	41.40	16	12.95	19.89
All Grades	23	33.16	38.71	60	53.89	41.40	16	12.95	19.89

Conclusions based on this data:

1. Over 56% of 11th grade students met or exceeded standards overall on the ELA CAASPP.
2. There has been a steady increase in the number of students who have exceeded standards overall on the English/Language Arts test.
3. The number of students who are below standard in the areas of Reading, Writing, and Research/Inquiry increased between the 2016-17 and 2017-18 school years..

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	225	200	196	218	192	187	218	192	187	96.9	96	95.4
All Grades	225	200	196	218	192	187	218	192	187	96.9	96	95.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2521.	2534.	2545.	3	2.08	8.56	10	18.75	16.04	30	20.31	24.06	57	58.85	51.34
All Grades	N/A	N/A	N/A	3	2.08	8.56	10	18.75	16.04	30	20.31	24.06	57	58.85	51.34

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	5	10.94	17.11	29	24.48	22.46	67	64.58	60.43
All Grades	5	10.94	17.11	29	24.48	22.46	67	64.58	60.43

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	5	7.81	11.76	51	42.19	43.85	44	50.00	44.39
All Grades	5	7.81	11.76	51	42.19	43.85	44	50.00	44.39

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	6	9.38	9.63	55	54.17	62.03	39	36.46	28.34
All Grades	6	9.38	9.63	55	54.17	62.03	39	36.46	28.34

Conclusions based on this data:

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

3. Over 70% of students are at/near standard or above standard on the Communicating Reasoning strand of the test.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1533.8	1518.8	1548.6	12
Grade 10	*	*	*	*
Grade 11	*	*	*	*
Grade 12	*	*	*	*
All Grades				28

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	12
Grade 10	*	*	*	*					*
Grade 11	*	*	*	*					*
Grade 12	*	*	*	*	*	*			*
All Grades	*	*	12	42.86	*	*	*	*	28

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	12
Grade 10	*	*	*	*					*
Grade 11	*	*	*	*					*
Grade 12	*	*	*	*					*
All Grades	12	42.86	12	42.86	*	*	*	*	28

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9			*	*	*	*	*	*	12
Grade 10	*	*	*	*					*
Grade 11			*	*	*	*			*
Grade 12			*	*	*	*			*
All Grades	*	*	18	64.29	*	*	*	*	28

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	12
Grade 10	*	*	*	*			*
Grade 11	*	*	*	*			*
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	17	60.71	*	*	28

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	12
Grade 10	*	*	*	*			*
Grade 11	*	*					*
Grade 12	*	*	*	*			*
All Grades	17	60.71	*	*	*	*	28

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	12
Grade 10			*	*			*
Grade 11			*	*	*	*	*
Grade 12			*	*	*	*	*
All Grades	*	*	20	71.43	*	*	28

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	12
Grade 10	*	*	*	*			*
Grade 11	*	*	*	*			*
Grade 12	*	*	*	*			*
All Grades	*	*	16	57.14	*	*	28

Conclusions based on this data:

1. The majority of EL students at OHS are in the somewhat/moderately developed range in Reading, Writing, and Listening.
2. A little over 60% of EL students scored in the well developed range for speaking.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
962	79.7%	4.0%	1.2%
<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> <p>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.</p> <p>This is the percent of students whose well-being is the responsibility of a court.</p>			

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	38	4.0%
Foster Youth	12	1.2%
Homeless	43	4.5%
Socioeconomically Disadvantaged	767	79.7%
Students with Disabilities	144	15.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	52	5.4%
American Indian	78	8.1%
Asian	213	22.1%
Filipino	9	0.9%
Hispanic	139	14.4%
Two or More Races	14	1.5%
Pacific Islander	2	0.2%
White	452	47.0%

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 47%, with Asian second at 22.1%, and Hispanic third at 14.4%.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Green	Suspension Rate  Yellow
Mathematics  Yellow		
English Learner Progress  No Performance Color		
College/Career  Yellow		

Conclusions based on this data:

1. There has been a decrease in the number of suspensions between the 16-17 and 17-18 school years.

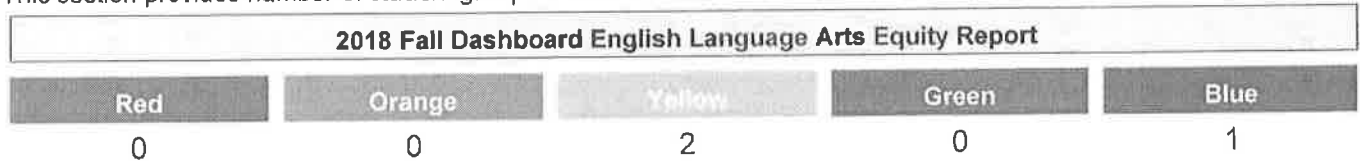
School and Student Performance Data

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.



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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 11.6 points above standard Declined -5.3 points 182 students	English Learners  No Performance Color 14.3 points below standard Increased 15.5 points 12 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	Socioeconomically Disadvantaged  Yellow 10 points above standard Maintained -1 points 142 students	Students with Disabilities  No Performance Color 119.2 points below standard Declined -37.4 points 12 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	American Indian  No Performance Color 28.8 points below standard 14 students	Asian  Blue 47.5 points above standard Increased 24.4 points 52 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic  No Performance Color 6.2 points above standard Declined -18.8 points 26 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color 0 Students	White  Yellow 0.8 points above standard Declined -9.1 points 84 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 1 students	Reclassified English Learners 1.7 points above standard Increased 24.2 points 11 students	English Only 3 points below standard Declined -19.9 points 127 students
--	---	---

Conclusions based on this data:

1. The Socioeconomically Disadvantaged subgroup maintained performance for ELA.
2. The Asian subgroup increased performance levels in ELA and was the only subgroup to reach the highest performance level.
3. Students with Disabilities performed the lowest at 119.2 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:

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2018 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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 80.8 points below standard Increased 12.8 points 183 students	 No Performance Color 91.4 points below standard Increased 16.6 points 13 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	 Yellow 83.8 points below standard Increased 16.3 points 143 students	 No Performance Color 184.3 points below standard Increased 30 points 12 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	American Indian  No Performance Color 83.5 points below standard 14 students	Asian  Green 25.4 points below standard Increased 20.8 points 53 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic  No Performance Color 95.1 points below standard Increased 3.8 points 26 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color 0 Students	White  Orange 107 points below standard Declined -3.4 points 84 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner Less than 11 Students - Data Not Displayed for Privacy 1 students	Reclassified English Learners 70 points below standard Increased 28.3 points 12 students	English Only 103.3 points below standard Declined -3.6 points 127 students

Conclusions based on this data:

- Overall, there was a 12.8 point increase for all students' performance in Math.
- The Asian subgroup had the highest performance, while the White subgroup and English Only students had slight declines in performance.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
28	28.6%	42.9%	21.4%	7.1%

Conclusions based on this data:

1. The majority of English Learners (71.5%) scored at a level 3 or 4 on the ELPAC.
2. Last year was the first year the ELPAC was administered at OHS, so there are no scores from previous years at this time.

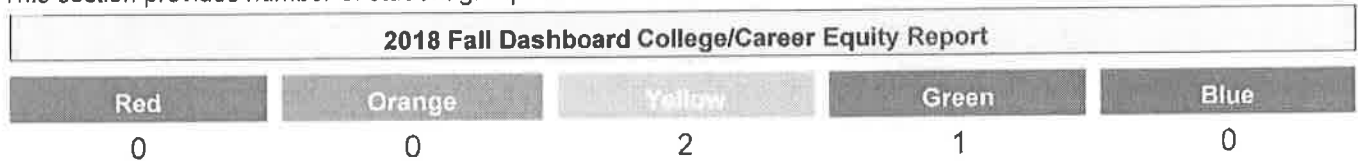
School and Student Performance Data

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.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  Yellow 25.9% prepared Increased 7.3% 193 students	English Learners  No Performance Color 0% prepared Maintained 0% 14 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless  No Performance Color 25% prepared Increased 20.2% 20 students	Socioeconomically Disadvantaged  Yellow 25.8% prepared Increased 9% 155 students	Students with Disabilities  No Performance Color 0% prepared Maintained 0% 28 students

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	Asian  Green 39% prepared Increased 11.5% 41 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic  No Performance Color 31.3% prepared Increased 15.3% 32 students	Two or More Races  No Performance Color 18.2% prepared Increased 10.5% 11 students	Pacific Islander  No Performance Color 0 Students	White  Yellow 21.3% prepared Increased 6.7% 89 students

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
32.5% Prepared	18.6 Prepared	25.9 Prepared
31.2% Approaching Prepared	27.1 Approaching Prepared	21.8 Approaching Prepared
36.4% Not Prepared	54.3 Not Prepared	52.3 Not Prepared

Conclusions based on this data:

1. The overall number of students in the Prepared category increased by 7.3% between the years of 2017 and 2018.
2. For the last two years, over 50% of students at OHS are considered Not Prepared by the College/Career Readiness standards.

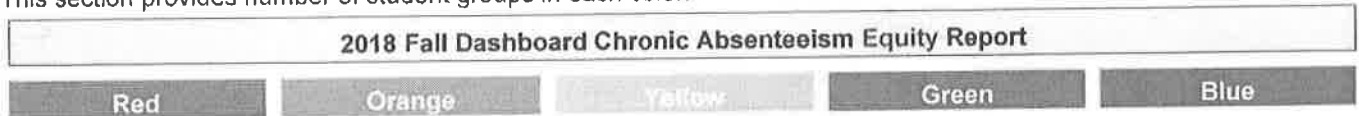
School and Student Performance Data

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.



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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students 22%	English Learners 10.80%	Foster Youth 50%
Homeless 33.30%	Socioeconomically Disadvantaged 24.20%	Students with Disabilities

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
34.50%	20%	7.40%	N/A
Hispanic	Two or More Races	Pacific Islander	White
23.80%	38.90%		26.20%

Conclusions based on this data:

1. Overall 22% of our students are considered chronic absentees.
2. The student group Foster Youth had the highest rate of chronic absenteeism at 50%. They make up 1.4% of the school population.
3. Students of two or more races 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.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	1

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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 91.2% graduated Maintained +0.2% 193 students	English Learners  No Performance Color 85.7% graduated Declined -5.2% 14 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless  No Performance Color 95% graduated Increased +28.3% 20 students	Socioeconomically Disadvantaged  Green 91% graduated Maintained +0.8% 155 students	Students with Disabilities  No Performance Color 67.9% graduated Increased +7.1% 28 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	Asian  Blue 97.6% graduated Increased +1.9% 41 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic  No Performance Color 84.4% graduated Declined -11.6% 32 students	Two or More Races  No Performance Color 90.9% graduated Increased +21.7% 11 students	Pacific Islander  No Performance Color 0 Students	White  Green 91% graduated Maintained 0% 89 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.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018
91% graduated	91.2% graduated

Conclusions based on this data:

1. A slight increase (.2%) in graduation rates from 2017.
2. Most subgroups increased or maintained graduation rates from the previous year.
3. There was a decline in graduation rates among Hispanic students and English Learner 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:

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	3	1	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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 11.3% suspended at least once Declined -3% 1052 students	 Orange 7.9% suspended at least once Increased 5.7% 38 students	 No Performance Color 33.3% suspended at least once Declined -5.8% 18 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 14.9% suspended at least once Declined -9% 67 students	 Yellow 12.6% suspended at least once Declined -3.3% 847 students	 Red 14.6% suspended at least once Increased 1.6% 164 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American  Orange 31% suspended at least once Declined -19% 58 students	American Indian  Orange 12.5% suspended at least once Declined -2.9% 80 students	Asian  Green 3.3% suspended at least once Declined -0.3% 215 students	Filipino  No Performance Color Less than 11 Students - Data 9 students
Hispanic  Yellow 7% suspended at least once Declined -8.6% 158 students	Two or More Races  No Performance Color 10% suspended at least once Increased 1.9% 20 students	Pacific Islander  No Performance Color Less than 11 Students - Data 2 students	White  Yellow 13.5% suspended at least once Declined -2.5% 510 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	2017	2018
17.4% suspended at least once	14.4% suspended at least once	11.3% suspended at least once

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. Two subgroups who showed a slight increase in suspension rates are English Learners (+5.7%) and Students with Disabilities (+1.6).

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 56% of students met or exceeded standards. Although our Asian subgroup increased by 24 points and our Socioeconomically Disadvantaged group maintained performance, overall our students declined by 5.3 points. Our Students with Disabilities are performing the lowest of all subgroups in ELA at 119.2 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 12.8 points, we are still 80.8 points below standard. The Asian subgroup had the highest performance, while the White subgroup and English Only students had slight declines in performance. Local data on Grade Point Averages (GPA) shows that the average GPA for all students was 2.62. A closer look shows that our freshmen and sophomore students' average GPA's are below the school-wide average.

Although over 50% of all students are meeting standards in ELA and there was increase across all groups in Math, it is important that we continue this trend. If our Students with Disabilities (SWD) group does not continue to increase in ELA, then they will most likely be in the Red performance level next year. Student achievement in all subject areas especially at the freshmen 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 Data: 53% 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: 56%

Metric/Indicator	Baseline	Expected Outcome
State Priority 4: Pupil Achievement Math CAASPP	2018 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 Local Benchmarks (9th grade MAP scores)	Baseline data from the MAP assessment was not used in the 2017-2018 school year.	Increase the percentage of SWD students who made one year's growth or who are at grade level based on the MAP Reading assessment by 2%.
State Priority 4: Student Achievement Local Benchmarks (GPA Distributions)	2018 Data: Average 1st Semester GPA for all students is 2.62 Freshmen: 2.5 Sophomores: 2.42 Juniors: 2.73 Seniors: 2.91	Increase average GPA for all grade levels by .10 or more.
State Priority 5: Student Engagement High School Graduation Rate	2018 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, and literacy across the curriculum.

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 such as: the integration of technology, Common Core/NGSS/ELD standards, data/assessment, English Language Development (ELD), Professional Learning Communities, Freshmen Success, and literacy across the curriculum.
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 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, and literacy across the curriculum.

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 56% of students met or exceeded standards. Our Students with Disabilities are performing the lowest of all subgroups in ELA at 119.2 points below standard. Our school dashboard indicator for all students in Math is yellow and 25% of students met or exceeded standards.

Although over 50% of all students are meeting standards in ELA and there was increase across all groups in Math, it is important that we continue this trend. If our Students with Disabilities (SWD) group does not continue to increase in ELA, 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 Data: 53% 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: 56%
State Priority 4: Pupil Achievement Math CAASPP	2018 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 Local Benchmarks (9th grade MAP scores)	Baseline data from the MAP assessment was not used in the 2017-2018 school year.	Increase the percentage of SWD students who made one year's growth or who are at grade level based on the MAP Reading assessment by 2%.

Planned Strategies/Activities

Strategy/Activity 1

Offer Power Reading courses to improve student achievement in ELA.

Students to be Served by this Strategy/Activity

All Students

Timeline

Annually

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	75,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Three sections of Power Reading will be offered to 9th grade students who are identified as struggling readers. An additional section will be offered this year to allow for Students with Disabilities to also be placed in Power Reading. Prior to 2017-2018 Students with Disabilities were not receiving intervention in reading.

Amount	3,346
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 2019-2020 school year will be data analysis of student growth on MAP scores, Lexile scores, and GPA for all students in Power Reading with a specific focus on the monitoring of progress of Students with Disabilities.

Strategy/Activity 2

Provide a classroom aide 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	45,000
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 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. Dashboard data also indicates an increase in chronic absenteeism by almost 1% across grade levels and a decrease in the graduation rate of 5.8%. State and local data demonstrate that only 26% of our students are meeting college and career readiness standards and considered "Prepared." The percent of students that qualified as "Approaching Prepared" was 22%, and 52% of our students are considered "Not Prepared."

Although the percentage of students who are considered prepared for college/ career increased by 7.3% and our graduation rate at 91% is above the state average, it is important that we continue to find ways to increase our students' college/career readiness. Additionally, improving parent connectivity and increasing student enrichment/incentive opportunities will likely improve student engagement 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)	2018 Data: Average 1st Semester GPA for all students is 2.62 Freshmen: 2.5 Sophomores: 2.42 Juniors: 2.73 Seniors: 2.91	Increase average GPA for all grade levels by .10 or more.
State Priority 5: Student Engagement Chronic Absenteeism rates	2018 Data: 23% chronic absenteeism rate for all students	Maintain or decrease chronic absenteeism by 1%

Metric/Indicator	Baseline	Expected Outcome
State Priority 4: Student Achievement College and Career Readiness	2018 Data: 25% 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 Data: 91% graduation rate	Maintain or increase graduation rate by 1%
State Priority 3: Parent Involvement Local Evaluation Tool (Back to School Night Survey)	2018 Data: 2% of parents responded to a Back to School Night survey	Maintain or increase participation in Back to School Night survey by 1%
State Priority 3: Parent Involvement Local Evaluation Tool (Sign in Sheets)	Baseline data from sign in sheets were not used in the 2017-2018 school year.	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 were not used in the 2017-2018 school year.	Increase the number of students who signed up to see the College and Career Counselor 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 3,464

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, Science Ambassadors, Student of the Month recognition, Reclassification ceremonies for English Learners, Diversity Day, Motivational Speakers/Assemblies, Academic Decathlon, and incentives for CAASPP/CAST performance.

Strategy/Activity 3

College and Career Counselor

Students to be Served by this Strategy/Activity

All

Timeline

On-Going

Person(s) Responsible

Administration, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	A part time (.2) college and career counselor will meet with students to discuss college/career goals, assist with college applications/financial aid/scholarships, conduct classroom presentations, and assist Academic Counselors as needed to increase college and career readiness of OHS students.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Improve Performance Levels of All Students in Every Core Subject

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Grade Distributions	Maintain or Increase performance	Average 1st semester grades for the 18-19 school year was 2.62. A decrease of .13 from the 17-18 school year where the average was 2.75. The sophomore and freshmen average GPA's were both below the school average at 2.42 (soph) and 2.5 (frosh) respectively.
SBAC Performance Band Distributions	Maintain or Increase performance	Our school dashboard indicator for all students in ELA is yellow and 53% of students met or exceeded standards. Although our Asian subgroup increased by 24 points and our Socioeconomically Disadvantaged group maintained performance, overall our students declined by 5.3 points. Our Students with Disabilities are performing the lowest of all subgroups in ELA at 119.2 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 12.8 points, we are still 80.8 points below standard. The Asian subgroup had the highest performance, while the White subgroup and English Only students had slight declines in performance.
Benchmark Exams	No data was collected for the 2017-2018 school year.	N/A
Graduation Rate	Maintain or Increase graduation rates	2018 Data: 91% graduation rate is a 1% decrease from 2016-2017 at 92%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development	Teachers and Administrators participated in professional development on Argument Driven	Subs/Extra Duty Pay 1000-1999: Certificated Personnel Salaries Title I 10,000	Subs/Extra Duty Pay 1000-1999: Certificated Personnel Salaries Title I 4,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Inquiry and Professional Learning Communities. Teachers were also paid or provided subs for participation in professional development activities.	Conference Registration and Travel 5000-5999: Services And Other Operating Expenditures Title I 36,000	Conference Registration and Travel 5000-5999: Services And Other Operating Expenditures Title I 36,000
Utilizing Technology to Support Instruction	Technology such as I-Pads, ViewBoards, laptops, touch screen TV's were purchased for multiple classrooms.	Technology Integration 4000-4999: Books And Supplies Title I 47,113	Technology Integration 4000-4999: Books And Supplies Title I 45,000

Analysis

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

Overall 11 teachers and 2 administrators were sent to professional development opportunities to support student learning at OHS. Additionally, technology was purchased for multiple classrooms to support student engagement and teacher development in technology use.

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

Teachers are utilizing new technology to incorporate Google Classroom, Google Apps, and other educationally based activities in their classroom. No baseline data was taken to measure overall effectiveness, but the purchase of this technology has increased student access to these platforms by 25%.

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

None

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.

Baseline data from state and local indicators for student achievement have been established for the 19-20 school year allowing for better analysis of the annual outcomes.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Utilize formative and summative assessment data to accurately gauge levels of student learning.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Grade Distributions	Maintain or Increase performance	Average 1st semester grades for the 18-19 school year was 2.62. A decrease of .13 from the 17-18 school year where the average was 2.75. The sophomore and freshmen average GPA's were both below the school average at 2.42 (soph) and 2.5 (frosch) respectively.
SBAC Performance	Maintain or Increase performance	Our school dashboard indicator for all students in ELA is yellow and 53% of students met or exceeded standards. Although our Asian subgroup increased by 24 points and our Socioeconomically Disadvantaged group maintained performance, overall our students declined by 5.3 points. Our Students with Disabilities are performing the lowest of all subgroups in ELA at 119.2 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 12.8 points, we are still 80.8 points below standard. The Asian subgroup had the highest performance, while the White subgroup and English Only students had slight declines in performance.
Benchmark Performance	No data was collected for the 2017-2018 school year.	N/A

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Departments will continue to develop and utilize common assessments.	On-Going	None	None

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teacher-driven collaborative time will be dedicated to dis-aggregate and analyze assessment data.	On-Going	None	None
Provide professional development in data analysis strategies utilizing AERIES Analytics or similar program	Teachers attended training on IO Education and Data Zone	Subs 1000-1999: Certificated Personnel Salaries District Funded 0	Subs 1000-1999: Certificated Personnel Salaries District Funded 0

Analysis

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

Teacher teams developed and utilized common assessments during collaboration time. School-wide data as analysis during faculty meeting time was facilitated by administration and assessment data was analyzed by teacher teams as well during collaboration time. OUHSD also provided training on IO Education for all Department Chairs.

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

Overall there was an increase in data analysis during collaborative time, but a more focused approach as prescribed by the PLC principles is needed.

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

None

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.

This goal will be embedded in Goal 1 next year as it directly relates to the practices of Professional Learning Communities and the need for on-going professional development on PLC processes. This is becoming a growing need with retirements and the hiring of new staff over the last 3 years.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Create and implement a school-wide, timely, and targeted system of interventions.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Grade Distributions	Maintain or increase performance	Average 1st semester grades for the 18-19 school year was 2.62. A decrease of .13 from the 17-18 school year where the average was 2.75. The sophomore and freshmen average GPA's were both below the school average at 2.42 (soph) and 2.5 (frosh) respectively.
SBAC Performance	Maintain or increase performance	Our school dashboard indicator for all students in ELA is yellow and 53% of students met or exceeded standards. Although our Asian subgroup increased by 24 points and our Socioeconomically Disadvantaged group maintained performance, overall our students declined by 5.3 points. Our Students with Disabilities are performing the lowest of all subgroups in ELA at 119.2 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 12.8 points, we are still 80.8 points below standard. The Asian subgroup had the highest performance, while the White subgroup and English Only students had slight declines in performance.
Graduation Rates	Maintain or increase graduation rate	2018 Data: 91% graduation rate is a 1% decrease from 2016-2017 at 92%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Power Reading Classes	2 sections of Power Reading	,4 Power Reading 1000-1999: Certificated Personnel Salaries Title I 50,000	,4 Power Reading 1000-1999: Certificated Personnel Salaries Title I 48,672.28

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Reading Coordinator Stipend	Reading Coordinator Stipend paid	Reading Coordinator Stipend 1000-1999: Certificated Personnel Salaries Title I 2,200	Reading Coordinator Stipend 1000-1999: Certificated Personnel Salaries Title I 2,200
ELA Para-Educator	Para-Educator for ELA (6 hours)	ELA Para-Educator 2000-2999: Classified Personnel Salaries Title I 45,000	ELA Para-Educator 2000-2999: Classified Personnel Salaries Title I 39,716.00
Parent Involvement	None	Parent Involvement 4000-4999: Books And Supplies Title I 2,500	Parent Involvement 4000-4999: Books And Supplies Title I 2,000

Analysis

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

Full implementation of the Power reading classes, a Reading Coordinator stipend, and an ELA para-educator occurred in the 2018-2019 school year.

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

State data on student achievement for ELA showed a 5.3 decline in student achievement and Students with Disabilities performed the lowest at 119.2 points below standard. Baseline data was not collected in the 2017-2018 school year to conduct an adequate analysis of effectiveness.

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

Certificated and Classified staff were in negotiations for the 2018-2019 school year, so Proposed Expenditures were approximated with room for raises.

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.

Baseline data from state and local indicators for student achievement have been established for the 19-20 school year allowing for better analysis of the annual outcomes. Parent Involvement will no longer be included in this goal and will be found in the 19-20 SPSA Goal 3.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 4

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Grade Distributions	Maintain or increase performance	Average 1st semester grades for the 18-19 school year was 2.62. A decrease of .13 from the 17-18 school year where the average was 2.75. The sophomore and freshmen average GPA's were both below the school average at 2.42 (soph) and 2.5 (frosch) respectively.
SBAC Performance	Maintain or increase performance	Our school dashboard indicator for all students in ELA is yellow and 53% of students met or exceeded standards. Although our Asian subgroup increased by 24 points and our Socioeconomically Disadvantaged group maintained performance, overall our students declined by 5.3 points. Our Students with Disabilities are performing the lowest of all subgroups in ELA at 119.2 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 12.8 points, we are still 80.8 points below standard. The Asian subgroup had the highest performance, while the White subgroup and English Only students had slight declines in performance.
Benchmark Exams	No baseline data gathered for the 2017-2018 school year.	N/A
Participation Sign-In sheets	No baseline data gathered for the 2017-2018 school year.	N/A

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Enrichment Activities	College and Career Counselor, CAASPP incentives, audiovisual system in the GYM	.2 position (October-June) 1000-1999:	.2 position (October-June) 1000-1999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Certificated Personnel Salaries Title I 13,000	Certificated Personnel Salaries Title I 12,000
		CAASPP Incentives 4000-4999: Books And Supplies Title I 2,100	CAASPP Incentives 4000-4999: Books And Supplies Title I 2,100
		Audiovisual System 4000-4999: Books And Supplies Title I 30,000	Audiovisual System 4000-4999: Books And Supplies Title I 28,000

Analysis

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

Strategies were implemented to provide a school-wide system of support with a focus on academics, college/career readiness, and both student and parent engagement at school events.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
Baseline data was not collected in the 2017-2018 school year to analyze the effectiveness of the strategies/activities.

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

None

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.

This goal will include parent involvement activities for the 19-20 school year. Baseline data from state and local indicators for student engagement and parent involvement have been established for the 19-20 school year allowing for better analysis of the annual outcomes.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 5

--

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

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	157,252
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	157,252.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	157,252	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	157,252.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	98,346.00
2000-2999: Classified Personnel Salaries	45,000.00
4000-4999: Books And Supplies	8,964.00
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	98,346.00
2000-2999: Classified Personnel Salaries	Title I	45,000.00
4000-4999: Books And Supplies	Title I	8,964.00
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
Steve Brown	Classroom Teacher
Diana Castillo	Classroom Teacher
Bob Schmutz	Classroom Teacher
Jeff Reid	Classroom Teacher
Rachel Cowan	Parent or Community Member
Louisa Louie	Parent or Community Member
Amie Stevens	Parent or Community Member
Amanda Cagnacci	Secondary Student
Alexa Rogers	Secondary Student
Jullianne Urmson	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
Scott Burkett
J. Sun

Committee or Advisory Group Name

English Learner Advisory Committee

Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Cristi Tellechea
Amie Stevens

Principal, Cristi Tellechea on 5/9/19

SSC Chairperson, Amie Stevens on 5/9/19

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 Year: 2019-20

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	Dennis Spasbo
District Name	Oroville Union High School District
SPSA Revision Date	April 29, 2019
Schoolsite Council (SSC) Approval Date	May 8th, 2019
Local Board Approval Date	May 15th, 2019

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
School Vision and Mission	3
School Profile	3
Stakeholder Involvement	4
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	7
ELPAC Results	11
Student Population	13
Overall Performance	14
Academic Performance	15
Academic Engagement	22
Conditions & Climate.....	25
Goals, Strategies, & Proposed Expenditures.....	27
Goal 1	27
Goal 2.....	30
Goal 3.....	32
Annual Review and Update	34
Goal 1	34
Goal 2.....	36
Goal 3.....	38

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.

School Profile

Prospect High School is part of the Oroville Union High School District (OUHSD). OUHSD is comprised of two comprehensive high schools (Oroville High and Las Plumas), a continuation school (Prospect High), and a community day school (CDS). The district serves students from six 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, in an effort to meet NCLB guidelines, one to five periods at PHS with the rest of their workday spent at CDS. The new teachers include two English teachers, a Math Teacher, and a Science teacher, and .4 Social Science. 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)

.4 School Psychologist (IEPs and individual counseling for non-Medi-Cal eligible students)

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

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, and weekly staff 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. 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, 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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	7.8%	6.7%	5.93%	10	8	7
African American	0.8%	3.3%	5.93%	1	4	7
Asian	%	1.7%	1.69%		2	2
Filipino	1.6%	0.8%	%	2	1	
Hispanic/Latino	22.5%	16.7%	30.51%	29	20	36
Pacific Islander	%	%	%			
White	46.5%	60.8%	51.69%	60	73	61
Multiple/No Response	20.9%	0.8%	%	27	1	
Total Enrollment				129	120	118

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 10		13	6
Grade 11		47	38
Grade 12		60	74
Total Enrollment		120	118

Conclusions based on this data:

1. PHS has an average enrollment of 119 students during the year. PHS initial enrollment for the 2018-19 school year was 124 but has had 208 student enroll during the year.
2. Prospect'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. Prospect has increased the number of graduates three 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	1	2	6	0.8%	1.7%	5.1%
Fluent English Proficient (FEP)	5	2	12	3.9%	1.7%	10.2%
Reclassified Fluent English Proficient	1	1		20.0%	100.0%	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.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	59	52	58	40	38	40	35	37	40	67.8	73.1	69
All Grades	59	52	58	40	38	40	35	37	40	67.8	73.1	69

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2418.	2441.	2456.	0	0.00	0.00	6	2.70	10.00	9	24.32	20.00	86	72.97	70.00
All Grades	N/A	N/A	N/A	0	0.00	0.00	6	2.70	10.00	9	24.32	20.00	86	72.97	70.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	2.70	2.50	35	35.14	35.00	65	62.16	62.50
All Grades	0	2.70	2.50	35	35.14	35.00	65	62.16	62.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	6	0.00	0.00	3	22.22	22.50	91	77.78	77.50
All Grades	6	0.00	0.00	3	22.22	22.50	91	77.78	77.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	3	5.41	2.50	34	40.54	52.50	63	54.05	45.00
All Grades	3	5.41	2.50	34	40.54	52.50	63	54.05	45.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	3	0.00	5.00	24	45.95	22.50	74	54.05	72.50
All Grades	3	0.00	5.00	24	45.95	22.50	74	54.05	72.50

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.
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.
3. Teachers are integrating writing into their instruction and students are in fact writing more as well, we want to continue to improve quality of writing and continued collaboration between teachers on what high quality writing looks like. We need to improve how students research and inquirer skills by encouraging and improving writing across the curriculum.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	59	51	58	42	38	42	34	37	42	71.2	74.5	72.4
All Grades	59	51	58	42	38	42	34	37	42	71.2	74.5	72.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2399.	2424.	2431.	0	0.00	0.00	0	0.00	2.38	0	2.70	4.76	100	97.30	92.86
All Grades	N/A	N/A	N/A	0	0.00	0.00	0	0.00	2.38	0	2.70	4.76	100	97.30	92.86

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	0	0.00	4.76	100	100.0	95.24
All Grades	0	0.00	0.00	0	0.00	4.76	100	100.0	95.24

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	18	10.81	16.67	82	89.19	83.33
All Grades	0	0.00	0.00	18	10.81	16.67	82	89.19	83.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	0	0.00	0.00	29	32.43	45.24	71	67.57	54.76
All Grades	0	0.00	0.00	29	32.43	45.24	71	67.57	54.76

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 truant's engaging in school.
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.

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.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 10	*	*	*	*
Grade 11	*	*	*	*
Grade 12	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10					*	*			*
Grade 11					*	*			*
Grade 12					*	*			*
All Grades					*	*			*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10			*	*					*
Grade 11					*	*			*
Grade 12			*	*					*
All Grades			*	*	*	*			*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10					*	*			*
Grade 11					*	*			*
Grade 12					*	*			*
All Grades					*	*			*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10			*	*			*
Grade 11			*	*			*
Grade 12	*	*					*
All Grades	*	*	*	*			*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10			*	*			*
Grade 11			*	*			*
Grade 12			*	*			*
All Grades			*	*			*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10					*	*	*
Grade 11					*	*	*
Grade 12			*	*			*
All Grades			*	*	*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10			*	*			*
Grade 11	*	*					*
Grade 12			*	*			*
All Grades	*	*	*	*			*

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
118	94.1%	5.1%	2.5%
<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> <p>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.</p> <p>This is the percent of students whose well-being is the responsibility of a court.</p>			

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	6	5.1%
Foster Youth	3	2.5%
Homeless	15	12.7%
Socioeconomically Disadvantaged	111	94.1%
Students with Disabilities	17	14.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	5.9%
American Indian	7	5.9%
Asian	2	1.7%
Hispanic	36	30.5%
Two or More Races	5	4.2%
White	61	51.7%

Conclusions based on this data:

1. The data indicates Prospects High Schools population is 94.1% 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

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  Green	Suspension Rate  Yellow
Mathematics  No Performance Color		
English Learner Progress  No Performance Color		
College/Career  Red		

Conclusions based on this data:

1. The Graduation Rate has grown over the last three years. This is due to the entire teaching staff focusing on student academic engagement.
2. As Principal, I have made an earnest effort to reduce suspension for minimal infractions. The staff has agreed that safety is the dominant focus of suspension.
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 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:

Lowest
Performance



Red



Orange



Yellow



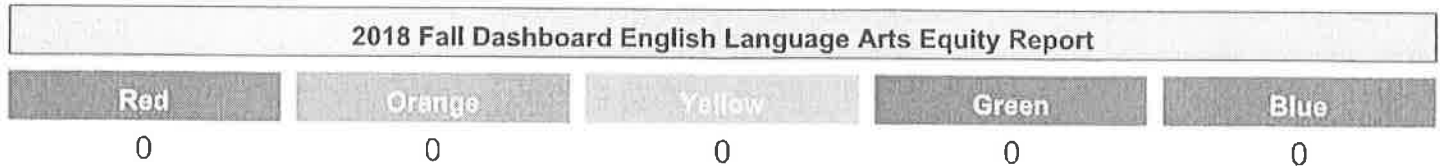
Green



Blue

Highest
Performance

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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 117.9 points below standard Increased 25 points 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 121.5 points below standard Increased 20.5 points 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

2018 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 2 students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 1 students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 1 students	English Only 108 points below standard Increased 31.1 points 14 students
--	--	--

Conclusions based on this data:

1. This indicates the 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. Prospect has increased its Career Technical offerings by 15%, providing more career opportunities for engagement.

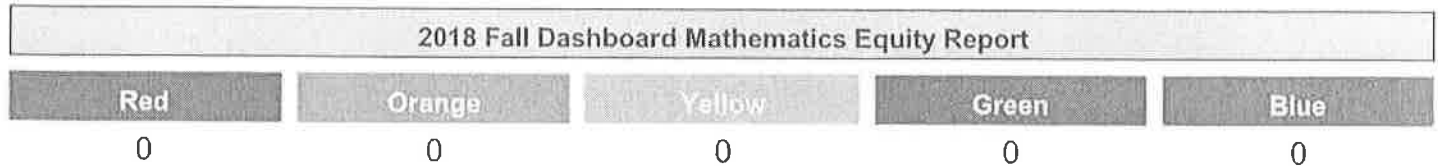
School and Student Performance Data

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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  <p>No Performance Color</p> <p>190.9 points below standard</p> <p>Increased</p> <p>21.1 points 17 students</p>	English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	Foster Youth  <p>No Performance Color</p> <p>0 Students</p>
Homeless  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>195.1 points below standard</p> <p>Increased</p> <p>15.8 points 16 students</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>

2018 Fall Dashboard Mathematics 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 2 students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 1 students	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 1 students	English Only 180.3 points below standard Increased 31.1 points 15 students
--	--	---

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.
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 percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results

Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
--------------------	---------------------------	---------------------------------	-------------------------------	----------------------------

Conclusions based on this data:

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

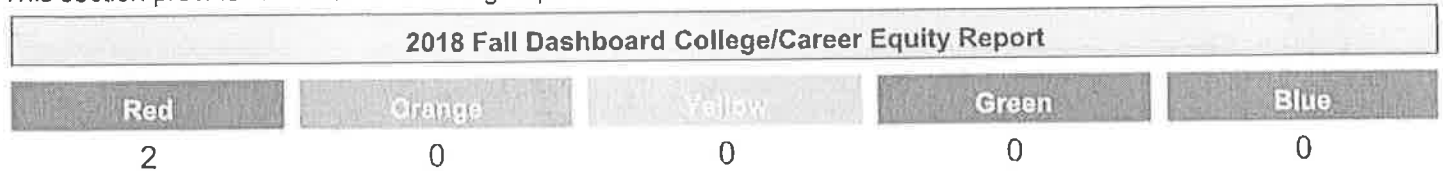
School and Student Performance Data

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.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students  Red 1.6% prepared Maintained 1.6% 62 students	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color 0% prepared 16 students	Socioeconomically Disadvantaged  Red 0% prepared Maintained 0% 60 students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 0% prepared 19 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	Pacific Islander  No Performance Color 0 Students	White  Red 0% prepared Maintained 0% 33 students

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016 Prepared Approaching Prepared Not Prepared	Class of 2017 0 Prepared 10.3 Approaching Prepared 89.7 Not Prepared	Class of 2018 1.6 Prepared 9.7 Approaching Prepared 88.7 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., Beauty School)
2. More than 50% of the 62 students were White.
3. Prospect had a reduction of qualified students prepared for college compared to 2017-2018.

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.

2018 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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 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 avering 82%-84% attendance, but students have a difficult time getting to school, and then remaining at school for the entire day.

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:

Lowest
Performance



Red



Orange



Yellow



Green



Blue

Highest
Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 82.3% graduated Increased +4.7% 62 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 81.3% graduated 16 students	 Green 81.7% graduated Maintained +1.3% 60 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students

2018 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 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 73.7% graduated 19 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 Green 87.9% graduated Increased +13.6% 33 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.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
77.6% graduated	82.3% graduated

Conclusions based on this data:

1. Prospect's graduation rate has increased from 77.6% in 2017 to 82.3% 2018.
2. We offer credit recovery options for students beyond the regular school day. During the day and after school online class taught by a credentialed teacher.
3. Socioeconomically Disadvantaged students are successful at Prospect High School an increase of 13.6%.

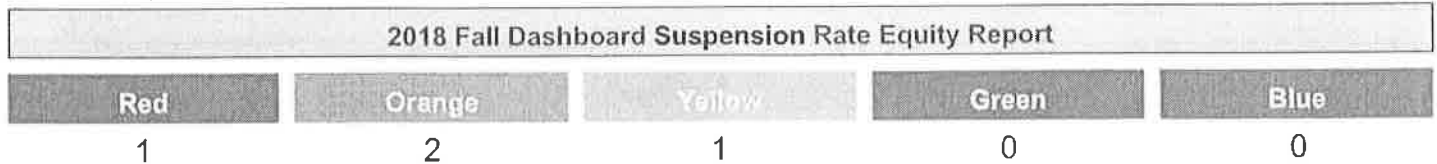
School and Student Performance Data

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.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 37.1% suspended at least once Declined -3.3% 202 students	English Learners  No Performance Color Less than 11 Students - Data Not 8 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 4 students
Homeless  Orange 37.5% suspended at least once Declined -7.7% 32 students	Socioeconomically Disadvantaged  Yellow 37% suspended at least once Declined -3.9% 189 students	Students with Disabilities  No Performance Color 22.2% suspended at least once Declined -12.4% 27 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 36.4% suspended at least once Declined -9.1% 11 students	American Indian  No Performance Color 50% suspended at least once Increased 4.5% 16 students	Asian  No Performance Color Less than 11 Students - Data 5 students	Filipino  No Performance Color 0 Students
Hispanic  Orange 30% suspended at least once Declined -5.7% 60 students	Two or More Races  No Performance Color Less than 11 Students - Data 9 students	Pacific Islander  No Performance Color 0 Students	White  Red 39.6% suspended at least once Increased 1.1% 101 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	40.4% suspended at least once	37.1% suspended at least once

Conclusions based on this data:

1. Overall suspension rates have declined 3.3% from 2017 to 2018.
2. African American, and Hispanic suspensions declined.
3. Students with Disabilities was reduced by the 12.4% from 2017 to 2018.

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 year 2017-2018 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 9 -11-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.

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	10,500
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.
Amount	6,000
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

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

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	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 reports, and share the results with staff during collaboration time.

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

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	19,400
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.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Pupil, Family Engagement

Goal Statement

Promote changes in attendance 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 85% for the 2019-2020 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.
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.

Planned Strategies/Activities

Strategy/Activity 1

Continue to work with the comprehensive feeder 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	24,754
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.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Improve student performance

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Pupil Achievement ELA CAASPP	Increase performance of CAASPP ELA scores	No increase realized
Pupil Achievement: Math CAASPP	Increase performance of CAASPP math scores	No increase realized
Graduation Rates	Maintain or Increase graduation rates	Graduation Rates increased for Socioeconomically Disadvantaged by 1.3%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development	Administration and teachers collaborated on methods of professional development needed to improve test scores	Subs, Extra duty pay for professional development 0000: Unrestricted Title I 2,000	Subs, Extra Duty Pay 1000-1999: Certificated Personnel Salaries General Fund 2,000
Conferences, and personal professional development	Conferences attended, and travel, new supplemental curriculum, new technology	Curriculum, Alternative Education conference 4000-4999: Books And Supplies Title I 2,000	professional development activities 1000-1999: Certificated Personnel Salaries Title I 1,500
Improve Graduation rates	Provide credit recovery classes, night school, summer school, and a credit recovery after school program	Additional cost for after school program 1000-1999: Certificated Personnel Salaries General Fund 1000	Provided a staff member, and busing home for up to 20 students for a credit recovery after school program. 1000-1999: Certificated Personnel Salaries General Fund 100

Analysis

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

Four of twelve teachers went to professional development activities. Teacher worked collaboratively on school culture, but not much focus on ELA and Math

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

With the Principal set to retire in December, on campus ELA and Math professional development suffered. Staff struggles to find ways for students be fully vested in testing. Credits are earned towards graduations, so testing pulls the students away from their objective of earning credits towards graduation.

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

The proposed professional development seemed to be more individual necessity versus school focused. The Principal was scheduled to retire in December, and some of the long term goals were not fulfilled.

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.

The most effective change we found was in incentivise testing by issuing credits towards graduation. If the students took their time they would earn math and English credits towards graduation.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Safe Environment for Learning

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Involvement	Communicate more effectively with parent/guardians	Communication was spread between teachers, staff, and administration
Pupil Engagement: Culture and climate - keeping parent/guardians informed	Communication with students needed to improve. Students need to be fully engaged in their own plan for graduation. Attendance, behavior, and credits earned need to be the mainstay of conversation with students.	The weekly SAP meeting with students has been a tremendous improvement in communication. Students meet weekly for 30 minutes, they get vital information that my parttime counselor doesn't have time to tell them. Class changes, credits earned, or cutting of classes can be communicated back to the parents/guardians much faster than once every six weeks.
Increased outreach services	The use of our counselor, social worker, SAP teachers, and Principal to communicate with students has been an improvement over the last few years.	All staff is aware that students won't fall between the cracks. We have learned that more time is still needed to make calls, perform home visits, and assist parent/guardians with necessary counseling services or other intervention assistance.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent/Guardian contact is essential.	The more staff we have helping outside the classroom will benefit everybody. It is vital to create a partnership with our parent/guardians because most of our students are at risk.	staff phone calls, incentives for perfect attendance 4000-4999: Books And Supplies Unrestricted 2,000	We provide numerous incentives for both parents/guardians and students. Most parents of students at our school are used to calls that lead to something punitive. We make the effort to connect with parents/guardians in a positive manner as well. 0000: Unrestricted Unrestricted 2,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Culture and Climate	Phone calls home, letters mailed home	Home visits, phone calls, letters 0000: Unrestricted General Fund 500	minimal costs, SAP 0000: Unrestricted General Fund 500
Increased outreach services	Phone calls, 504's, iep's, Principal meetings, letters home	meetings, phones calls, letters home 0000: Unrestricted General Fund 100	additional staff supporting communication 0000: Unrestricted General Fund 50

Analysis

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

For the past five years, we have improved our communication with parent/guardians. Prospect is going in the right direction, but more communication is needed. Parent/guardian engagement is critical to the success of Alternative education students.

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

We feel we have been effective, but more time and communication is needed.

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

We have a very transient population of students. We have more than 200 students attend our school in one year, with total enrollment for any one Block of time being 100 students. So, the constant shuffle of students makes it difficult for staff to stay touch with students over the year.

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.

The major changes for 2019-2020 will be the addition on a new Socail Worker, and two additional sections of a Teacher on Special Assignment (TOSA) This additional staffing will be used to communicate with Parents/Guardians to reduce truancy.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Improve Pupil, and Family Engagement: Chronic Absenteesim

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Improve attendance rates	Attendance has steadily increased the last two years.	Our goals are for 85% attendance, so we are happy with our increase.
Increases graduation rates	Improvement in student attendance will provide, and increase credits earned. Prospect has variable credits, which means 12 hours of passing work with 70% for assignments and passing all required assessments (quizzes and tests). It is imperative that students come to school to earn their diploma.	Graduation rates have increased the last three years.
Reduce suspension rates	Prospect has reduced the suspensions in all subgroups over last year. An increase in CTE courses, and an improved school culture have been factors.	Suspension rates have declined by 4.7% points over last year. Continued use of positive interventions has helped reduce the number of suspensions. We believe this has helped reduced absences.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Attendance rates: create incentives for students	Students who have perfect attendance for six-weeks will receive a \$10 gift card.	Gift cards 0000: Unrestricted General Fund 500	Incentives for students who have perfect attendance for six weeks receive a gift card. 0000: Unrestricted General Fund 500
Graduation rates	Administration, Teachers, counselors, will do whatever is needed to encourage students to come to school and earn credits. The staff is dedicated to this process has improved each of the last three years.	minimal costs for stamps 4000-4999: Books And Supplies General Fund 100	SAP, Collaborations, phone calls, letters, night school, summer school, after-school program, all have contributed to better graduation rates. 4000-4999: Books And Supplies General Fund 100
Suspension rates have decreased with staff	The students have bought into the idea of	None None Specified None Specified 0	None None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
cooperation. Interventions, community service, detentions, have assisted in the reduction of suspensions.	alternatives to suspensions. Students who are violent, profane, or under the influence towards staff are suspended.		

Analysis

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

Administration, teachers, and support staff have worked collaboratively to improve Chronic Absenteesim.

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

Strategies are working. We do lose students who are habitually truant, but we also feel we are doing everything possible to promote our school, and improve attendance.

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

The need for resources will always be there, so it is up to the Principal to work with the Superintendent to ask for more assistance. Over the last five years, Prospect has improved its technology, facilities, and supplemental necessities for all of our students. We are changing the lives of many young men and women, who came to us thinking they were failures, but have turned it around a sucessfully achieved their dream of attaining a high school diploma.

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

We will be have a new Social Worker next fall, along with a Teacher on Special Assignment at Community Day School who will assist our Prospect High family with Chronic Absenteesim.

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	60,654.00

Allocations by Funding Source

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

Expenditures by Funding Source

Funding Source	Amount
General Fund	10,500.00
Title I	24,754.00
Title I Part A: Allocation	6,000.00
Unrestricted	19,400.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	19,400.00
1000-1999: Certificated Personnel Salaries	24,754.00
4000-4999: Books And Supplies	10,500.00
5000-5999: Services And Other Operating Expenditures	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	General Fund	10,500.00
1000-1999: Certificated Personnel Salaries	Title I	24,754.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	6,000.00
0000: Unrestricted	Unrestricted	19,400.00

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
Dennis Spasbo	Principal
Brian Guthrie	Classroom Teacher
Josh Anderson	Secondary Student
Michelle Gonzales	Parent or Community Member
Elizabeth DeFronzo	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

Departmental Advisory Committee

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

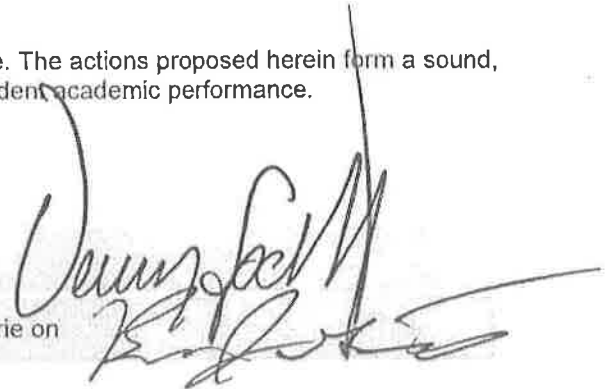
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 7, 2019.

Attested:

Principal, Dennis Spasbo on

SSC Chairperson, Brian Guthrie on

The block contains two handwritten signatures. The first signature, for Dennis Spasbo, is written in dark ink and is positioned above the second signature. The second signature, for Brian Guthrie, is also in dark ink and is positioned below the first. Both signatures are written in a cursive, flowing style.



2019/2020 Discipline Plan Prospect High School & Community Day School

Table of Contents

Guidelines and Responsibilities for Student Behavior.....	1
Attendance Policy.....	1
Unexcused Absences.....	2
Truancy Mediation.....	2
Involuntary Transfer	3
Grounds for Suspension and Expulsion.....	3
Education Codes.....	3
Penal Codes.....	8
California Code of Regulations.....	9
Education Codes for Expulsion.....	9
Other Board Policy Pertaining to Student Conduct.....	11
Pet/Animals.....	11
Visitor/Guests.....	11
Completion of Work Missed by Suspended Students.....	11
Graduation.....	11
Guidelines for Dancing at School Dances.....	12
Dress Code.....	11
Administrator Recommendation of Expulsion Matrix.....	13
Abridged Version of OUHSD Discipline Policies.....	14

Guidelines and Responsibilities for Student Behavior

The Oroville Union High School District (OUHSD) Board of Trustees in collaboration with parents, teachers, students, and school administrators developed the following discipline plan to maintain a safe, secure, and an attractive learning environment for all students, staff, and the community. In order for the district to facilitate this objective, we expect the following:

1. Leave electronic devices turned off during class and at any other time directed by a district employee (EC48901.5(a)). On the first offense, the student will be sent to the office where the electronic device will be confiscated until the end of the day and an administrative detention will be assigned. On subsequent offenses, the student will be sent to the office where the electronic device will be confiscated, a detention assigned, and device retrieved by the parent/guardian.
2. Comply with requests of teachers and staff members (EC48908).
3. Behave as law-abiding citizens.
4. Students shall respect the individual rights of all students and staff.
5. Practice integrity in all areas of school life. Do not cheat or act dishonestly in the classroom or on the playing field.
6. Show respect for and pride in the school by helping to keep it clean and free of vandalism.
7. Behave in an appropriate way on campus and during class by avoiding horseplay or excessive displays of affection.
8. Students shall make a concentrated effort to maintain books, equipment, facilities, and property that are entrusted to them.
9. Remain on campus for your entire school day unless first cleared through the attendance office to leave. If planning to leave during the school day, secure an off-campus pass from the attendance office when you arrive at school in the morning.
10. Students shall assume a sense of pride, responsibility and **accountability** in the schools they attend.

Attendance Policy

Students are expected to attend all classes and to be on time unless properly excused. **Legitimate excused-absence reasons** include:

1. Illness
2. Visitation to a medical office, clinic, doctor or dentist
3. Funeral of an immediate family member
4. Quarantine of the home

Verifying Absences by Notes

A student absent from school is responsible for verifying the reason for his/her absence either with a note or a telephone call from a parent/guardian. Students are to submit their absence note to the attendance office before school, at break, during lunch or after school. **Students must clear the absence within three days (72 hours) or receive truancy (cut).** Only a parent or legal guardian can excuse a student's absence. Older brothers, sisters, relatives, or neighbors cannot legally excuse a student's absence. **A student who turns 18 does not gain the right to receive unverifiable absences or off-campus passes.**

Illness

The district permits a parent/guardian to excuse his/her student's absence up to ten days without verification of illness from a medical professional. Students too ill to attend after reaching the ten day limit must submit verification of illness from a medical professional upon their return to school. **Anytime your student has a doctor's appointment and/or documentation requiring them to stay home from school, this documentation must be turned in immediately when your student returns to school. These absences will be recorded verified and not count toward the ten-day parent/guardian excused limit.** If your child is under the regular care of a physician for a serious or chronic condition, or they are directed to stay home by a medical professional before the ten days are reached, you should provide verification at that time. Absences for illnesses not verified after ten days will be marked unexcused and subject the student and/or parents to compulsory education law guidelines.

Recommended Minimum: Administration shall assign detention, community service .

TARDIES: Students are expected to be in class on time each period. Students who are tardy to class face the following consequences:

- 1st tardy – Warning from teacher
- 2nd tardy – Teacher assigned detention
- 3rd tardy – Detention and parent phone call from teacher
- 4th tardy- Detention
- 5th tardy in a class – One day Suspension with parent conference on return

6th tardy and forward – (ISS) Suspension with parent conference

If detention is not served within two days, it results in suspension with a parent conference upon return.

On-Campus Illness

If a student becomes ill during school, he/she must report to the attendance office.

Off-Campus Passes

The attendance office will issue an off-campus pass when a student must leave school during the school day for a verifiable reason, such as a healthcare appointment, family emergency, etc. Regardless of a student's age, the attendance office has the right to verify the reason(s) or destination(s) requiring an off-campus pass. To obtain an off-campus pass, the parent/guardian may submit a note to the attendance office **before school begins**. Parents/guardians may also phone to request their student be issued an off-campus pass. Requests are to be submitted in advance to allow the attendance office to obtain verification and/or contact the student.

Cut or Truancy Policy

A student who is absent without permission or verification, skips class, or cuts class is truant. A truant student does not have the right to demand make-up work or turn in any tests, quizzes, reports, homework, class assignment, etc., due on the day or period he/she received a "Cut"/Truancy.

Closed Campus Violation: Any student found off-campus, cutting, or off campus during lunchtime or returning from being off campus without a pass will be suspended for the remainder of the day. One you leave campus, you are gone for the day.

ALTERING/FORGING NOTES: Students found guilty of forging signatures, altering absence slips or notes will be subject to disciplinary action. A student may not sign an excuse note of any kind for any reason even if a parent or guardian gives him/her permission to do so.

Recommended Minimum: Detention or equivalent

Recommended Maximum: Suspension

Unexcused Absences

In order to provide a reasonable opportunity for the student or the student's parent/guardian to explain the absences, the student or parent/guardian have three (3) school days to explain the absence to the Attendance Office.

To implement this Board Policy, the Oroville Union High School District will follow these procedures:

- Send a letter or phone home to parent/guardian and the Child Welfare & Attendance Office when a student has accumulated three (3) days of unexcused absences in the same classes in a year.
- Send a letter home to parent/guardian and the Child Welfare & Attendance Office when a student has accumulated five (5) days of unexcused absences in the same classes in a year.
- Students who have accumulated ten (10) or more absences in the same period will receive a letter home advising parent/ guardian the student has been deemed a habitual truant by the State of California. The parent/guardian will then be scheduled to meet with site administration and sign a truancy contract. If truancy continues, the student may be referred to Butte County Probation for truancy mediation. Student may also be referred to an alternative education program within OUHSD. Board Policy AR 5113 (b) Unexcused Absences Education Code 48260 – 48262

Truancy Mediation

What does the law say?

California Law states: "Each person between the ages of 6 and 18 years not exempted under the provisions of this chapter or Chapter 3 (commencing with Section 48400) is subject to compulsory full-time education. Each person subject to full-time compulsory education not exempted under the provisions of Chapter 3 (commencing with Section 48400) shall attend the public full-time day school or continuation school or classes for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of the pupil shall send the pupil to the public full time day school or continuation school or classes for the full time designated as the length of the school day by the governing board of the school district in which the residence of either parent or legal guardian is located. Unless otherwise provided for in this code, a pupil shall not be enrolled for less than the minimum school day established by law."

What happens if you are truant?

- Schools will send letters notifying the student and parent of the unexcused absences or tardies
- The attendance office will schedule an appointment with the student and parent to meet with the school administrator to discuss the attendance problem
- The Butte County District Attorney will send a warning letter

If the student continues to be truant, a referral may be made to the District Attorney's office for a Truancy Mediation Hearing:

- A Truancy Mediation Hearing will be held with the District Attorney's office
 - The legal consequences of continued truancy will be reviewed
 - A contract will be developed and signed by the student, parent, school representative, and Deputy District Attorney
- Monthly reviews will be held

Possible consequences if the student continues to have unexcused absences include:

Penalties against Parents (Education Code 48290-48293)

- Welfare monies will be lowered by the amount equal to the child's share or equal to the parent(s)/caretaker relative's share of the grant
- A citation by law enforcement for Educational Code 48293 infraction
 - ❖ Court appearance
 - ❖ First time offenders - \$100 fine, second time - \$250 fine, third time - \$500 fine. In addition, court costs assessed.
- Parent education classes and counseling
- Penal Code 272, a misdemeanor filed by the District Attorney's office for "contributing to the delinquency of a minor"
 - ❖ Court appearance:
 - ❖ Up to a \$2,500 fine and/or up to one year of county jail time or up to five years of probation

Possible Penalties against the Student imposed by Truancy Court are as follows:

- Attendance at a court-approved truancy prevention program
- Court approved community service
- Work permit revoked
- Driver's license revoked or delayed for up to 4 years
- Community service hours
- Monthly fines \$100

Involuntary Transfer

A student may be assigned to a Community Day School (CDS) only upon meeting one or more of the following conditions: (Education Code Section 48662)

1. The student is expelled for any reason; including those students who have their expulsions suspended and are assigned to the Community Day School program.
2. The student is probation-referred pursuant to Welfare and Institutions Code Sections 300 and 602.
3. The student is referred by a School Attendance Review Board / District Attorney Truancy mediation process or the district referral process. The District referral process is defined as follows:
 - The student has been deemed a habitual truant by the school sites when the student has received three letters from the school sites as outlined in the District SARB / Truancy Mediation process and still is not attending school on a regular basis;
 - Site administrator/designee will meet with the parents/guardians of the student and the student to develop an attendance contract;
 - If the student fails to sign the contract or does not show up for the meeting with the site administrator/designee or does not fulfill the terms and conditions of their attendance contract, the student will be referred to the Oroville Union High School District Community Day School to continue their education.

Grounds for Suspension/Expulsion

EC 48900(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school-sponsored activity.

Suspension from school means removal of a student from ongoing instruction for adjustment purpose. A principal or the principal's designee may suspend a pupil from the school (not more than five consecutive school days) for any of the reasons in the Education Code, Section 48900, upon a first offense if the principal or designee determines that the pupil violated Educational Code 48900, or that pupil's presence causes a danger to persons or property, or threatens to disrupt the educational process. **Prospect students assigned in-school suspension (ISS) must serve the ISS assigned days before they will be allowed back into regular classes.**

Education Codes relating to Suspension and Expulsion

01 Inflicted or Threatened Physical Injury

EC 48900(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.

Caused, Attempted, or Threatened Physical Injury

EC 48900(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.

Recommended Minimum: Three to five days suspension and School Resource Officer (SRO) referral

Recommended Maximum: Five days suspension pending expulsion and SRO referral

02 Used Force or Violence

EC 48900(a)(2) Willfully used force or violence upon the person of another, except in self-defense.

Recommended Minimum: Three to five days suspension and School Resource Officer (SRO) referral

Recommended Maximum: Five days suspension pending expulsion and SRO referral

Repeated offenses may result in recommendation for expulsion.

03 Possessed Dangerous Objects

EC 48900(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

OUHSD: Weapons, including pepper spray, are not permitted on campus or at any school functions at any time. The principal or designee is required to notify law enforcement when a student possesses a firearm or explosive, or sells or furnishes a firearm at school.

Recommended Minimum: Five day suspension and SRO referral

Recommended Maximum: Suspension pending expulsion and SRO referral

04 Possessed Drugs or Alcohol

EC 48900(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (OUHSD – students may not be in possession of cannabidiol or any other derivatives of cannabis)

Recommended Minimum: Five days suspension, SRO referral, and referral to a District approved drug

Recommended Maximum: Expulsion from school district and arrest/citation by local police agency

Repeated offenses may result in recommendation for expulsion.

05 Sold Look Alike Substance Representing Drugs or Alcohol

EC 48900(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Sec. 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

Recommended Minimum: Five days suspension, SRO referral, and referral to a district-approved drug and alcohol counseling program for first offense

Recommended Maximum: Expulsion from school district and arrest/citation by local law enforcement

Repeated offenses may result in recommendation for expulsion.

06 Committed Robbery/Extortion

EC 48900(e) Committed or attempted to commit robbery or extortion.

Recommended: 5 days suspension pending expulsion, and referral to law enforcement.

07 Caused Damage to Property

EC 48900(f) Caused or attempted to cause damage to school property or private property.

OUHSD: Damaging school property includes defacing or destroying such property and is cause for suspension or expulsion. In addition, the parent or guardian may be held liable for damage. Markers are not allowed on campus and must be surrendered to any staff member.

Recommended Minimum: One to three days suspension and SRO referral and/or Community Service

Recommended Maximum: Five days suspension pending expulsion and SRO referral

- 08 Committed Theft**
EC 48900(g) Stole or attempted to steal school property or private property.
Recommended Minimum: Three to five day suspension and SRO referral
Recommended Maximum: Five days suspension pending expulsion and SRO referral
- 09 Possessed/Used Tobacco**
EC 48900(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
OUHSD: Any pupil, regardless of age, will be referred to the SRO if he/she possesses or uses tobacco or any products containing tobacco or nicotine products, including but not limited to vaping and electronic cigarettes, while on campus or at any school sponsored activity.
Any Offense: The student may be cited for violation of P.C. 308 (B), which states that any student who purchases, receives, or possesses any tobacco, cigarette, or cigarette papers, or any other preparation of tobacco, or any other instrument of paraphernalia that is designed for the smoking of tobacco shall upon conviction be fined, assigned tobacco awareness class and/or Community Service work. A student may be suspended 1-5 days along with the citation. Recommended minimum: One day suspension and completion of brief intervention counseling.
- 10 Committed Obscenity/Profanity/Vulgarity**
EC 48900(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
Recommended Minimum: One day suspension
Recommended Maximum: Three to 5 days suspension and the possibility of referral to another alternative educational program.
- 11 Possessed or Sold Drug Paraphernalia**
EC 48900(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
Recommended Minimum: Three to five days suspension, SRO referral, and referral to a district-approved drug and alcohol counseling program for first offense
Recommended Maximum: Expulsion from school district and arrest/citation by local law enforcement
The second offense within a four-year period is an automatic recommendation for expulsion.
- 12 Disrupted or Defied School Staff**
EC 48900(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
OUHSD: Detention is mandatory, and failing to serve is defiance.
Recommended Minimum: Detention, Community Service, or suspension depending on circumstances
Recommended Maximum: One to five days suspension and the possibility of referral to an alternative educational Program.
- 13 Received Stolen Property**
EC 48900(l) Knowingly received stolen school property or private property.
Recommended Minimum: Three to five days suspension and referral to SRO
Recommended Maximum: Five days suspension pending expulsion and referral to SRO
- 14 Possessed Imitation Firearm**
EC 48900(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
Recommended: Five days suspension pending expulsion
- 15 Committed Sexual Assault**
EC 48900(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
Recommended: Five days suspension pending expulsion and SRO referral

16 Harassed, Threatened or Intimidated a Student Witness

EC 48900(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

Recommended Minimum: Two days suspension

Recommended Maximum: Five days suspension pending expulsion

17 Sold Prescription Drug Soma

EC 48900(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

Recommended: Five days suspension pending expulsion

18 Committed Hazing

EC 48900(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

Recommended Minimum: Detention, Community Service and/or

Recommended Maximum: Five days suspension pending expulsion

61 Bullied

EC 48900(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, or image.

(ii) A post on a social network Internet Web site including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

OUHSD: District administrators may discipline a student for off-campus conduct that is brought to the attention of school officials when the conduct causes, or is likely to cause, a "substantial disruption" of school activities which is more than embarrassment or personality conflicts typical in schools.

Recommended Minimum: Warning, Detention, or Community Service

Recommended Maximum: Three to five days suspension

Any violation of school policy and rules may result in loss of school-provided access to technology. When and where applicable, law enforcement agencies may be involved.

30 Grounds for Suspension/Expulsion

EC 48900(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school-sponsored activity.

19 Aided or Abetted Physical Injury

EC 48900(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

Recommended Minimum: Three days suspension and SRO referral

Recommended Maximum: Five days suspension pending expulsion and SRO referral

25 School Property

EC 48900(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

71 Referral to Counseling

EC 48900(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

Alternative to Suspension or Expulsion

EC 48900(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

20 Committed Sexual Harassment

EC 48900.2 In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

Section 212.5 "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

- (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- (b) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.

(c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.

(d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Recommended Minimum: Warning, Community Service and/or

Recommended Maximum: Three to five days suspension pending expulsion

21 Committed an Act of Hate Violence

EC 48900.3 In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

Recommended Minimum: Warning to five days suspension

Recommended Maximum: Five days suspension pending expulsion

22 Harassed or Intimidated

EC 48900.4 In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

Any Offense: One to five days suspension

26 Community Service

EC 48900.6 As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

OUHSD: Failure to attend Community Service will result in normal school disciplinary action. See **48900(k)**.

23 Made Terrorist Threats

EC 48900.7(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

EC 48900.7(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Recommended Minimum: Three days suspension and SRO referral

Recommended Maximum: Five days suspension pending expulsion and SRO referral

Prohibited Use of Electronic Device

EC 48901.5(a) The governing board of each school district, or its designee, may regulate the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, by pupils of the school district while the pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees.

EC 48901.5(b) No pupil shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of the pupil and use of which is limited to purposes related to the health of the pupil.

OUHSD: Permitted devices shall be turned off during class time and at any other time directed by a district employee; not disrupt the educational program or school activity; and may not be used to violate a student or district employee's right to privacy. Permission must be granted prior to taking a picture or video of another student or a district employee. Taking of pictures or videos of inappropriate subject matter, as determined by district administration, is prohibited. Laser pointers are not permitted on campus.

First Offense: Student sent to the office where the phone will be confiscated until the end of the day. It can be picked up after school AND an administrative detention assigned.
Subsequent Offenses: The student will be sent to the office where the phone will be confiscated. The student parent must pick it up AND an administrative detention will be assigned.

Any violation of school policy and rules may result in loss of school-provided access to technology. When and where applicable, law enforcement agencies will be involved.

46 Suspension Violation

EC 48903(a) Except as provided in subdivision (g) of Section 48911 and in Section 48912, the total number of days for which a pupil may be suspended from school shall not exceed 20 school days in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year.

EC 48903(b) For the purposes of this section, a school district may count suspensions that occur while a pupil is enrolled in another school district toward the maximum number of days for which a pupil may be suspended in any school year.

74 Used Prohibited Speech/Press

EC 48907(a) Pupils of the public schools, including charter schools, shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities, except that expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

OUHSD: Racially divisive symbols and written material are prohibited on school grounds.

Recommended Minimum: Confiscation of material, Detention, Community Service, or suspension depending on circumstances

Recommended Maximum: Five days suspension pending expulsion

75 Teacher Suspension

EC 48910(a) A teacher may suspend any pupil from class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the designee of the principal for appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. If practicable, a school counselor or a school psychologist may attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal.

EC 48910(b) A pupil suspended from a class shall not be placed in another regular class during the period of suspension.

However, if the pupil is assigned to more than one class per day this subdivision shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.

EC 48910(c) A teacher may also refer a pupil, for any of the acts enumerated in Section 48900, to the principal or the designee of the principal for consideration of a suspension from the school.

Penal Codes

**76 Committed Arson (documented with 48900(f))
PC 450, 451 (paraphrased version)**

Matches, lighters or other flammable items are not allowed on campus. Anyone setting a fire on campus or at any related school activity is subject to suspension or expulsion. The student, parent and/or guardian will make all offenders-restitution for losses or damage of all property.

Recommended Minimum: Referral to the proper law enforcement authorities

Recommended Maximum: Five days suspension pending expulsion

35 Gambled

PC 330 All types of gambling are prohibited on campus.

Recommended Minimum: Detention, or suspension depending on circumstances

Recommended Maximum: Five days suspension or possible referral to an alternative education program

77 Littered/Threw Food (documented with 48900(k))

PC 374(a) Littering means the willful or negligent throwing, dropping, placing, depositing, or sweeping, or causing any such acts, of any waste matter on land or water in other than appropriate storage containers or areas designated for such purposes.

PC 374(b) Waste matter means discarded, used, or leftover substance including, but not limited to, a lighted or non-lighted cigarette, cigar, match, or any flaming or glowing material, or any garbage, trash, refuse, paper, container, packaging or construction material, carcass of a dead animal, any nauseous or offensive matter of any kind, or any object likely to injure any person or create a traffic hazard.

OUHSD: Throwing food or any items during lunch is prohibited and subject to disciplinary action.

First Offense: Warning, Detention, Community Service and/or

Subsequent Offenses: One to two days suspension

78 Entered Campus with Denied Access (documented with 48900(k))

PC 626.2 Every student or employee who, after a hearing, has been suspended or dismissed from a community college, a state university, the university, or a public or private school for disrupting the orderly operation of the campus or facility of the institution, and as a condition of the suspension or dismissal has been denied access to the campus or facility, or both, of the institution for the period of the suspension or in the case of dismissal for a period not to exceed one year; who has been served by registered or certified mail, at the last address given by that person, with a written notice of the suspension or dismissal and condition; and who willfully and knowingly enters upon the campus or facility of the institution to which he or she has been denied access, without the express written permission of the chief administrative officer of the campus or facility, is guilty of a misdemeanor and shall be punished accordingly, see (a) through (c).

OUHSD: Students on suspension or going through the expulsion process are not allowed on campus and are subject to further disciplinary action if found on campus or a school related activity. Students that have been suspended may be permitted access to faculty and campus facilities **with permission of administration.**

Any Offense: Two to five days suspension

California Code of Regulations

79 Rode Bicycle/Skateboard/Motorized Vehicle on Campus (documented with 48900(k))

13 CCR 1216 Bicycles, skateboards, or motorized vehicles may not be ridden on campus. Pursuant to 13 CCR 1216, skateboards will no longer be transported on school buses. Skateboards brought to school need to be checked into a teacher or the Assistant Principal's office in the morning and checked out at the end of school. **Students will have until the end of the school year to claim the confiscated item. All unclaimed items will be donated to charity.**

Recommended Minimum: Confiscation of the item and/or a warning

Recommended Maximum: Confiscation of the item for the remainder of the school year and a possible one to two days suspension

Administration Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)

EC 48915(a)(1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

62 Caused Serious Physical Injury (EXP)

EC 48915(a)(1)(A) Causing serious physical injury to another person, except in self-defense.

63 Possessed Dangerous Objects (EXP)

EC 48915(a)(1)(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.

- 64 Possessed Controlled Substance (EXP)**
EC 48915(a)(1)(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- 65 Committed Robbery/Extortion (EXP)**
EC 48915(a)(1)(D) Robbery or extortion.
- 58 Committed Assault/Battery (EXP)**
EC 48915(a)(1)(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- EC 48915(a)(2)** If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.
- EC 48915(b)** Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of a school district may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following:
- 56 Other Means Not Feasible: 48900(a-e) (EXP)**
EC 48915(b)(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- 57 Continuing Danger: 48900(a-e) (EXP)**
EC 48915(b)(2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or other.
- Administration Must Recommend Expulsion (Mandatory)**
EC 48915(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
- 60 Possessed/Sold/Furnished Firearm (EXP)**
EC 48915(c)(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
- 66 Brandished Knife (EXP)**
EC 48915(c)(2) Brandishing a knife at another person.
- 67 Sold Controlled Substance (EXP)**
EC 48915(c)(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- 59 Committed Sexual Assault/Battery (EXP)**
EC 48915(c)(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- 68 Possessed Explosive (EXP)**
EC 48915(c)(5) Possession of an explosive.

EC 48915(d) The governing board of the school district shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

- (1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
- (2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- (3) Is not housed at the school site attended by the pupil at the time of suspension.

EC 48915(e) Upon recommendation by the principal or the superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board of the school district may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

72 Other Means Not Feasible: 48900(f-m, and .2-.4) (EXP)

EC 48915(e)(1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

73 Continuing Danger: 48900(f-m, and .2-.4) (EXP)

EC 48915(e)(2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

69 Referral to Alternative Comprehensive

EC 48915(f) The governing board of a school district shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study that meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

Defines a Knife

EC 48915(g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

Defines an Explosive

EC 48915(h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

Other Board Policy Pertaining to Student Conduct

33 Forgery/Altering Documents/Impersonating Parent or Guardian (documented with 48900(k))

Students are not allowed to tamper with school documents of any kind, including but not limited to, hall passes, attendance notes, admit slips, and student progress reports. Students who impersonate a parent or guardian will also be subject to disciplinary action.

Recommended Minimum: Saturday school or Community Service

Recommended Maximum: One to five days suspension

81 Scholastic Dishonesty (documented with 48900(k))

Teachers will assign discipline for instances of cheating on homework and tests. Instances of plagiarism, including using published or intellectual property, including Internet works, not belonging to the student may result in referral for disciplinary action.

Recommended Minimum: Teacher phones parent/guardian and gives no credit on assignment. Saturday school assigned

Recommended Maximum: Three to five days suspension

82 Bus Zone Discipline (documented with 48900(k))

If a student is waiting in a bus zone area or riding a district bus and violates any directive of the Oroville Union High School District discipline plan, the high school will follow procedures outlined by the bus garage.

Recommended Minimum: One to three days without transportation

Recommended Maximum: Removal of transportation privileges for the remainder of the school year

Food in Class (documented with 48900(k))

Food and drink is not permitted in the classrooms and library, except for club meetings and approved educational activities. Exceptions will be at the discretion of the teacher.

Recommended Minimum: Detention, Community Service and/or Saturday School

Recommended Maximum: Two days suspension

83 Excessive Affection (documented with 48900(k))

Students are expected to demonstrate appropriate restraint and discretion.

Recommended Minimum: Warning

Recommended Maximum: Community Service and/or Sat. School, or one to five days suspension.
Parents contacted.

Pets/Animals

Animals, pets or otherwise, are not allowed on campus at anytime unless the administration gives prior permission for a class project.

Visitors/Guests

No student guests are allowed on campus. College Connection and independent-study students may use the library or cafeteria after checking in at the attendance office. All visitors MUST check in at the attendance office before being granted permission to be on campus.

Completion of Work Missed by a Suspended Pupil

Teachers shall provide pupils with make-up assignments and tests missed during a suspension.

Graduation

Any senior who violates Education Codes 48900 a, b, c, f, or g after the first day of May through the graduation ceremony will not be able to take part in the graduation ceremony. Other 48900 violations may result in the same penalty at the discretion of the site administrators.

Dress Code

Specific Clothing/Accessory Restrictions

Students should maintain a high degree of **cleanliness in personal hygiene and clothing**. California Code of Reg: Title 5, Section 302, Reg. 77.

All clothing must be worn right-side out and must have appropriate hems, no frayed hems, slits or tearing in clothing.

Shorts and skirts must be of **modest length**. Those that are deemed distracting are not allowed on campus. "Distracting" will be the call of your teachers and administrators.

Hats shall NOT be worn during assemblies or during class time inside of any classroom unless at the discretion of the teacher. School personnel have the authority to confiscate hats and other types of headgear that they deem objectionable or disrespectful.

Sunglasses may not be worn in classrooms.

Prohibited Clothing and Accessories:

Tops: sheer or see through tops, braless outfits, tube tops, strapless garments, open back tops, or open side tops for boys or girls. Excessive cleavage and midriff cannot be displayed.

Sagging or intentionally pulled down clothing and oversized pants without belt at the waist.

Bandanas, do-rags or hairnets of any kind or color.

Wearing the hood up on hooded sweatshirts is not allowed in any classroom.

Dangerous accessories such as chains, spiked collars, wristbands, jewelry or rings. The teachers and administrators will make the determination if an item is dangerous.

Clothing or accessories with **sexually suggestive** pictures or messages, or messages that promote or symbolize the use of **alcohol, tobacco, drugs or violence**.

Racially divisive symbols are not allowed on clothing or accessories.

Students wearing **3 or more items of clothing or accessories of one color**, particularly red, blue or yellow, shall be asked to remove one item. **Specific items identified as being associated with gangs** are not allowed, and the student will be asked to remove or cover them. This includes gang name or writing (script initialing) on clothing or body. Gang related tattoos must be covered. Since gang attire varies, this will be the call of the administration. Refusal to do so will be deemed defiance of school policy/authority and result in disciplinary action. Please refer to the school site's safety plan for more information on gang attire.

VIOLATIONS OF THE STUDENT DRESS AND GROOMING CODE

If a student is suspected of violating the dress and grooming code, the violation should be reported to the appropriate administrator. If the administrator or his/her designee determines that the student is in violation, the student shall be asked to remedy the violation by one of the following solutions:

1. Obtain acceptable clothing from the school loaners; from those items donated from parent volunteers; or purchase clothes from the student store.
2. Contact parent to bring acceptable clothing to the student (student will wait in the office, and the parent must be forthcoming within a reasonable period of time).
3. Parent may contact the office to obtain an off-campus pass to then allow student to go home and change into acceptable clothing.

If the violation cannot be remedied or the student refuses, the student may be suspended for the remainder of the school day and the next. Students habitually violating the dress and grooming code will be subjected to further disciplinary action as stated in the Oroville Union High School District Violations of Discipline Code.

Students enrolled in our Community Day School are have the most restrictive school setting due to one of three reasons: 1. the student is expelled due to violations of school board policies; 2. probation placement; or 3. truancy violations/involuntary transferred.

The Community Day School discipline plan is based on following the rules, being respectful, having good attendance, and earning credits.

If a staff member deems that there is a dress code violation, the student must follow the directive of the staff member to correct the violation. We will give the student options to remedy the dress code situation, but if the student does not comply, then the student will be asked to call home or follow one of the three options noted above. Students will be sent home if they do not comply.

EC 48915(c): The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:	EC 48915(a)(1): Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the	Acts committed at school or school activity or on the way to and from school or school activity including lunch and break. Acts are documented in the OUHSD Nine-Step Discipline Procedure. Students that complete all nine steps may be recommended for expulsion under EC 48915. 01 48900(a)(1): Inflicted or Threatened Physical Injury †
--	--	--

<p>60 48915(c)(1): Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.</p> <p>66 48915(c)(2): Brandishing a knife at another person.</p> <p>67 48915(c)(3): Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.</p> <p>59 48915(c)(4): Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC 48900 or committing sexual battery as defined in subdivision (n) of 48900.</p> <p>68 48915(c)(5): Possession of an explosive.</p>	<p>circumstances or the an alternative means of correction would address the conduct:</p> <p>If expulsion is found to be inappropriate, such acts are documented in the OUHSD Nine-Step Discipline Procedure.</p> <p>62 48915(a)(1)(A): Causing serious physical injury to another person, except in self-defense.</p> <p>63 48915(a)(1)(B): Possession of any knife, or other dangerous object of no reasonable use to the pupil.</p> <p>64 48915(a)(1)(C): Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the <i>Health and Safety Code</i>, except for either of the following:</p> <p>(i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.</p> <p>(ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.</p> <p>65 48915(a)(1)(D): Robbery or extortion.</p> <p>58 48915(a)(1)(E): Assault or battery, as defined in Sections 240 and 242 of the Penal Code, on a school employee.</p> <p>PC 240: An assault is an unlawful attempt, coupled with a present ability, to commit a violent injury on the person of another.</p> <p>PC 242: A battery is any willful or unlawful use of force or violence upon the person of another.</p> <p>EC 48915(b): (paraphrased) The recommendation for expulsion shall be based on one or both of the following from 48900(a-e):</p> <p>56 48915(b)(1): Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</p> <p>57 48915(b)(2): Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.</p> <p>EC 48915(e): (paraphrased) The recommendation for expulsion shall be based on one or both of the following from 48900(f-m) and 48900.2, 48900.3, 48900.4, and either of the following:</p> <p>72 48915(e)(1): Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</p>	<p>02 48900(a)(2): Used Force or Violence</p> <p>03 48900(b): Possessed Dangerous Objects</p> <p>04 48900(c): Possessed Drugs or Alcohol</p> <p>05 48900(d): Sold Drugs/Alcohol or Look Alike Substance</p> <p>06 48900(e): Committed Robbery/Extortion</p> <p>07 48900(f): Caused Damage to Property[†]</p> <p>08 48900(g): Committed Theft</p> <p>09 48900(h): Possessed/Used Tobacco</p> <p>10 48900(i): Committed Obscenity/Profanity/Vulgarity</p> <p>11 48900(j): Possessed or Sold Drug Paraphernalia</p> <p>12 48900(k): Disrupted or Defied School Staff</p> <p>13 48900(l): Received Stolen Property</p> <p>14 48900(m): Possessed Imitation Firearm</p> <p>15 48900(n): Committed Sexual Assault</p> <p>16 48900(o): Harassed, Threatened or Intimidated a Student Witness</p> <p>17 48900(p): Sold Prescription Drug Soma</p> <p>18 48900(q): Committed Hazing</p> <p>61 48900(r): Bullied</p> <p>19 48900(t): Aided or Abetted Physical Injury</p> <p>20 48900.2: Committed Sexual Harassment</p> <p>21 48900.3: Committed an Act of Hate Violence</p> <p>22 48900.4: Harassed or Intimidated</p> <p>23 48900.7: Made Terrorist Threats</p> <p>74 48907(a): Used Prohibited Speech/Press</p> <p>76 PC 450/451: Committed Arson (Document under 48900(f))</p> <p>[†] Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in <i>Penal Code</i> 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p>[‡] Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.</p>
--	--	--

	73 48915(e)(2): Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.	
--	---	--

Grounds for Suspension and Expulsion

Suspension from school means removal of a student from ongoing instruction for adjustment purpose. A principal or the principal's designee may suspend a pupil from the school (not more than five consecutive school days) for any of the reasons in the Education Code, Section 48900, upon a first offense if the principal or designee determines that the pupil violated Educational Code 48900, or that pupil's presence causes a danger to persons or property, or threatens to disrupt the educational process.

EC 48900(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school-sponsored activity.

Abridged Version of OUHSD Discipline Policies

SERIES	ED CODE	OFFENSE	POSSIBLE CONSEQUENCES
01	48900(a)(1)	Inflicted or Threatened Physical Injury: Caused, Attempted, or Threatened Physical Injury to another person.	<ul style="list-style-type: none"> • Referral to SRO • 3-5 days suspension • Recommendation for expulsion
02	48900(a)(2)	Used Force or Violence : Willfully used force or violence upon the person of another, except in self-defense.	<ul style="list-style-type: none"> • Referral to SRO • 3-5 days suspension • Recommendation for expulsion
03	48900(b)	Possessed Dangerous Objects: Possessed, sold, or furnished a firearm, knife, explosive, or other dangerous object. OUHSD: Weapons, including pepper spray, are not permitted on campus or at any school functions at any time.	<ul style="list-style-type: none"> • Referral to SRO • 5 days suspension • Recommendation for expulsion
04	48900(c)	Possessed Drugs or Alcohol: Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of a controlled substance.	<ul style="list-style-type: none"> • Referral to SRO • Arrest and citation • mandatory completion of district approved drug/alcohol program • 3 to 5 days suspension • Recommendation for expulsion
05	48900(d)	Sold Drugs/Alcohol or Look Alike Substance Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, a intoxicant.	<ul style="list-style-type: none"> • Referral to SRO • Arrest and citation • Referral to district approved drug/alcohol program • 5 days suspension • Recommendation for expulsion
06	48900(e)	Committed Robbery/Extortion: Committed or attempted to commit robbery or extortion.	<ul style="list-style-type: none"> • 5 days suspension • Recommendation for expulsion
07	48900(f)	Caused Damage to Property: Caused or attempted to cause damage to school property or private property. OUHSD: Damaging school property includes defacing or destroying such property and is cause for suspension or expulsion. In addition, the parent or guardian may be held liable for damage. Markers are not allowed on campus and must be surrendered to any staff member.	<ul style="list-style-type: none"> • Referral to SRO • Community Service • 1-3 days suspension • Recommendation for expulsion
08	48900(g)	Committed Theft: Stole or attempted to steal school property or private property.	<ul style="list-style-type: none"> • Referral to SRO • 3-5 days suspension • Recommendation for expulsion
09	48900(h)	Possessed/Used Tobacco: Possessed or used tobacco or products containing tobacco or nicotine. OUHSD: Any pupil, regardless of age, will be cited if he/she possesses or uses tobacco or any products containing tobacco or nicotine products while on campus or at any school sponsored activity.	<ul style="list-style-type: none"> • Referral to SRO • Assigned tobacco awareness class • Community service • 1-5 days suspension
10	48900(i)	Committed Obscenity/Profanity/Vulgarity: Committed an obscene act or engaged in habitual profanity or vulgarity.	<ul style="list-style-type: none"> • 1-3 days suspension • Referral to alternative education program
11	48900(j)	Possessed or Sold Drug Paraphernalia: Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.	<ul style="list-style-type: none"> • Referral to SRO • Arrest and citation • Referral to district approved drug/alcohol program • 3-5 days suspension • Recommendation for expulsion

12	48900(k)	Disrupted or Defied School Staff: Disrupted school activities or otherwise willfully defied the valid authority of school personnel. OUHSD: Detention is mandatory, and failing to serve is defiance.	<ul style="list-style-type: none"> • Detention • Community Service • Saturday School • 1-5 days suspension • Referral to alternative education program • 3-5 days suspension
13	48900(l)	Received Stolen Property: Knowingly received stolen school property or private property.	<ul style="list-style-type: none"> • 5 days suspension • Recommendation for expulsion
14	48900(m)	Possessed Imitation Firearm: Possessed an imitation firearm.	<ul style="list-style-type: none"> • 5 days suspension • Recommendation for expulsion
15	48900(n)	Committed Sexual Assault: Committed or attempted to commit a sexual assault.	<ul style="list-style-type: none"> • 2-5 days suspension • Recommendation for expulsion
16	48900(o)	Harassed, Threatened or Intimidated a Student Witness: Harassed, threatened, or intimidated a pupil who is a complaining witness in a school disciplinary proceeding.	<ul style="list-style-type: none"> • 5 days suspension • Recommendation for expulsion
17	48900(p)	Sold Prescription Drug Soma: Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.	<ul style="list-style-type: none"> • 5 days suspension • Recommendation for expulsion
18	48900(q)	Committed Hazing: Engaged in or attempted to engage in hazing.	<ul style="list-style-type: none"> • Detention • Community Service • Saturday School • 5 days suspension • Recommendation for expulsion
61	48900(r)	Bullied: "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils and can be reasonably predicted to have the effect of one or more of the following: (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property. (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health. (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance. (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.	<ul style="list-style-type: none"> • Warning • Detention • Community Service • Saturday School • 3-5 days suspension <p>Any violation of school policy and rules may result in loss of school-provided access to technology. When and where applicable, law enforcement agencies may be involved</p>
30	48900(s)	Grounds for Suspension/Expulsion	N/A
19	48900(t)	Aided or Abetted Physical Injury: Aided or abetted the infliction of physical injury to another person.	<ul style="list-style-type: none"> • Referral to SRO • 3-5 days suspension • Recommendation for expulsion
07	48900(u)	School Property: Electronic files and databases included as "school property."	N/A
71	48900(v)	Referral to Counseling	N/A
n/a	48900(w)	Alternatives to suspension or expulsion for truancy and tardies.	N/A
20	48900.2	Committed Sexual Harassment: Committed sexual harassment.	<ul style="list-style-type: none"> • Warning • Community Service • Saturday School • 3-5 days suspension • Expulsion
21	48900.3	Committed an Act of Hate Violence: Caused, attempted to cause, threatened to cause or participate in an act of hate violence.	<ul style="list-style-type: none"> • 3-5 days suspension • Recommendation for expulsion
22	48900.4	Harassed or Intimidated: Intentionally engaged in harassment, threats, or intimidation.	<ul style="list-style-type: none"> • Referral to SRO • Referral to alternative education program • 1-5 days suspension • Recommendation for expulsion <p>See 48900(k).</p>
26	48900.6	Violation Eligible for Community Service: Require students to perform community service. OUHSD: Failure to attend Community Service will result in normal school disciplinary action.	<ul style="list-style-type: none"> • Referral to SRO • 3-5 days suspension • Recommendation for expulsion
23	48900.7(a)(b)	Made Terrorist Threats: Terrorist threats against school officials or school property, or both.	<ul style="list-style-type: none"> • Confiscated until end of day • Detention
24	48901.5(a)(b)	Prohibited Use of Electronic Device: Use of electronic device while on campus or school-sponsored activities. Laser pointer also not permitted on campus. OUHSD: Permitted devices shall be turned off during class time and at any other time directed by a district employee; not disrupt the educational program or school activity, and may not be used to violate a student or district employee's right to privacy. Permission must be granted prior to taking a picture or video of another student or a district employee.	<ul style="list-style-type: none"> • Parent to retrieve Any violation of school policy and rules may result in loss of school-provided access to technology. When and where applicable, law enforcement agencies may be involved

46	48903(a)(b)	Suspension Violation: Suspension not to exceed 20 days. In specified cases, 30 days.	N/A
74	48907(a)	Used Prohibited Speech/Press: Obscene, libelous or slanderous speech and/or material that incites pupils to create a clear and present danger of the commission of unlawful acts, or substantial disruption of school. Racially divisive symbols are prohibited. OUHSD: Racially divisive symbols and written material are prohibited on school grounds.	<ul style="list-style-type: none"> • Confiscation of material • 2-5 days suspension • Recommendation for expulsion
75	48910(a)(b)(c)	Teacher Suspension: Teacher may suspension for 2 days. Teacher to contact parent and request parent-teacher conference. Administrator to attend upon request of teacher or parent.	N/A
AERIES			
76	PENAL CODE PC 450, 451 doc. w/ 48900(f)	OFFENSE Committed Arson: Setting fire on campus or at any related school activity.	POSSIBLE CONSEQUENCES <ul style="list-style-type: none"> • Referral to SRO • 5 days suspension
35	PC 330	Gambled: Gambling of any kind.	<ul style="list-style-type: none"> • Detention • Referral to alternative education program • 1-5 days suspension
77	PC 374(a)(b) doc. w/ 48900(k)	Littered/Threw Food: Littering and throwing food OUHSD: Throwing food or any items during lunch is prohibited and subject to disciplinary action.	<ul style="list-style-type: none"> • Warning • Detention • Community Service • Saturday School • 1-2 days suspension
78	PC 626.2 doc. w/ 48900(k)	Entered Campus with Denied Access: Enters on campus or facility to which he or she has been denied access through suspension or expulsion. OUHSD: Students on suspension or going through the expulsion process are not allowed on campus and are subject to further disciplinary action if found on campus or a school related activity. Students that have been suspended may be permitted access to faculty and campus facilities with permission of administration.	<ul style="list-style-type: none"> • 2-5 days suspension • Referral to SRO • Charged with misdemeanor, fine or imprisonment
CA CODE OF REGS.			
79	13 CCR 1216 doc. w/ 48900(k)	OFFENSE Rode Bicycle/Skateboard/Motorized Vehicle on Campus: Riding bikes, skateboards or motorized vehicles on campus.	POSSIBLE CONSEQUENCES <ul style="list-style-type: none"> • Warning • Confiscation of item for remainder of year • 1-2 days suspension
AERIES			
80	BOARD POLICY doc. w/ 48900(k)	OFFENSE Student ID Card: Must possess a current ID card and present it when requested.	POSSIBLE CONSEQUENCES <ul style="list-style-type: none"> • Warning • Detention • 1-2 days suspension
33	doc. w/ 48900(k)	Forgery/Altering Documents/Impersonating Parent or Guardian: Forgery and/or tampering with school documents of any kind. Students who impersonate a parent or guardian will also be subject to disciplinary action.	<ul style="list-style-type: none"> • Community service • Saturday School • 1-5 days suspension
81	BP 5131(b) doc. w/ 48900(k)	Scholastic Dishonesty: Cheating on school work or tests.	<ul style="list-style-type: none"> • Teacher phones parent/guardian, no credit on assignment • Saturday School • 3-5 days suspension
82	BP 5131.1(a) doc. w/ 48900(k)	Bus Zone Discipline: Violation of directive while waiting in bus zone or riding a district bus.	<ul style="list-style-type: none"> • Loss of transportation privileges for one to three days • Loss of transportation privileges for remainder of school yr.
83	doc. w/ 48900(k)	Food in Class: Food and drink is not permitted in classrooms or library.	<ul style="list-style-type: none"> • Detention • Community Service • Saturday School • 2 days suspension
84	doc. w/ 48900(k)	Excessive Affection: Students are expected to demonstrate restraint and discretion.	<ul style="list-style-type: none"> • Warning • Community service • Saturday School • 1-5 days suspension

**O.A.S.I.S.
PO BOX 5862
OROVILLE, CA 95966**

April 8, 2019

OUHSD Board of Trustees
2211 Washington Avenue
Oroville, CA 95966

Dear Board of Trustees

The O.A.S.I.S. is requesting approval to be recognized as a school-connected organization for the 2019-20 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 dark ink, appearing to read "Gordon Andoe", written in a cursive style.

Gordon Andoe, President



P.O. Box 1800
Saint Paul, Minnesota 55101-0800

3824 TRN S Y ST01

Business Statement

Account Number:

1 534 6515 4109

Statement Period:

Jan 2, 2019

through

Jan 31, 2019

Page 1 of 2



000100278 01 AB 0.412 106481895768839 P Y

OROVILLE AREA SPORTS INITIATIVE

SUPPORTERS

PO BOX 5862

OROVILLE CA 95966-0862



To Contact U.S. Bank

24-Hour Business

Solutions:

1-800-673-3555

U.S. Bank accepts Relay Calls

Internet:

usbank.com

INFORMATION YOU SHOULD KNOW

Price changes for U.S. Bank Business Checking, Savings and Treasury Management Services are effective Jan. 1, 2019. Please contact your banker or Treasury Management consultant for pricing information specific to your account. If you need assistance in reaching your bank contact, call Customer Service at the number listed in the upper right corner of this statement or send an email to Customer Service at commercialsupport@usbank.com.

Effective February 11, 2019 the "Your Deposit Account Agreement" booklet will include an update that may affect your rights. Starting February 11, you may pick up copies at your local branch, view copies at usbank.com, or call 800.USBANKS (1.800.872.2657) to request a copy.

The main update to note in the revised "Your Deposit Account Agreement" booklet section, and sub section, is:

- In section "Terms Applicable to all Deposit Accounts", there is an update in the "Arbitration" subsection now titled "Resolution of Disputes by Arbitration".

Protecting your accounts is our highest priority. We have many safeguards in place to help ensure your accounts are secure. One of these is to close long-term inactive cards. If your U.S. Bank Business Debit or ATM Card has not been used within the last 18 months, it may be closed. You will be notified at a later date in the event that your card will be closed. Please call us with any questions at 800-673-3555.

SILVER BUSINESS CHECKING

U.S. Bank National Association

Member FDIC

Account Number 1-534-6515-4109

Account Summary

	# Items		
Beginning Balance on Jan 2		\$	2,655.79
Other Withdrawals	1		5.00-
Ending Balance on Jan 31, 2019		\$	2,650.79

Other Withdrawals

Date	Description of Transaction	Ref Number	Amount
Jan 15	Analysis Service Charge	1500000000	\$ 5.00-
Total Other Withdrawals			\$ 5.00-

Balance Summary

Date	Ending Balance
Jan 15	2,650.79

Balances only appear for days reflecting change.

ANALYSIS SERVICE CHARGE DETAIL

Account Analysis Activity for: December 2018

Account Number:	1-534-6515-4109	\$	5.00
Analysis Service Charge assessed to	1-534-6515-4109	\$	5.00



OROVILLE AREA SPORTS INITIATIVE
SUPPORTERS
PO BOX 5862
OROVILLE CA 95966-0862

Business Statement

Account Number:
1 534 6515 4109

Statement Period:
Jan 2, 2019
through
Jan 31, 2019

Page 2 of 2



ANALYSIS SERVICE CHARGE DETAIL

(CONTINUED)

Service Activity Detail for Account Number 1-534-6515-4109

<i>Service</i>	<i>Volume</i>	<i>Avg Unit Price</i>	<i>Total Charge</i>
Depository Services			
Combined Transactions/Items	6		No Charge
Paper Statement Fee	1	5.00000	5.00
Subtotal: Depository Services			5.00
Fee Based Service Charges for Account Number 1-534-6515-4109		\$	5.00



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

02/13/2019

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 RISKGUARD INS SOLUTIONS INC/PHS 57556510 The Hartford Business Service Center 3600 Wiseman Blvd San Antonio, TX 78265	CONTACT NAME:	
	PHONE (866) 467-8730 (A/C, No, Ext):	FAX (888) 443-6112 (A/C, No):
INSURED OROVILLE AREA SPORTS INITIATIVE SUPPORTERS 2156 NOEL CT CHICO, CA 95926-2153	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	
	INSURER A: The Sentinel Insurance Company	NAIC# 11000
	INSURER B:	
	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/Y YYY)	LIMITS
A	COMMERCIAL GENERAL LIABILITY	X		57 SBM ZF5770	03/14/2019	03/14/2020	EACH OCCURRENCE \$1,000,000
	CLAIMS-MADE ☒ OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence) \$1,000,000
	X General Liability						MED EXP (Any one person) \$10,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						PERSONAL & ADV INJURY \$1,000,000
	POLICY ☐ PRO-JECT ☒ LOC						GENERAL AGGREGATE \$2,000,000
	OTHER:						PRODUCTS - COMP/OP AGG \$2,000,000
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)
	ANY AUTO						BODILY INJURY (Per person)
	ALL OWNED AUTOS						BODILY INJURY (Per accident)
	HIRED AUTOS						PROPERTY DAMAGE (Per accident)
	SCHEDULED AUTOS						
	NON-OWNED AUTOS						
	UMBRELLA LIAB EXCESS LIAB						EACH OCCURRENCE
	OCCUR CLAIMS-MADE						AGGREGATE
	DED RETENTION \$						PER STATUTE OTH-ER
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						E.L. EACH ACCIDENT
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	Y/N					E.L. DISEASE -EA EMPLOYEE
	If yes, describe under DESCRIPTION OF OPERATIONS below		N/A				E.L. DISEASE - POLICY LIMIT

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

Those usual to the Insured's Operations.

CERTIFICATE HOLDEROroville Union High School District
2211 WASHINGTON AVE
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

Suean L. Castaneda

© 1988-2015 ACORD CORPORATION. All rights reserved.

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

Activity: LP Football Boot-Camp

Date(s): 7/29-8/2 Hours: 24 hrs a day

Location(s): Las Plumas High School

Individuals Responsible for Supervision: Don Frasier, Todd Hayes, Dennis Enser, Joe Hothan

Cell Phone # for the Above Individuals: D.F. 530-321-2987 T.H. 530-990-3265 D.E. 530-514-2791

Additional Chaperones: Phone Number : J.H. 530-624-4547

List of Students Attending Activity (attach list if additional space is needed): _____

Attached upon arrival. _____

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

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

Students have family insurance. Camp is hosted on school grounds. _____

High Risk Categories

The following activity/activities are considered "High Risk" Activities by the Butte Schools Self- Funded Programs (Policy 5.9). For any claims arising out of the specified activity/activities, the District will incur a \$5,000 deductible. Participation in these activities **requires** board approval at least 45 days prior to the activity.

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

Requestor's signature: [Signature]

Date: May 13 2019

Principal's signature: [Signature]

Date: 5/14/19

Superintendent's signature: _____

Date: _____

Date of Board approval: _____

First Reading of BP's and AR's

Complaints Concerning District Employees (BP/AR 1312.1)

(BP/AR revised) Policy updated to reflect a court decision which held that a district cannot bar criticism of employees at public board meetings, and to add referral of complainants to the appropriate complaint procedures when concerns are expressed at a board meeting or to an individual board member outside a board meeting. Policy includes material formerly in AR regarding reports against employees for child abuse or neglect, and adds circumstances under which complaints should be addressed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures or AR 4030 - Nondiscrimination in Employment. Policy also adds material related to the investigation of a complaint, including an anonymous complaint, and includes material formerly in AR regarding appeals to the board. Regulation reorganized and updated to require that complaints be made in writing and to add steps regarding the investigation of the complaint and the notification of the complainant and employee regarding the final decision.

Green School Operations (BP 3510)

(BP revised) Policy expands best practices for environmental accountability in district programs and operations, including involvement of staff at all levels, use of least toxic pest management practices, compliance with green building standards in any new construction, acquisition of reduced or zero emission school buses, limitation of unnecessary idling of school buses or personal vehicles, implementation of green practices in the district's food services program, and use of green school activities as tools for student learning.

Environmental Safety (AR 3514)

(AR revised) Regulation updated to reflect NEW LAW (AB 2453, 2018) which (1) authorizes state facilities modernization grants to be used to update air filtration systems and (2) authorizes districts and schools in communities with a high cumulative exposure to toxic air contaminants to work with air districts and to be eligible for a grant to implement air quality mitigation efforts. Regulation also reflects the July 1, 2019 deadline for completing testing for lead in the drinking water of any school constructed before January 1, 2010, and NEW LAW (AB 2370, 2018) which requires a licensed child care center that is located in a building constructed before January 1, 2010 to have its drinking water tested for lead contamination.

Recovery for Property Loss or Damage (BP/AR 3515.4)

(BP/AR revised) Policy updated to reflect the 2019 limits for parent/guardian liability for property loss or damage caused by a child's willful misconduct and for any reward paid for information leading to the identification of persons responsible for property damage. Policy also reflects NEW LAW (AB 1974) which prohibits the collection of debt owed by a current or former homeless or foster youth. Regulation updated to reflect the requirement to offer an option for a student to provide work in lieu of payment when the parents/guardians are unable to pay, and AB 1974 which allows the district, at its discretion, to offer any student, regardless of ability to pay, a nonmonetary means to settle debt. Regulation also adds a paragraph allowing the district to withhold a student's grades, diplomas, or transcripts until the damages have been recovered. Section on "Payment of Reward" deleted and key concepts moved to BP.

Absences and Excuses (AR 5113)

(AR revised) Regulation updated to reflect NEW LAW (AB 2289) which (1) amends the definition of "immediate family" for the purpose of authorizing certain excused absences, (2) prohibits a district from requiring a physician's note for an absence by a parenting student to care for a sick child, and (3) clarifies that students may be excused from school, under specified conditions, for work in the entertainment or allied industry, participation with a nonprofit performing arts organization in a performance for a public school audience, or other reasons at the discretion of school administrators.

Inter-District Attendance (BP/AR 5117)

(BP/AR revised) Policy updated to delete references to the Open Enrollment Act since schools are not currently being identified as low achieving based on the Academic Performance Index, update legal cites, and clarify the continuing requirement to register as a school district of choice with the Superintendent of Public Instruction and county board of education before enrolling students under that program. Regulation updated to reflect NEW LAW (AB 2826) which adds a requirement, applicable to districts that have entered into interdistrict attendance agreements, to post on their web site the procedures and timelines for requests for interdistrict transfer permits. Regulation also reflects timelines added by AB 2826 for notifying parents/guardians of the district's granting or denial of the transfer request, which differ for current-year and future-year transfer requests, and for the parent/guardian's appeal of the district's decision to the county office of education. In section on "School District of Choice Program," material deleted regarding the denial of a transfer into the district based on a negative impact on a desegregation plan or the racial/ethnic balance of the district, as such grounds are only applicable to transfers out of the district.

Bullying (BP/AR 5131.2)

(BP revised; AR added) Policy updated and regulation added to reflect NEW LAW (AB 2291, 2018) which mandates districts to adopt, on or before December 31, 2019, procedures for preventing acts of bullying, including cyberbullying. Regulation includes material formerly in BP re: bullying prevention measures, staff development, student instruction, reporting, and corrective actions. Regulation also adds definition of bullying and examples of behaviors that may constitute bullying and cyberbullying, and reflects CDE's online training module on bullying developed pursuant to AB 2291.

Dress and Grooming (BP/AR 5132)

(BP/AR revised) Policy updated to address communication of the dress code to students and staff; grant enforcement authority to the principal or designee; prohibit discriminatory enforcement of the dress code, including, but not limited to, discrimination based on gender identity, gender expression, or religious or cultural observance; and address disciplinary action for repeated violations or refusal to comply with the dress code. Policy also provides that the determination of specific items of clothing defined as gang apparel shall be free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics. Regulation updated to provide general, gender-neutral guidelines for the dress code that may be revised to reflect district practice; add circumstances under which the dress code should be modified for classes, activities, or individual students; and call for collaboration with law enforcement agencies to update definitions of gang-related apparel.

Sexual Health and HIV/AIDS Prevention Instruction (BP/AR 6142.1)

(BP/AR revised) Policy updated to more directly reflect the goals of the California Healthy Youth Act, incorporate the legal requirement for districts whose graduation requirements include completion of a health education course to include instruction on the affirmative consent standard, and reflect NEW LAW (SB 1104, 2018) which requires districts offering grades 6-12 to provide information on human trafficking prevention resources to parents/guardians by January 1, 2020. Policy also adds timeline for notification to parents/guardians that they may request to excuse their child from comprehensive sexual health and HIV prevention education. Regulation updated to reflect NEW LAW (AB 1861, 2018) which requires that comprehensive sexual health education include specified information regarding human trafficking, and NEW LAW (AB 1868, 2018) which authorizes instruction regarding the potential risks and consequences of electronically sharing suggestive or sexually explicit materials. Section on "Professional Development" updated to reflect a legal requirement to provide periodic staff development regarding sexual abuse and human trafficking.

World/Foreign Language Instruction (BP/AR 6142.2)

(BP/AR revised) Policy and regulation updated to reflect NEW LAW (Proposition 58, 2016) which authorizes the establishment of dual-language immersion programs that provide integrated language learning and academic instruction for English learners and native speakers of English. Policy also reflects NEW LAW (AB 2290, 2016) which requires the SBE to consider revisions to the state content standards for world languages by March 31, 2019. Regulation reflects provisions of Proposition 58 which (1) delete the requirement that a parent/guardian request a waiver of structured English immersion instruction so that an English learner may participate in a dual-language immersion program, (2) require dual-language immersion programs in grades K-3 to meet class size requirements, and (3) require a parental notice with information on the district's dual-language and other language acquisition programs.

Visual and Performing Arts Education (BP 6142.6)

(BP revised) Policy updated to reflect revised content standards for visual and performing arts, including media arts, adopted by the State Board of Education in January 2019. Policy incorporates the philosophical foundation, lifelong goals, and artistic processes upon which the state standards are based.

High School Graduation Requirements (BP 6146.1)

(BP revised) Policy includes minor revision to clarify that immigrant students enrolled in a newcomer program in grades 11-12 may be eligible for an exemption from locally established graduation requirements, regardless of whether they transferred between schools after the completion of the second year of high school. The policy has also been updated to reflect current district graduation requirements.

Community Relations

Complaints Concerning District Employees

The Governing Board recognizes its accountability to the public for the quality of the district's educational program and the performance of district employees. The district shall provide a process by which a complaint submitted by any person regarding an employee can be resolved impartially, expeditiously, and with minimal disruption to district operations and the educational program.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

When a concern regarding an employee is presented during a Board meeting or to an individual Board member or employee outside of a Board meeting, the complainant shall be informed of the appropriate complaint procedure.

(cf. 9323 - Meeting Conduct)

Any complaint regarding the Superintendent shall be initially filed in writing with the Board. The Board shall consult with legal counsel or appoint an appropriate agent to conduct the investigation.

The Superintendent or designee shall determine whether a complaint against any other employee should be considered a complaint against the district and/or an individual employee, and whether it should be resolved by the district's process for complaints concerning personnel and/or other district procedures. Any complaint of child abuse or neglect alleged against a district employee shall be reported to the appropriate local agencies in accordance with law and BP 5141.4 - Child Abuse Prevention and Reporting. Any complaint alleging that an employee engaged in unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in district programs and activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. Any complaint by an employee, job applicant, volunteer, intern, or independent contractor alleging unlawful discrimination or harassment by an employee shall be filed in accordance with AR 4030 - Nondiscrimination in Employment.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 3555 - Nutrition Program Compliance)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4144/4244/4344 - Complaints)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Any complaint subject to this policy and the accompanying administrative regulation shall be investigated by the principal, the employee's immediate supervisor, the Superintendent or designee, legal counsel, agent of the Board, and/or other appropriate person who is not the subject of the complaint or subordinate to the employee charged in the complaint. The complainant and the employee shall have an opportunity to present information relevant to the complaint.

A complaint that is filed anonymously may be investigated by the Superintendent or designee depending on the specificity and reliability of the information.

Complaints Concerning District Employees (Cont.)

If a complainant requests confidentiality, the Superintendent or designee shall inform the complainant that the request may limit the district's ability to investigate the employee's conduct or take other necessary action. However, the Superintendent or designee shall take all reasonable steps to investigate and resolve the complaint without divulging the complainant's identity.

The Board prohibits retaliation against complainants.

Appeals

If either the complainant or the employee submits an appeal of the Superintendent's decision to the Board, the Board shall determine whether to uphold the Superintendent's decision without hearing the complaint, appoint an appeals committee to advise the Board, or hear the appeal itself.

(cf. 9130 - Board Committees)

If the Board decides to hear the complaint, the matter shall be addressed in closed session in accordance with Government Code 54957 unless the employee requests that it be heard in open session. The Board shall review the original complaint and additional information provided by the Superintendent or designee regarding the steps taken to resolve the issue.

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9323 - Meeting Conduct)

The Board's decision shall be final.

(cf. 4118, 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

33308.1 Guidelines on procedure for filing child abuse complaints

35146 Closed sessions

44031 Personnel file contents and inspection

44811 Disruption of public school activities

44932-44949 Resignation, dismissal and leaves of absence (rights of employee; procedures to follow)

48987 Child abuse guidelines

GOVERNMENT CODE

54957 Closed session; complaints re employees

54957.6 Closed session; salaries or fringe benefits

PENAL CODE

273 Cruelty or unjustifiable punishment of child

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

300 Minors subject to jurisdiction of juvenile court

COURT DECISIONS

Baca v. Moreno Valley Unified School District, (1996) 936 F. Supp. 719

Adopted: 2/1/78

Amended: 5/4/83, 11/15/89, 10/17/01

Community Relations

Complaints Concerning District Employees

Every effort should be made to resolve complaints regarding district employees at the earliest possible stage. Any person who complains about a district employee shall be encouraged to resolve the matter informally through direct communication with the employee whenever possible.

If a complainant is unable or unwilling to resolve the complaint directly with the employee, the complainant may submit a written complaint to the principal or other immediate supervisor of the employee. Complaints related to a principal or district administrator shall be initially filed in writing with the Superintendent or designee. If the complainant is unable to prepare the complaint in writing, administrative staff shall provide assistance in the preparation of the complaint.

A written complaint shall include the full name of the employee involved, a brief but specific summary of the complaint and the facts surrounding it, and a description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter.

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against district employees:

1. When a written complaint is received, the employee who is the subject of the complaint shall be notified within five days or in accordance with the collective bargaining agreement.
2. The principal or other immediate supervisor of the employee shall investigate and attempt to resolve the complaint to the satisfaction of the parties involved within 30 days. A complaint against a school or district administrator shall be investigated by the Superintendent or designee. The investigation may include interviews of the employee, complainant, or witnesses as necessary and/or a review any documentation relevant to the complaint.
3. Both the complainant and employee shall be notified in writing of the final decision regarding the resolution of the complaint.
4. Either the complainant or the employee against whom the complaint was made may appeal the decision. A decision by the principal or immediate supervisor may be appealed to the Superintendent or designee, who shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days. Either the complainant or the employee may appeal the Superintendent's decision to the Governing Board.
5. If the decision is appealed to the Board, the Superintendent or designee shall submit to the Board the following information:
 - a. The full name of each employee involved
 - b. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response

Community Relations

Complaints Concerning District Employees

- c. A copy of the signed original complaint
- d. A summary of the action taken by the Superintendent or designee and the reasons that the problem has not been resolved

Approved: 10/17/01
Amended:

Business and Non-instructional Operations

Green School Operations

The Governing Board believes everyone has a responsibility to be a steward of the environment and desires to integrate environmental accountability into all district programs and operations. The Superintendent or designee shall develop strategies to promote district use of "green" school principles and practices in order to conserve natural resources, reduce the impact of district operations on the environment, and protect the health of students, staff, and the community.

In developing such strategies and assessing the environmental conditions in district facilities and operations, the Superintendent or designee shall involve staff at all levels and with varying job responsibilities, including administrators, certificated staff, and classified staff. As appropriate, the Superintendent or designee may also consult with health professionals; representatives of local governmental agencies, utilities, solid waste and recycling companies, and community organizations; and/or others with expertise.

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 7131 - Relations with Local Agencies)

In selecting and prioritizing strategies, the Superintendent or designee shall give consideration to long-term potential cost savings, initial costs, feasibility of implementation, quality and performance of the product or service, health impacts, environmental considerations, and potential educational value.

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

District strategies may include, but are not limited to:

1. Reducing energy and water consumption, and using renewable and clean energy technologies and alternatives when available

(cf. 3511 - Energy and Water Management)
2. Establishing recycling programs in district facilities

(cf. 3511.1 - Integrated Waste Management)
3. Reducing the consumption of disposable materials by reusing materials and by using electronic rather than paper communications when feasible
4. Using environmentally preferable products and services whenever practical, including, but not limited to, products that:
 - a. Minimize environmental impacts, toxins, pollutants, odors, and hazards
 - b. Contain postconsumer recycled content
 - c. Are durable and long-lasting

Green School Operations (Cont.)

d. Conserve energy and water

e. Reduce waste

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

(cf. 5141.23 - Asthma Management)

5. Using least toxic, independently certified green cleaning products when feasible, as well as high-efficiency cleaning equipment that reduces the need to use chemicals

6. Providing professional development to maintenance staff in the proper use, storage, and disposal of cleaning supplies

(cf. 4231 - Staff Development)

7. Using effective, least toxic pest management practices for the control and management of pests

(cf. 3514.2 - Integrated Pest Management)

8. Ensuring that any construction of new facilities complies with green building standards pursuant to 24 CCR 101.1-703.1, and focusing on sustainability and student health in the design and implementation of facilities modernization projects

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7150 - Site Selection and Development)

9. Reducing vehicle emissions by:

a. Encouraging students to walk or bicycle to school or to use district or public transportation

(cf. 5142.2 - Safe Routes to School Program)

b. Using reduced or zero emission school buses and vehicles and providing accompanying infrastructure such as charging stations

(cf. 3540 - Transportation)

c. Limiting unnecessary idling of school buses in accordance with 13 CCR 2480

d. Limiting unnecessary idling of personal vehicles by encouraging parents/guardians, through signage or other means of communication, to turn off their vehicles when parked on and around school grounds

Green School Operations (Cont.)

10. Implementing green school practices in the district's food service programs by:
 - a. Providing fresh, locally sourced, unprocessed, organic food, including plant-based options, when available
 - b. Reducing food packaging and using packaging that is recyclable and/or biodegradable
 - c. Utilizing reusable products
 - d. Encouraging zero-waste lunches when food is brought from home
 - e. Maintaining a system for food waste, such as composting
 - f. Providing sharing tables where unused cafeteria food items may, in accordance with Health and Safety Code 114079, be returned for student use or donated to a food bank or other nonprofit charitable organization

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
 11. Integrating green school practices and activities into the educational program by providing instruction to students on the importance of the environment, involving students in the implementation and evaluation of green school activities and projects as appropriate, and utilizing green school activities and projects as learning tools
- (cf. 6142.5 - Environmental Education)

Legal Reference:

EDUCATION CODE

8700-8707 Environmental education

17070.96 Leroy F. Greene School Facilities Act of 1996, consideration of high performance standards

17072.35 New construction grants; use for designs and materials for high performance schools

17608-17614 Healthy Schools Act of 2000

32370-32376 Recycling paper

33541 Environmental education

101012 Kindergarten through 12th grade school facilities program

FOOD AND AGRICULTURAL CODE

13180-13188 Healthy Schools Act of 2000

HEALTH AND SAFETY CODE

114079 General food safety requirements; unused or returned food

PUBLIC CONTRACT CODE

12400-12404 Environmentally preferable purchasing

PUBLIC RESOURCES CODE

25410-25422 Energy conservation assistance

40050-40063 Integrated waste management act

42630-42647 Schools site source reduction and recycling assistance program

Green School Operations (Cont.)

CODE OF REGULATIONS, TITLE 2

1859.70.4 Funding for high performance incentive grants

1859.71.6 Additional grant for high performance incentive, new construction

1859.77.4 Additional grants for high performance incentive, site and modernization

CODE OF REGULATIONS, TITLE 5

14010 Standards for school site selection

CODE OF REGULATIONS, TITLE 13

2480 Limitation to school bus idling and idling at schools

CODE OF REGULATIONS, TITLE 24

101.1-703.1 Green building standards

Management Resources:

CALIFORNIA AIR RESOURCES BOARD PUBLICATIONS

School Bus Fleet Webinar, April 20, 2018

COLLABORATIVE FOR HIGH PERFORMING SCHOOLS PUBLICATIONS

CHPS Best Practices Manual

GLOBAL GREEN USA PUBLICATIONS

Healthier, Wealthier, Wiser: A Report on National Green Schools

GREEN SCHOOLS INITIATIVE PUBLICATIONS

Green Schools Buying Guide

HEALTHY SCHOOLS CAMPAIGN PUBLICATIONS

The Quick and Easy Guide to Green Cleaning in Schools, 2nd ed., 2008

WEB SITES

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

California Air Resources Board: <http://www.arb.ca.gov>

California Department of General Services, Green California: <http://www.green.ca.gov>

California Energy Commission: <http://www.energy.ca.gov>

Collaborative for High Performance Schools: <http://www.chps.net>

Global Green USA: <http://www.globalgreen.org>

Green Schools Initiative: <http://www.greenschools.net>

Healthy Schools Campaign: <http://www.healthyschoolscampaign.org/programs/gcs>

U.S. Environmental Protection Agency: <http://www.epa.gov>

U.S. Green Building Council, LEED Green Building Rating System: <http://www.usgbc.org>

Adopted: 10/19/11

Amended:

Business and Non-instructional Operations

Environmental Safety

The Superintendent may designate and train one or more employees to oversee and coordinate the district's environmental safety program(s). The responsibilities of the coordinator(s) shall include, but are not limited to, overseeing assessments of district facilities, recommending strategies for the prevention and mitigation of environmental health risks, ensuring effective implementation of environmental safety strategies, and reporting to the Superintendent regarding the district's progress in addressing environmental safety concerns.

(cf. 3510 - Green School Operations)
(cf. 3511 - Energy and Water Management)
(cf. 3517 - Facilities Inspection)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 5142 - Safety)
(cf. 7111 - Evaluating Existing Buildings)
(cf. 7150 - Site Selection and Development)

Indoor Air Quality

In order to provide proper ventilation, humidity, and temperature in school facilities and to reduce indoor air contaminants, the following strategies shall be implemented:

1. Mechanically driven heating, ventilation, and air conditioning systems shall be operated continuously during working hours except under the circumstances specified in 8 CCR 5142. The systems shall be inspected at least annually and problems corrected within a reasonable time. Where the air supply is filtered, the filters shall be replaced or cleaned regularly to prevent significant reductions in airflow. Documentation of inspections, tests of ventilation rates, and maintenance shall be retained for at least five years. (8 CCR 5142-5143)

(cf. 3580 - District Records)

Staff shall ensure that airflow is not obstructed by the blocking of ventilators with posters, furniture, books, or other obstacles.

2. School facilities shall be regularly inspected for water damage, spills, leaks in plumbing and roofs, poor drainage, and improper ventilation so as to preclude the buildup of mold and mildew and prevent accidents due to unsafe conditions. Wet building materials and furnishings shall be dried within 48 hours if possible to prevent mold growth. When evidence of mold or mildew is found, maintenance staff shall locate and repair the source of water intrusion and remove or clean moldy materials.
3. Exterior wall and foundation cracks and openings shall be sealed as soon as possible to minimize seepage of radon into buildings from surrounding soils.
4. Least toxic pest management practices shall be used to control and manage pests at school sites. (Education Code 17608-17614; Food and Agriculture Code 13182)

(cf. 3514.2 - Integrated Pest Management)

Environmental Safety (Cont.)

5. A carbon monoxide detector or alarm shall be installed in all school buildings that contain a fuel-burning appliance, fireplace, or forced-air furnace, unless otherwise exempted by state law or regulations. The device or alarm shall be located in close proximity to the appliance in order to accurately detect and alert school personnel of any leakage of carbon monoxide. (24 CCR 915.1-915.7)

6. Schedules and practices for routine housekeeping and maintenance shall be designed to effectively reduce levels of dust, dirt, and debris. Plain water, soap and water, or low-emission cleaning products shall be used whenever possible. Aerosols, including air fresheners and other products containing ozone, shall be avoided to the extent possible.

(cf. 5141.23 - Asthma Management)

7. Painting of school facilities and maintenance or repair activities that require the use of potentially harmful substances shall be limited to those times when school is not in session. Following any such activity, the facility shall be properly ventilated with adequate time allowed prior to reopening for use by any person.

8. Paints, adhesives, and solvents shall be used and stored in well-ventilated areas. These items shall be purchased in small quantities to avoid storage exposure.

(cf. 3514.1 - Hazardous Substances)

9. To the extent possible, printing and duplicating equipment that may generate indoor air pollutants, such as methyl alcohol or ammonia, shall be placed in locations that are well ventilated and not frequented by students and staff.

10. The district's tobacco-free schools policy shall be consistently enforced in order to reduce the health risks caused by second-hand smoke.

(cf. 3513.3 - Tobacco-Free Schools)

11. Staff and students shall be asked to refrain from bringing common irritants such as furred or feathered animals, stuffed toys that may collect dust mites, scented candles, incense, or air fresheners and from using perfume or cologne, scented lotion or hair spray, nail polish or nail polish remover, or other personal care products that are not fragrance-free in classrooms, school buses, or other enclosed areas or buildings.

(cf. 6163.2 - Animals at School)

Outdoor Air Quality

The Superintendent or designee may coordinate with the local air resources control board and monitor local health advisories and outdoor air quality alerts to obtain forecasts of ozone levels, particle pollution, ultraviolet radiation levels, and/or temperature and humidity.

Whenever a forecast indicates a significant health risk, the Superintendent or designee shall communicate with each principal so that outdoor activities, especially those requiring prolonged or heavy exertion, may be avoided, limited in duration, or modified as necessary for all persons or for persons who may be particularly susceptible to the health risk involved.

Environmental Safety (Cont.)

- (cf. 3516 - Emergencies and Disaster Preparedness Plan)
- (cf. 3516.5 - Emergency Schedules)
- (cf. 5141.7 - Sun Safety)
- (cf. 6142.7 - Physical Education and Activity)
- (cf. 6145 - Extracurricular and Co-curricular Activities)
- (cf. 6145.2 - Athletic Competition)

Reduction of Vehicle Emissions

In order to reduce public exposure to toxic air contaminants, school bus drivers and other drivers of commercial motor vehicles shall limit unnecessary idling of vehicles at or near schools in accordance with 13 CCR 2480. The Superintendent or designee may also request parents/guardians to turn off their vehicles when they are idling on school grounds and encourage students to walk and/or bicycle to school.

- (cf. 3540 - Transportation)
- (cf. 3541.1 - Transportation for School-Related Trips)
- (cf. 3542 - School Bus Drivers)
- (cf. 5142.2 - Safe Routes to School Program)

Any school bus that is diesel-fueled, dual-fueled, or alternative diesel-fueled and has a gross vehicle weight rating over 14,000 pounds shall be equipped with a particulate filter designed to reduce particulate matter emissions, oxides of nitrogen emissions, and other pollutants. (13 CCR 2025)

Drinking Water Safety

The quality and safety of the district's drinking water sources shall be regularly assessed, and drinking fountains shall be regularly cleaned and maintained, to ensure that drinking water consumed at school does not contain dirt, mold, lead, or other impurities or contaminants that may cause serious health concerns.

Whenever any contaminants in the drinking water are determined to be a concern, the Superintendent or designee shall take reasonable steps to identify the source and mitigate any potential problem to ensure the availability of safe drinking water. As needed, the Superintendent or designee shall provide alternative sources of drinking water, such as bottled water or on-site water filtration, to ensure that students have access to fresh drinking water at mealtimes and at other times throughout the day.

- (cf. 3550 - Food Service/Child Nutrition Program)

Whenever testing of drinking water finds concentrations of lead that exceed federal and state standards, the Superintendent or designee shall notify parents/guardians and take immediate steps to shut down and make inoperable any fountains or faucets where excess lead levels may exist.

Environmental Safety (Cont.)

Prevention of Lead Exposure

In addition to testing for the presence of lead in drinking water in district schools, the following steps shall be taken to minimize potential exposure to lead in school facilities:

1. School facilities shall be kept as dust-free and clean as possible.
2. Lead-based paint, lead plumbing and solders, or other potential sources of lead contamination shall not be used in the construction of any new school facility or the modernization or renovation of any existing school facility. (Education Code 32244)
3. Lead exposure hazards shall be evaluated before any renovation or remodeling is begun, and children shall not be allowed in or near buildings in which these activities may create lead dust. Contractors and workers shall comply with state and federal standards related to the handling and disposal of lead debris and the clean-up and containment of dust within the construction area.
4. Lead-based painted surfaces that are in good condition shall be kept intact. If lead-based paint is peeling, flaking, or chalking, contractors or workers shall follow state and federal standards for safe work practices to minimize contamination when removing the paint.
5. Soil with low lead content may be covered with grass, other plantings, concrete, or asphalt. For soil with high lead content, removal and abatement are required.

Any action to abate existing lead hazards shall be taken only by contractors, inspectors, and workers certified by the California Department of Public Health in accordance with 17 CCR 35001-35099. (Education Code 32243)

The Superintendent or designee shall notify parent/guardians, teachers, and staff members if significant risk factors for lead exposure are found. (Education Code 32243)

Prevention of Mercury Exposure

The Superintendent or designee shall identify any mercury-containing products that are present in district facilities and, to the extent possible, shall replace them with mercury-free alternatives.

Staff shall receive information about proper procedures to follow in the event of a mercury spill. Clean-up instructions, a clearly labeled kit with necessary clean-up supplies, and a list of local resources shall be readily accessible.

In the event of a spill, staff shall evacuate all students from the immediate area of the spill, ensure that any clothing or other items with mercury on them remain in the room, open windows to the outside, and close doors to other parts of the school. Staff who are trained in proper clean-up procedures may carefully clean a small spill. As needed for larger or difficult-to-clean spills, the Superintendent or designee shall use an experienced professional referred by the local health department or environmental agency.

Any products containing mercury shall be properly disposed at an appropriate hazardous waste collection facility.

Environmental Safety (Cont.)

Asbestos Management

The Superintendent shall designate an employee who shall ensure that the district's responsibilities related to asbestos inspection and abatement are implemented in accordance with federal and state regulations. This employee shall receive adequate training to perform these duties, including, as necessary, training on the health effects of asbestos; detection, identification, and assessment of asbestos-containing building materials; options for controlling asbestos-containing building materials; asbestos management programs; and relevant federal and state regulations. (40 CFR 763.84)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The designated employee shall ensure that the district complies with the following requirements:

1. School facilities shall be inspected for asbestos-containing building materials as necessary in accordance with the following:
 - a. Any school building that is leased, acquired, or otherwise used by the district shall be inspected for asbestos-containing building materials prior to its use as a school building, unless exempted by federal regulations. (40 CFR 763.85, 763.99)
 - b. At least once every six months, the district shall conduct a periodic surveillance consisting of a visual inspection of each school building that contains or is assumed to contain asbestos-containing building materials. (40 CFR 763.92)
 - c. At least once every three years, the district shall conduct a re-inspection of all known or assumed asbestos-containing building materials in each school building. (40 CFR 763.85)
2. Based on the results of the inspection, an appropriate response which is sufficient to protect human health and the environment shall be determined from among the options specified in 40 CFR 763.90. The district may select the least burdensome response, taking into consideration local circumstances, including occupancy and use patterns within the school building and economic concerns such as short-term and long-term costs. (40 CFR 763.90)
3. An asbestos management plan for each school site shall be maintained and regularly updated to keep it current with ongoing operations and maintenance, periodic surveillance, inspection, re-inspection, and response action activities. (15 USC 2643; 40 CFR 763.93)

The asbestos management plan shall be available for inspection in district and school offices during normal business hours. Parent/guardian, teacher, and employee organizations shall be annually informed of the availability of these plans. (40 CFR 763.84, 763.93)

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

(cf. 5145.6 - Parental Notifications)

4. Staff, students, and parents/guardians shall be informed at least once each school year about any inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities, that are planned or in progress. (40 CFR 763.84)

Environmental Safety (Cont.)

5. Inspections, re-inspections, periodic surveillance, and response actions, including operations and maintenance, shall be conducted in compliance with state and federal regulations for the protection and safety of workers and all other individuals. (Education Code 49410.5; 40 CFR 763.84, 763.90)

Asbestos inspection and abatement work, preparation of a management plan, and any maintenance activities that may disturb asbestos-containing building materials, except for emergency repairs or small-scale, short-duration maintenance activities, shall be completed by state-certified asbestos inspectors or contractors. (15 USC 2646; 40 CFR 763.84, 763.85, 763.91)

6. All custodial and maintenance employees shall be properly trained in accordance with applicable federal and/or state regulations. (40 CFR 763.84)

All district maintenance and custodial staff who may work in a building that contains asbestos-containing building materials, regardless of whether they are required to work with such materials, shall receive at least two hours of related asbestos awareness training. New maintenance and custodial staff shall receive such training within 60 days after beginning employment. Any maintenance or custodial staff who conduct activities that will disturb asbestos-containing building materials shall receive 14 hours of additional training. The trainings shall address the topics specified in 40 CFR 763.92. (15 USC 2655; 40 CFR 763.84, 763.92)

7. Short-term workers, such as telephone repair workers, utility workers, or exterminators, who may come in contact with asbestos in a school shall be provided information regarding the locations of known or suspected asbestos-containing building materials. (40 CFR 763.84)
8. Warning labels shall be posted immediately adjacent to any known or suspected asbestos-containing building material located in routine maintenance areas in accordance with 40 CFR 763.95. (40 CFR 763.84)

The district shall maintain, in both the district and school offices and for a period of three years, records pertaining to each preventive measure and response action taken; staff training; periodic surveillances conducted; cleaning, operations, and maintenance activities; and any fiber release episode. (40 CFR 763.94)

Adopted: 11/7/12
Amended: 4/20/16, 11/27/18

Business and Non-instructional Operations

Recovery for Property Loss or Damage

The Governing Board desires to create a safe and secure learning environment and to minimize acts of vandalism and damage to school property. When district property is damaged due to the willful misconduct of a student or other person, the district shall seek reimbursement of damages, within the limitations specified in law, from the parent/guardian of a minor child or from any other responsible individual.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515 - Campus Security)
(cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)
(cf. 4158/4258/4358 - Employee Security)
(cf. 5131 - Conduct)
(cf. 5131.5 - Vandalism and Graffiti)
(cf. 5136 - Gangs)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

The district may collect debt owed by a student or former student as a result of vandalism or to cover the replacement cost of district books, supplies, or property loaned to a student that the student willfully fails to return or that is willfully cut, defaced, or otherwise injured. However, this policy shall not apply to a student who is a current or former homeless or foster child or youth. (Education Code 48904, 49014)

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)

Rewards

The Board may offer and pay a reward for information leading to the determination of the identity of, and the apprehension of, any person who willfully damages or destroys any district property. (Government Code 53069.5)

The Board authorizes the Superintendent or designee to offer a reward in any amount deemed appropriate, not exceeding \$2,500. A reward in excess of \$2,500 shall be authorized in advance by the Board.

The Superintendent or designee shall disburse the reward when the guilt of the person responsible for the act has been established by a criminal conviction or other appropriate judicial procedure. If more than one person provides information, the reward shall be divided among them as appropriate.

Legal Reference:

EDUCATION CODE

19910 Libraries, malicious cutting, tearing, defacing, breaking or injuring
19911 Libraries, willful detention of property
44810 Willful interference with classroom conduct
48904 Liability of parent/guardian for willful misconduct
49014 Public School Fair Debt Collection Act

OROVILLE UNION HIGH SCHOOL DISTRICT

BP 3515.4 (b)

Recovery for Property Loss or Damage

CIVIL CODE

1714.1 Liability of parent or guardian for act of willful misconduct by a minor

GOVERNMENT CODE

53069.5 Reward for information concerning person causing death, injury, or property damage

53069.6 Actions to recover damages

54951 Local agency, definition

PENAL CODE

484 Theft defined

594 Vandalism

594.1 Aerosol paint and etching cream

640.5 Graffiti; facilities or vehicles of governmental entity

640.6 Graffiti

Management Resources:

WEB SITES

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

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

Judicial Council of California: <http://www.courts.ca.gov>

Adopted: 12/15/07
Amended: 11/4/09

OROVILLE UNION HIGH SCHOOL DISTRICT

AR 3515.4 (a)

Business and Non-instructional Operations

Recovery for Property Loss or Damage

District employees shall report any damage to or loss of school property to the Superintendent or designee immediately after such damage or loss is discovered.

(cf. 3530 - Risk Management/Insurance), (cf. 5131.5 - Vandalism and Graffiti)

The Superintendent or designee shall conduct a complete investigation of any instance of damage to or loss of school property and shall consult law enforcement officials when appropriate.

(cf. 3515.3 - District Police/Security Department)

When the individual causing the damage or loss has been identified and the costs of repair, replacement, or cleanup determined, the Superintendent or designee shall take all practical and reasonable steps to recover the district's costs and shall consult with the district's legal counsel and/or insurance carrier, as appropriate.

Such steps may include the filing of a civil complaint in a court of competent jurisdiction to recover damages from the responsible person and, if the responsible person is a minor, from the parent/guardian in accordance with law. Damages may include the cost of repair or replacement of the property, the payment of any reward, interest, court costs, and all other damages as provided by law.

If the responsible person is a minor student of the district and the student's parents/guardians are unable to pay for the damages or to return the property, the district shall offer a program of voluntary work for the student in lieu of the payment of monetary damages. The district may offer any other student or former student, with parent/guardian permission, the option to provide service, work, or other alternative, nonmonetary forms of compensation to settle the debt owed as a result of property loss or damage. Service or work exchanged for repayment of a debt shall comply with all provisions of the Labor Code related to youth employment. (Education Code 48904, 49014)

The Superintendent or designee may withhold the student's grades, diploma, and/or transcripts until the student's parents/guardians have paid for the damages or the voluntary work has been completed. Prior to withholding a student's grades, diploma, or transcripts, due process shall be afforded the student in accordance with law. (Education Code 48904)

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

In addition, the Superintendent or designee shall initiate appropriate disciplinary procedures against the student.

(cf. 5131 - Conduct)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

Approved: 12/15/04
Amended: 11/4/09

Students

Absences and Excuses

Excused Absences

Subject to any applicable limitation, condition, or other requirement specified in law, a student's absence shall be excused for any of the following reasons:

1. Personal illness (Education Code 48205)
2. Quarantine under the direction of a county or city health officer (Education Code 48205)
(cf. 5112.2 - Exclusions from Attendance)
3. Medical, dental, optometrical, or chiropractic appointment (Education Code 48205)
4. Attendance at funeral services for a member of the student's immediate family (Education Code 48205)

Such absence shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state. (Education Code 48205)

5. Jury duty in the manner provided by law (Education Code 48205)
6. Illness or medical appointment of a child to whom the student is the custodial parent (Education Code 48205)
(cf. 5146 - Married/Pregnant/Parenting Students)
7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)
 - a. Appearance in court
 - b. Attendance at a funeral service
 - c. Observance of a religious holiday or ceremony
 - d. Attendance at religious retreats for no more than four hours per semester
 - e. Attendance at an employment conference
 - f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)

(cf. 6142.3 - Civic Education)

Absences and Excuses (Cont.)

9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)

Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee. (Education Code 48205)

(cf. 6173.2 - Education of Children of Military Families)

10. Attendance at a naturalization ceremony to become a United States citizen (Education Code 48205)
11. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school (Education Code 46014)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

Absence for student participation in religious exercises or instruction shall not be considered an absence for the purpose of computing average daily attendance if the student attends at least the minimum school day as specified in AR 6112 - School Day, and is not excused from school for this purpose on more than four days per school month. (Education Code 46014)

(cf. 6112 - School Day)

12. Work in the entertainment or allied industry (Education Code 48225.5)

Such absence shall be excused provided that the student holds a work permit authorizing such work and is absent for a period of not more than five consecutive days and up to five absences per school year. (Education Code 48225.5)

13. Participation with a nonprofit performing arts organization in a performance for a public school audience (Education Code 48225.5)

A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school. (Education Code 48225.5)

14. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances (Education Code 48205, 48260)

For the purpose of the absences described above, immediate family means the student's parent/guardian, brother or sister, grandparent, or any other relative living in the student's household. (Education Code 48205)

Absences and Excuses (Cont.)

Method of Verification

Student absence to care for a child for whom the student is the custodial parent shall not require a physician's note. (Education Code 48205)

For other absences, the student shall, upon returning to school following the absence, present a satisfactory explanation verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having charge or control of the student, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

When an absence is planned, the principal or designee shall be notified prior to the date of the absence when possible.

The following methods may be used to verify student absences:

1. Written note, fax, email, or voice mail from parent/guardian or parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student
 - b. Name of parent/guardian or parent representative
 - c. Name of verifying employee
 - d. Date(s) of absence
 - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in item #2 above.
4. Physician's verification.
 - a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may request a note from the medical office to confirm the time of the appointment.
 - b. If a student shows a pattern of chronic absenteeism due to illness, district staff may require physician verification of any further student absences.

(cf. 5113.11 - Attendance Supervision)

(cf. 5113.1 - Chronic Absence and Truancy)

Absences and Excuses (Cont.)

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall:

1. Notify parents/guardians of the right to excuse a student from school in order to participate in religious exercises or to receive moral and religious instruction at their places of worship, or at other suitable places away from school property designated by a religious group, church, or denomination (Education Code 46014, 48980)
2. Notify students in grades 7-12 and the parents/guardians of all students enrolled in the district that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian (Education Code 46010.1)
3. Notify parents/guardians that a student shall not have a grade reduced or lose academic credit for any excused absence if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time. Such notice shall include the full text of Education Code 48205. (Education Code 48980)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5145.6 - Parental Notifications)

(cf. 6154 - Homework/Makeup Work)

Students

Inter-District Attendance

The Governing Board recognizes that parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons, desire to enroll their children in a school in another district.

(cf. 5111.1 - District Residency)

(cf. 5116.1 – Intra-district Open Enrollment)

Inter-district Attendance Agreements and Permits

The agreement shall specify the terms and conditions under which inter-district attendance shall be permitted or denied. It also may contain standards agreed to by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the inter-district attendance agreement.

Transportation

The district shall not provide transportation beyond any school attendance area. Upon request of a student's parent/guardian, the Superintendent or designee may authorize transportation for an inter-district transfer student to and from designated bus stops within the attendance area of the school that the student attends if space is available.

Legal Reference:

EDUCATION CODE

41020 Annual district audits

46600-46610 Inter-district attendance agreements

48204 Residency requirements for school attendance

48300-48317 Student attendance alternatives, school district of choice program

48900 Grounds for suspension or expulsion; definition of bullying

48915 Expulsion; particular circumstances

48915.1 Expelled individuals; enrollment in another district

48918 Rules governing expulsion procedures

48980 Notice at beginning of term

48985 Notices to parents in language other than English

52317 Regional occupational center/program, enrollment of students, inter-district attendance

CALIFORNIA CONSTITUTION

Article 1, Section 31 Nondiscrimination on the basis of race, sex, color, ethnicity, or national origin

ATTORNEY GENERAL OPINIONS

87 Ops.Cal.Atty.Gen. 132 (2004)

84 Ops.Cal.Atty.Gen. 198 (2001)

OROVILLE UNION HIGH SCHOOL DISTRICT

BP 5117 (b)

Inter-District Attendance (Cont.)

COURT DECISIONS

Walnut Valley Unified School District v. the Superior Court of Los Angeles County, (2011) 192 Cal.App.4th 234

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

Management Resources:

WEB SITES

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

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

Adopted: 2/2/94
Revised: 9/5/01, 12/5/07, 2/2/11, 10/17/12, 2/28/18

Students

Inter-District Attendance

In accordance with an agreement between the Governing Board and the board of another district, a permit authorizing a student of either district to enroll in the other district may be issued upon approval of both districts.

The district shall post on its web site the procedures and timelines for requesting an inter-district transfer permit, including a link to BP 5117 - Inter-district Attendance. The posted information shall include, but is not limited to: (Education Code 46600.1, 46600.2)

1. The date upon which the district will begin accepting and processing inter-district transfer requests for the following school year
2. The reasons for which the district may approve or deny a request, and any information or documents that must be submitted as supporting evidence
3. If applicable, the process and timelines by which a denial of a request may be appealed within the district before the district renders a final decision
4. A statement that failure of a parent/guardian to meet any timelines established by the district shall be deemed an abandonment of the request
5. Applicable timelines for processing a request, including the following statements:
 - a. For an inter-district transfer request received by the district 15 or fewer calendar days before the commencement of instruction in the school year for which the transfer is sought, the district will notify the parent/guardian of its final decision within 30 calendar days from the date the request was received.
 - b. For an inter-district transfer request received by the district more than 15 days before the commencement of instruction in the school year for which the inter-district transfer is sought, the district will notify the parent/guardian of its final decision as soon as possible, but no later than 14 calendar days after the commencement of instruction in the school year for which transfer is sought.
6. The conditions under which an existing inter-district transfer permit may be revoked or rescinded

Priority for inter-district attendance shall be given to a student who has been determined by staff of either the district of residence or district of proposed enrollment to be a victim of an act of bullying, as defined in Education Code 48900(r), committed by a student of the district of residence. (Education Code 46600)

(cf. 5131.2 - Bullying)

In addition, the Superintendent or designee may approve an inter-district attendance permit for a student for any of the following reasons when stipulated in the agreement:

1. To meet the child care needs of the student, only as long as the student's child care provider remains within district boundaries

Inter-District Attendance (Cont.)

(cf. 5148 - Child Care and Development)

2. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel

(cf. 6159 - Individualized Education Program)

3. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance
4. To allow the student to complete a school year when the student's parents/guardians have moved out of the district during that year
5. To allow the student to remain with a class graduating that year from an elementary, middle, or senior high school
6. To allow a high school senior to attend the same school attended as a junior, even if the student's family moved out of the district during the junior year
7. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the school year in the district
8. When the student will be living out of the district for one year or less
9. When recommended by the school attendance review board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5113.12 - District School Attendance Review Board)

10. When there is valid interest in a particular educational program not offered in the district of residence
11. To provide a change in school environment for reasons of personal and social adjustment

The Superintendent or designee may deny initial requests for inter-district attendance permits due to limited district resources, overcrowding of school facilities at the relevant grade level, or other considerations that are not arbitrary. However, once a student is admitted, the district shall not deny continued attendance because of overcrowded facilities at the relevant grade level.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

If the transfer request is for a school year that begins within 15 calendar days of the receipt of the request, the Superintendent or designee shall notify the parent/guardian of the final decision within 30 calendar days of receiving the request. If the transfer request is for a school year that begins more than 15 calendar days after the receipt of the request, the parent/guardian shall be notified of the final decision as soon as possible, but no later than 14 calendar days after the commencement of instruction during that school year. (Education Code 46600.2)

Inter-District Attendance (Cont.)

If a student's inter-district transfer request is denied, the Superintendent or designee shall, in writing, notify the parents/guardians of their right to appeal to the County Board of Education within 30 calendar days from the date of the final denial. (Education Code 46600.2)

(cf. 5145.6 - Parental Notifications)

All notices to parents/guardians regarding the district's decision on any request for inter-district transfer shall conform to the translation requirements of Education Code 48985, and may be provided by regular mail, electronic format if the parent/guardian provides an email address, or by any other method normally used to communicate with parents/guardians in writing. (Education Code 46600.2)

Pending a decision by the two districts or by the County Board on appeal, the Superintendent or designee may provisionally admit a student who resides in another district for a period not to exceed two school months, provided the district is the district of proposed enrollment. If the decision has not been rendered by the conclusion of two school months and the districts or County Board is still operating within the prescribed timelines, the student shall not be allowed to continue attending the district school to which the student was provisionally admitted. (Education Code 46603)

Students who are under consideration for expulsion or who have been expelled may not appeal inter-district attendance denials or rescissions while expulsion proceedings are pending or during the term of the expulsion. (Education Code 46601)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Once a student is admitted to a school on the basis of an inter-district attendance permit, the student shall not be required to reapply for an inter-district transfer and shall be allowed to continue to attend the school of enrollment, unless reapplication standards are otherwise specified in the inter-district attendance agreement. Existing inter-district attendance permits shall not be rescinded after June 30 following a student's completion of grade 10 or for any student entering grade 11 or 12 in the subsequent school year. (Education Code 46600)

Transfers Out of the District

A student whose parent/guardian is in active military duty shall not be prohibited from transferring out of the district, provided the school district of proposed enrollment approves the application for transfer. (Education Code 46600, 48307)

The district may limit transfers out of the district to a school district of choice under any of the following circumstances: (Education Code 48307)

1. The number of student transfers out of the district to a school district of choice has reached the limit specified in Education Code 48307 based on the district's average daily attendance.
2. The County Superintendent of Schools has given the district a negative budget certification or has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from this district to a school district of choice.

Inter-District Attendance (Cont.)

(cf. 3100 - Budget)

3. The Board determines that the transfer would negatively impact any of the following:
(Education Code 48307)
 - a. A court-ordered desegregation plan
 - b. A voluntary desegregation plan of the district, consistent with the California Constitution, Article 1, Section 31
 - c. The racial and ethnic balance of the district, consistent with the California Constitution, Article 1, Section 31

Adopted: 12/5/07
Amended: 2/2/11, 10/17/12, 2/28/18

Students

Bullying

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

(cf. 5131 - Conduct)
(cf. 5136 - Gangs)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6020 - Parent Involvement)

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.3 - Uniform Complaint Procedures)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Bullying (Cont.)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying Module

California's Social and Emotional Learning: Guiding Principles, 2018

Social and Emotional Learning in California: A Guide to Resources, 2018

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

Bullying (Cont.)

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

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lss>

California Office of the Attorney General: <http://oag.ca.gov>

Center on Great Teachers and Leaders: <http://gtlcenter.org>

Collaborative for Academic Social and Emotional Learning: <http://casel.org>

Common Sense Media: <http://www.commonsensemedia.org>

National School Safety Center: <http://www.schoolsafety.us>

Partnership for Children and Youth: <http://www.partnerforchildren.org>

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

Adopted: 3/20/13

Amended: 5/15/13, 9/2/15, 6/3/18

Students

Bullying

Definitions

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6163.4 - Student Use of Technology)

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

2. Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Bullying (Cont.)

3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Bullying (Cont.)

(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.94 - History-Social Science Instruction)

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

(cf. 1312.3 - Uniform Complaint Procedures)

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Bullying (Cont.)

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

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

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

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

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

(cf. 6164.2 - Guidance/Counseling Services)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

(cf. 5141.52 - Suicide Prevention)

Students

Dress and Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or is likely to cause a substantial disruption to the educational program.

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 5145.2 - Freedom of Speech/Expression)

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

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

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

Dress and Grooming (Cont.)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5136 - Gangs)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

Legal Reference:

EDUCATION CODE

220 Nondiscrimination

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

COURT DECISIONS

Jacobs v. Clark County School District, (2008) 26 F. 3d 419

Harper v. Poway Unified School District, (2006) 445 App. 3d 166

Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993)

827 F.Supp. 1459

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

Hazelwood School District v. Kuhlmeier, (1988) 108 S. Ct. 562

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Adopted: 4/78
Amended: 9/5/07

Students

Dress and Grooming

In cooperation with teachers, students, and parents/guardians, the principal or designee may establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

The following guidelines shall apply to all regular school activities:

1. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
2. Appropriate shoes must be worn at all times.
3. Hats, caps, and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and co-curricular activities.

(cf. 3260 - Fees and Charges)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6145 - Extracurricular and Co-curricular Activities)
(cf. 6145.2 - Athletic Competition)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

(cf. 5141.7 - Sun Safety)

Dress and Grooming (Cont.)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Uniforms

In schools that require a schoolwide uniform, the principal, staff, and parents/guardians of the school shall jointly select the specific uniform to be worn. (Education Code 35183)

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code 35183)

(cf. 5145.6 - Parental Notifications)

Parents/guardians shall also be informed of their right to have their child exempted.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Instruction

Sexual Health & HIV/AIDS Prevention Instruction

The Governing Board desires to provide a well-planned, integrated sequence of medically accurate and inclusive instruction on comprehensive sexual health and human immunodeficiency virus (HIV) prevention. The district's educational program shall address the goals of the California Healthy Youth Act pursuant to Education Code 51930-51939, including providing students with the knowledge and skills necessary to protect them from risks presented by sexually transmitted infections, unintended pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking and to have healthy, positive, and safe relationships and behaviors. The district's educational program shall also promote students' understanding of sexuality as a normal part of human development and their development of healthy attitudes and behaviors concerning adolescent growth and development, body image, gender, gender identity, gender expression, sexual orientation, relationships, marriage, and family.

(cf. 5030 - Student Wellness)

(cf. 5141.22 - Infectious Diseases)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6142.8 - Comprehensive Health Education)

The district shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-12 at least once in junior high or middle school and at least once in high school. (Education Code 51934)

(cf. 6143 - Courses of Study)

The district's comprehensive sexual health education program shall include information on the affirmative consent standard. Affirmative consent is defined as affirmative, conscious, and voluntary agreement to engage in sexual activity. Teachers delivering such instruction shall consult information related to sexual harassment and violence in the state health curriculum framework. (Education Code 51225.36, 67386)

The Superintendent or designee shall identify appropriate methods for informing the school community about subjects related to the district's comprehensive sexual health and HIV prevention education. The Superintendent or designee shall use such identified methods to inform parents/guardians of students in grades 6-12 about human trafficking prevention resources, as required pursuant to Education Code 49381.

Parent/Guardian Consent

At the beginning of each school year or at the time of a student's enrollment, parents/guardians shall be notified, in the manner specified in the accompanying administrative regulation, that they may request in writing that their child be excused from participating in comprehensive sexual health and HIV prevention education. Students so excused by their parents/guardians shall be given an alternative educational activity. (Education Code 51240, 51938, 51939)

(cf. 5022 - Student and Family Privacy Rights)

Sexual Health & HIV/AIDS Prevention Instruction (Cont.)

A student shall not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit the student to receive the instruction. (Education Code 51939)

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination

33544 Inclusion of sexual harassment and violence in health curriculum framework

48980 Notice at beginning of term

49381 Human trafficking prevention resources

51202 Instruction in personal and public health and safety

51210.8 Health education curriculum

51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation

51240 Excuse from instruction due to religious beliefs

51513 Test, questionnaire, survey, or examination containing questions about beliefs or practices

51930-51939 California Healthy Youth Act

51950 Abuse, sexual abuse, and human trafficking prevention education

67386 Student safety; affirmative consent standard

HEALTH AND SAFETY CODE

1255.7 Parents surrendering physical custody of a baby

PENAL CODE

243.4 Sexual battery

261.5 Unlawful sexual intercourse

271.5 Parents voluntarily surrendering custody of a baby

UNITED STATES CODE, TITLE 20

1232h Protection of student rights

7906 Sex education requirements and prohibited use of funds

Management Resources:

CSBA PUBLICATIONS

Promoting Healthy Relationships for Adolescents: Board Policy Considerations, Governance Brief, August 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten - Grade 12, 2008

Health Framework for California Public Schools: Kindergarten through Grade 12, 2003

HUMAN RIGHTS CAMPAIGN FOUNDATION PUBLICATIONS

California LGBTQ Youth Report, January 2019

WEB SITES

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

California Department of Education, Sex Education and HIV/AIDS/STD Instruction:
<http://www.cde.ca.gov/ls/he/se>

California Department of Public Health: <http://www.cdph.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Partnership to End Domestic Violence: <http://www.cpedv.org>

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

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Human Rights Campaign: <http://www.hrc.org/hrc-story/hrc-foundation>

U.S. Food and Drug Administration: <http://www.fda.gov>

Adopted: 4/2/03

Amended: 2/16/05

Instruction

Sexual Health & HIV/AIDS Prevention Instruction

Definitions

Comprehensive sexual health education means education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections. (Education Code 51931)

HIV prevention education means instruction on the nature of human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS. (Education Code 51931)

(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

Age appropriate refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group. (Education Code 51931)

Medically accurate means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists. (Education Code 51931)

General Criteria for Instruction and Materials

The Superintendent or designee shall ensure that the district's comprehensive sexual health and HIV prevention instruction and materials: (Education Code 51933)

1. Are age appropriate
2. Are medically accurate and objective
3. Are aligned with and support the following purposes as specified in Education Code 51930:
 - a. To provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy
 - b. To provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family
 - c. To promote understanding of sexuality as a normal part of human development

Sexual Health & HIV/AIDS Prevention Instruction (Cont.)

- d. To ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end
- e. To provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors
- 4. Are appropriate for use with English learners, students with disabilities, and students of all races, genders, sexual orientations, and ethnic and cultural backgrounds

(cf. 6174 - Education for English Learners)
- 5. Are available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner as otherwise provided in the Education Code
- 6. Are accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials, and instruction in alternative formats and auxiliary aids

(cf. 6159 - Individualized Education Program)
- 7. Do not reflect or promote bias against any person in protected categories of discrimination pursuant to Education Code 220

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
- 8. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships
- 9. Teach students about gender, gender expression, and gender identity, and explore the harm of negative gender stereotypes
- 10. Encourage students to communicate with their parents/guardians and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so
- 11. Teach the value of and prepare students to have and maintain committed relationships such as marriage
- 12. Provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection and are free from violence, coercion, harassment, and intimidation

(cf. 5145. 3 - Nondiscrimination/Harassment)
- 13. Provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including communication and refusal skills to assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities
- 14. Do not teach or promote religious doctrine

Sexual Health & HIV/AIDS Prevention Instruction (Cont.)

Components of Sexual Health and HIV Prevention Education

The district's comprehensive sexual health education and HIV prevention education for students in grades 9-12, in addition to complying with the criteria listed above in the section "General Criteria for Instruction and Materials," shall include all of the following: (Education Code 51934)

1. Information on the nature of HIV and other sexually transmitted infections and their effects on the human body
2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual behaviors and injection drug use
3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections, and that abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy

The instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.

(cf. 5146 - Married/Pregnant/Parenting Students)

4. Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the Centers for Disease Control and Prevention
5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing
6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others
7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV

This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and testing is the only way to know if one is HIV-positive.

8. Information about local resources, how to access local resources, and students' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence

Sexual Health & HIV/AIDS Prevention Instruction (Cont.)

9. Information about the effectiveness and safety of FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to:
 - a. Parenting, adoption, and abortion
 - b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Health and Safety Code 1255.7 and Penal Code 271.5
 - c. The importance of prenatal care
10. Information about sexual harassment, sexual assault, sexual abuse, and human trafficking, including:
 - a. Information on the prevalence and nature of human trafficking, strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance if there is a suspicion of trafficking
 - b. Information on how social media and mobile device applications are used for human trafficking
11. Information about adolescent relationship abuse and intimate partner violence, including the early warning signs of each

The district's comprehensive sexual health education and HIV prevention education shall include instruction regarding the potential risks and consequences of creating and sharing suggestive or sexually explicit materials through cell phones, social networking web sites, computer networks, or other digital media. (Education Code 51934)

Professional Development

The district's comprehensive sexual health education and HIV prevention education shall be provided by instructors trained in the appropriate courses who are knowledgeable of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections. (Education Code 51931, 51934)

The Superintendent or designee shall cooperatively plan and conduct in-service training for all district personnel who provide HIV prevention education, through regional planning, joint powers agreements, or contract services. (Education Code 51935)

(cf. 4131 - Staff Development)

In developing and providing in-service training, the Superintendent or designee shall cooperate and collaborate with the teachers who provide HIV prevention education and with the California Department of Education (CDE). (Education Code 51935)

The district shall periodically conduct in-service training to enable district personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for personnel who have demonstrated expertise or received in-service training from the CDE or Centers for Disease Control and Prevention. (Education Code 51935)

Sexual Health & HIV/AIDS Prevention Instruction (Cont.)

The Superintendent or designee may expand HIV in-service training to cover the topic of comprehensive sexual health education in order for district personnel teaching comprehensive sexual health education to learn new developments in the scientific understanding of sexual health. (Education Code 51935)

The Superintendent or designee shall periodically provide continuing education that enables district personnel to learn about new developments in the understanding of abuse, including sexual abuse, and human trafficking and current prevention efforts and methods. Such education may include early identification of abuse, including sexual abuse, and human trafficking of students and minors. (Education Code 51950)

Use of Consultants or Guest Speakers

The Superintendent or designee may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health and HIV prevention education or to provide training for district personnel. All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and knowledge of the most recent medically accurate research on the relevant topic(s) covered in the instruction. The Superintendent or designee shall ensure that any instruction provided by an outside speaker or consultant complies with Board policy, administrative regulation, and Education Code 51930-51939. (Education Code 51933, 51934, 51936)

(cf. 6145.8 - Assemblies and Special Events)

Parent/Guardian Notification

At the beginning of each school year or at the time of a student's enrollment, the Superintendent or designee shall notify parents/guardians about instruction in comprehensive sexual health education and HIV prevention education, as well as research on student health behaviors and risks, planned for the coming year. The notice shall advise parents/guardians: (Education Code 48980, 51938)

1. That written and audiovisual educational materials to be used in comprehensive sexual health and HIV prevention education are available for inspection
2. That parents/guardians have a right to excuse their child from comprehensive sexual health or HIV prevention education, or research on student health behaviors and risks, provided they submit their request in writing to the district
3. That parents/guardians have a right to request a copy of Education Code 51930-51939
4. Whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants and, if the district chooses to use outside consultants or guest speakers for this purpose, the following information:
 - a. The date of the instruction
 - b. The name of the organization or affiliation of each guest speaker

Sexual Health & HIV/AIDS Prevention Instruction (Cont.)

- c. Information stating the right of the parent/guardian to request a copy of Education Code 51933, 51934, and 51938

If the arrangements for instruction by outside consultants or guest speakers are made after the beginning of the school year, the Superintendent or designee shall notify parents/guardians by mail or another commonly used method of notification no fewer than 14 days before the instruction is given.

(cf. 5145.6 - Parental Notifications)

Non-applicability to Certain Instruction or Materials

The requirements of Education Code 51930-51939 pertaining to instructional content, teacher training, and parental notification and consent shall not apply to the following: (Education Code 51932)

1. A description or illustration of human reproductive organs that may appear in a textbook, adopted pursuant to law, if the textbook does not include other elements of comprehensive sexual health education or HIV prevention education as defined in Education Code 51931

(cf. 6142.93 - Science Instruction)

2. Instruction, materials, presentations, or programming that discusses gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and does not discuss human reproductive organs and their functions

OROVILLE UNION HIGH SCHOOL DISTRICT

Instruction

World/Foreign Language Instruction

In order to prepare students for global citizenship and to broaden their intercultural understanding and career opportunities, the Governing Board shall provide students with opportunities to develop linguistic proficiency and cultural literacy in one or more world languages in addition to English.

The Superintendent or designee shall recommend world languages to be taught in the district's educational program based on student interest, community needs, and available resources. He/she shall also consider providing English learners the opportunity to study their heritage language, when such a course is available, in order to continue developing skills in that language. American Sign Language courses shall be open to all students regardless of hearing status.

(cf. 6174 - Education for English Learners)

The district shall offer a sequential curriculum aligned with the state content standards, state curriculum framework, and, as applicable, California university admission requirements for languages other than English.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

Instruction in world languages shall be offered to secondary school students beginning no later than grade 7 and shall be designed to develop students' skills in understanding, speaking, reading, and writing the language. (Education Code 51220)

(cf. 6143 - Courses of Study)

Students shall obtain credit toward high school graduation requirements for completion of a one-year course in a world language or American Sign Language during grades 9-12.

(cf. 5126 - Awards for Achievement)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

The district may establish a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. (Education Code 305-306)

The Board shall ensure that students have access to high-quality instructional materials in world languages. In accordance with Board policy, teachers shall be encouraged to identify and use supplemental resources, such as literature, technology, newspapers and other media, dictionaries, and volunteers from the community to enhance the world language instructional program.

World/Foreign Language Instruction (Cont.)

(cf. 1240 - Volunteer Assistance)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6163.1- Library Media Centers)

The Superintendent or designee shall provide professional development as necessary to ensure that teachers of world languages have the knowledge and skills they need to implement an effective instructional program that helps students attain academic standards.

(cf. 4131 - Staff Development)

The Superintendent or designee shall provide periodic reports to the Board regarding the effectiveness of the district's world language program which may include, but not be limited to, a description of the district's curriculum and the extent to which it is aligned with the state's content standards and curriculum framework, student achievement of district standards for world language instruction, and student participation rates in each language course. Program evaluation shall be used to identify needed improvements and may be considered in determining the world languages to be taught in the district.

(cf. 0500 - Accountability)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

300-310 Education for English learners
42238.02 Local control funding formula; class size requirements
44253.1-44253.11 Qualifications of teachers of English learners
44256-44257 Credential requirements, including teachers of foreign language
48980 Parental notifications
51212 Legislative intent to encourage foreign language instruction in grades 1-6
51220 Courses of study, grades 7-12
51225.3 High school graduation requirements
51243-51245 Alternative credits toward graduation for foreign language instruction in private school
60119 Public hearings, instructional materials
60605.3 Content standards for world language instruction
60605.5 Revision of state standards for world language instruction
CODE OF REGULATIONS, TITLE 5

1632 Alternative credits toward graduation for foreign language instruction in private school

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs,
Governance Brief, September 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Two-Way Language Immersion Program FAQ

World Language Content Standards for California Public Schools, Kindergarten Through Grade Twelve, adopted January 7, 2009

Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

World/Foreign Language Instruction (Cont.)

CENTER FOR APPLIED LINGUISTICS PUBLICATIONS

Guiding Principles for Dual Language Education, Second Edition, 2007

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

CL-622 Serving English Learners

UNIVERSITY OF CALIFORNIA PUBLICATIONS

A-G Guide

WEB SITES

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

American Council on the Teaching of Foreign Languages: <http://www.actfl.org>

California Association for Bilingual Education: <http://www.gocabe.org>

California Department of Education, Foreign Language: <http://www.cde.ca.gov/ci/fl>

California Foreign Language Project: <http://www.stanford.edu/group/CFLP>

California Language Teachers' Association: <http://www.clta.net>

Center for Applied Linguistics: <http://www.cal.org>

University of California, a-g Course Approval: <http://www.ucop.edu/agguide>

Approved:

Instruction

World/Foreign Language Instruction

Content of Instruction

The district's instructional program for world languages shall be designed to help students gain knowledge about new language systems and use that knowledge to communicate. Students shall receive instruction which is aligned with state academic standards appropriate to their age and stage of linguistic and cultural proficiency in the following categories:

1. Content: Students shall be presented with a wide variety of content that is age and stage appropriate and increases in complexity.

(cf. 6011 - Academic Standards)

2. Communication: Students shall be taught to effectively convey and receive messages by engaging in or interpreting written, spoken, and/or signed languages.

3. Cultures: Students shall receive instruction that allows them to make connections and comparisons between language and culture.

(cf. 6142.94 - History/Social Science Instruction)

4. Structures: The curriculum shall address components of grammar, syntax, and language patterns appropriate to the language being taught.

5. Settings: To help students comprehend meaning and use language that is culturally appropriate, students shall develop knowledge of the context or setting in which language is used, such as common daily settings, interpersonal settings, and informal and formal settings.

Approved:

Instruction

Visual and Performing Arts Education

The Governing Board believes that visual and performing arts are essential to a well-rounded educational program and should be an integral part of the course of study offered to students at all grade levels. The district's arts education program shall be designed to foster students' artistic competencies, cultivate students' appreciation and understanding of the arts in ways that are enjoyable, fulfilling, and transferable to students' personal, academic, and professional endeavors, and support students to fully engage in lifelong arts learning.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

The Board shall adopt academic standards for dance, media arts, music, theatre, and visual arts that lead to artistic literacy and promote access and equity in the arts. District standards shall describe the skills, knowledge, and abilities that students are expected to possess at each grade level and shall meet or exceed state standards.

(cf. 0415 - Equity)

(cf. 6011 - Academic Standards)

The Superintendent or designee shall develop a sequential curriculum for dance, media arts, music, theatre, and visual arts which is consistent with the state curriculum framework and includes the following artistic processes:

1. Creating: conceiving and developing new artistic ideas and work
2. Performing/producing/presenting: realizing artistic ideas and work through interpretation and presentation
3. Responding: understanding and evaluating how the arts convey meaning
4. Connecting: relating artistic ideas and work with personal meaning and external content

(cf. 6141 - Curriculum Development and Evaluation)

The Board shall adopt standards-based instructional materials for visual and performing arts which may incorporate a variety of media and technologies.

(cf. 0440 - District Technology Plan)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6162.6 - Use of Copyrighted Materials)

(cf. 6163.1 - Library Media Centers)

As appropriate, the Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of and ability to teach the arts and to implement the district's arts education program.

(cf. 4131 - Staff Development)

Visual and Performing Arts Education (Cont.)

The Superintendent or designee shall encourage the integration of community arts resources into the educational program. Such resources may include opportunities for students to attend musical and theatrical performances, observe the works of accomplished artists, and work directly with artists-in-residence and volunteers. In addition, the Superintendent or designee may collaborate with community organizations to share resources and seek grant opportunities.

(cf. 1230 - School-Connected Organizations)
(cf. 1240 - Volunteer Assistance)
(cf. 1260 - Educational Foundation)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 3290 - Gifts, Grants and Bequests)
(cf. 6020 - Parent Involvement)
(cf. 6153 - School-Sponsored Trips)

The Superintendent or designee shall regularly evaluate the implementation of the district's arts education program at each grade level and report to the Board regarding its effectiveness in enabling students to meet academic standards.

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)

Legal Reference:

EDUCATION CODE

8950-8957 California summer school for the arts
32060-32066 Toxic art supplies
35330-35332 Field trips
51210 Course of study, grades 1-6
51220 Course of study, grades 7-12
51225.3 Graduation requirements
58800-58805 Specialized secondary programs
60200-60213 Instructional materials, elementary schools
60400-60411 Instructional materials, high schools
99200-99204 Subject matter projects

Management Resources:

CALIFORNIA ALLIANCE FOR ARTS EDUCATION PUBLICATIONS

Parents' Guide to the Visual and Performing Arts in California Public Schools

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Arts Framework for Public Schools, Kindergarten through Grade Twelve

California Arts Standards for Public Schools, Prekindergarten through Grade Twelve, January 2019

WEB SITES:

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

Arts Education Partnership: <http://aep-arts.org>

California Alliance for Arts Education: <http://www.artsed411.org>

California Arts Council: <http://www.cac.ca.gov>

California Art Education Association: <http://www.caea-arteducation.org>

California Association for Music Education: <http://www.actaonline.org/content/california-association-music-education>

Visual and Performing Arts Education (Cont.)

California Dance Education Association: <http://www.cdeadance.org>

California Department of Education, Visual and Performing Arts: <http://www.cde.ca.gov/ci/vp>

California Educational Theatre Association: <http://www.cetoweb.org>

California Music Educators Association: <http://www.calmusiced.com>

The California Arts Project: <http://csmp.ucop.edu/tcap>

OROVILLE UNION HIGH SCHOOL DISTRICT

AND

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, Feather River Chapter 342

MEMORANDUM OF UNDERSTANDING

May 14, 2019

The Oroville Union High School District and the California School Employees Association, Feather River Chapter 342 agree to the following the provisions:

1. CSEA agrees to the changes/additions of the following job descriptions:
 - a. Education Technology Specialist (Step 22)
 - b. Information System Programmer Analyst (Step 30)
 - c. Systems Specialist (Step 32)
 - d. District Lead Custodian (Step 22)
2. The parties agree to the following implementation of those job descriptions:
 - a. District Lead Custodian – the incumbent will be reclassified to the new job description title and classification, effective August 23, 2018. He retains his seniority as a Lead Custodian.
 - b. Education Technology Specialist – the incumbent will be reclassified to the new job title and classification. However, the incumbent's salary will be frozen at the current hourly pay rate until his placement on Step 22 meets or exceeds that hourly rate. He will retain his current seniority date. The incumbent will be offered this as a full-time position.
 - c. Information System Programmer Analyst – the incumbent will be reclassified to the new job classification and she will retain her current seniority date. Her pay will be reclassified to Step 30 effective July 1, 2018.
3. The Para-Educator, Bilingual position will be reduced from seven hours to six hours through the normal layoff procedures. The incumbent may be offered opportunities to pick up extra hours as a substitute as available and as needed.

Date: May 14, 2019

Signed:

For OUHSD:


Corey Willenberg, Ed.D., Superintendent

For CSEA:


Melody Finwick, President

**OROVILLE UNION HIGH SCHOOL DISTRICT
JOB DESCRIPTION**

JOB TITLE: Education Technology Specialist

SALARY LEVEL:	Step 22	DIVISION:	Classified
DEPARTMENT:	Technology	LOCATION:	District
REPORTS TO:	Maintenance Supervisor		
APPROVED BY:	Board of Trustees	DATE:	

SUMMARY: Under general supervision, provides direct technical support and troubleshooting services to end users for district wide networked software applications, on-line programs, network services, hardware and district technology operations. Assists in developing training materials for district technology applications for end users. Evaluates, installs and supports computing devices, software applications and classroom presentation equipment for usability in the district. Interfaces with users both remotely and on-site for analysis and resolution of computer and technology related issues.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other related duties may be assigned.*

- Generates, updates and monitors help desk tickets and work orders in accordance with established departmental practices and escalates more complex issues to appropriate technology personnel for resolution.
- Assist end-users with password resets or locked accounts in accordance with district and department security practices and escalates account action to appropriate technology personnel as needed.
- Troubleshoots and resolves problems received from end-users regarding hardware and software applications and/or network usage problems by providing information and remote technical assistance via telephone, e-mail and screen sharing support tools, etc.
- Serves as a technical advisor to end-users by supporting and providing technology related training in the use of district-wide networked, stand-alone and cloud-based software and systems for assigned areas of responsibility.
- Develops specifications and operating instructions to assist end-users with district applications for assigned areas of responsibility.
- Provides repair and/or service referrals of district technology equipment to appropriate staff and/or vendors.
- Attends department and user group meetings.
- Asset tag, setup, troubleshoot, repair and replace technology devices including desktop, mobile, classroom display, sound systems and peripherals.
- Independently performs remote and direct installation software; assist technology users with basic software installation and follow established district technology standards.
- Participates with other department team members in technology-based projects as assigned.
- Maintain accurate inventory of devices issued and parts used; notifies appropriate personnel to submit purchase order requests for parts or supplies needed; sets up, installs, maintains and repairs computers and networking devices (i.e. printers, scanners, etc.).

**OROVILLE UNION HIGH SCHOOL DISTRICT
EDUCATION TECHNOLOGY SPECIALIST
PAGE 2**

- Determines requirements, installs, configures and maintains computer and other computing devices, operating systems, virtual environments and application software/hardware within district-wide networked environment.
- Works with district technicians, specialist and vendors to implement and maintain needed connectivity and resolve connectivity problems.
- Responds, troubleshoots and resolves complex end-user generated computer application software problems and hardware issues.
- Deploys, installs, maintains, troubleshoots and repairs basic hardware parts and modules in use with connectivity equipment and related devices by replacing components and rebuilding/upgrading with new and/or recycled/refurbished components.
- Troubleshoot software and server setup of copier systems.
- Under the direction of the Network Specialist, performs maintenance of infrastructure and network software, hardware and devices.
- Assists the Network Specialist as needed.
- Performs other duties as required to accomplish the objective of the position.

QUALIFICATION REQUIREMENTS: Advanced understanding of network systems, computer communications (i.e. LAN, WAN, VoIP, Wi-Fi, virtual systems, etc.), various operating systems and assorted software applications; Comp TIA A+ Certification required; Google IT Support Professional Certification required. Adept at computer diagnostics, maintenance, installation and repair; Knowledge of principles of analysis and design of computer systems and procedures. Requires a working knowledge of uses, characteristics, components and operation of networked and stand-alone information technology systems and peripheral equipment; self-awareness of appropriate interpersonal and professional skills to use while assisting district employees and other contacts outside of the district; general understanding of modern office practices and procedures, including managing deadlines.

ABILITIES: Must be able to perform all of the relevant duties of the position independently, with general supervision and/or with minimum direction; Ability to analyze, configure, install and maintain highly technical and complex computer-based programs; Able to document work systems and procedures using a variety of documentation techniques including flow charts; Work effectively with all staffing levels using a flexible style of communication that is effective for both technical and non-technical users; Identify and apply appropriate interpersonal and professional skills to build positive and effective partnerships within and outside the district; Make decisions within the framework of established guidelines; Work effectively with all levels of district staff; Interpret and apply technical, instructional and/or business material, rules, procedures and policies; Ability to learn district-wide application systems and processes; Ability to maintain consistent, punctual and regular attendance; Ability to speak clearly and concisely both in oral and written communication; Ability to perform duties with awareness of all district requirements and Board of Education policies.

**OROVILLE UNION HIGH SCHOOL DISTRICT
EDUCATION TECHNOLOGY SPECIALIST
PAGE 3**

EDUCATION AND/OR EXPERIENCE: High School diploma or equivalent and two years of comparable work experience using information technology systems to support and train customers, troubleshooting hardware and software problems, and/or performing routine systems maintenance, or one year of college-level course work in computer operating systems, hardware and software can be substituted for one year of work experience.

MATHEMATICAL SKILLS: Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY: Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

CERTIFICATES AND LICENSES:

- California Driver's License (required by the first day of service).
- First Aid Certificate is preferred.
- CCNA Certification preferred.
- Network+ preferred

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Work is completed within an office environment that has multiple interruptions and requires frequent travel between district sites. Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators and the general public.

While performing the duties of this job, the employee is regularly required to sit and talk or hear, stand, walk, reach with hands and arms; stoop or kneel; crawl. The employee must regularly lift and/or move and carry twenty five (25) pounds. Occasionally lifts up to fifty (50) pounds. However, if lifting more than fifty (50) pounds a partner must be used. The employee is routinely required to use ladders for climbing, repairing and installing hardware; Specific vision abilities required by this job include close vision and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually very quiet, but in lab situations it may be moderate to noisy.

**OROVILLE UNION HIGH SCHOOL DISTRICT
JOB DESCRIPTION**

JOB TITLE: Information System Programmer Analyst

SALARY LEVEL:	Step 30	DIVISION:	Classified
DEPARTMENT:	Technology	LOCATION:	District
REPORTS TO:	Maintenance Supervisor		
APPROVED BY:	Board of Trustees	DATE:	

SUMMARY: Under general supervision and direction, perform specific programming functions as necessary for establishment, maintenance, modification and administration of District's student information system; Perform such functions as necessary to generate required data files for state, federal and third party data systems (Including, but not limited to Calpads, CBEDS, OCR, CASEMIS, CSIS, Info Snap, CAASPP, ELPAC AERIES etc.). Provide support to users for problems that cannot be solved by general data personnel; Format data for analysis.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other related duties may be assigned.*

- Provides district level administration of Student Information System; Federal, State and third party data systems; Establishes security protocols for data management.
- Generates and uploads data files required for Student Information System, Federal, State and third party data systems (E.g. Calpads, CSIS, CBEDS, CASEMIS).
- Design data collection procedures for capturing testing results and loading results into student information system (E.g. CAASPP, CAST, ELPAC).
- Designs, implements and documents customization of District's Student Information System.
- Plan, design and create scripts and queries to disaggregate data for various reporting and dissemination of information and assist district personnel with compiling data needed for Federal, State and local reports.
- Identify and resolve data integrity problems, monitor, maintain and update databases for accuracy, consistency and standardization of all data.
- Perform internal audits regarding the district student data input process, including documentation and reporting from school sites and work with district staff to resolve discrepancies.
- Provides reporting capability for requirements not met by student information and/or third party data systems.
- Attends meetings and trainings to keep up with changers in Student Information System. State, Federal and third party data systems.
- Generates timelines and cost estimates for the design of system updates.
- Assists in evaluation of vendor proposed software and hardware including evaluation of impact of proposed software on student information system.
- Provide periodic written reports as required.
- Provides training on utilization of district data processing services.
- Provides training to first-level student information system support staff.

**OROVILLE UNION HIGH SCHOOL DISTRICT
INFORMATION SYSTEM PROGRAMMER ANALYST
PAGE 2**

- Provides second-level technical support for student information system.
- Acts as liaison with vendor contracted programming services.
- Operates a variety of computer related equipment including microcomputers, optical scanners and printers.
- Supports and assists the Education Technology Specialist and Network Specialist with department projects, work orders and training as time permits.
- Performs other duties as required to accomplish the objective of the position.

QUALIFICATION REQUIREMENTS: Knowledge of data processing concepts and procedures; Data entry; Proficient in Microsoft Excel; Database programming such as MS-Access and SQL Server; Basic statistical methods; Word processing; Ability to develop, modify and maintain computer programs with necessary documentation and backup; Operate a variety of computer equipment, printers, scanners, etc.; Plan and organize work to meet schedules and timelines; Ability to work independently and with others; Self-awareness of appropriate interpersonal and professional skills to use while assisting district employees and other contacts outside of the district; General understanding of modern office practices and procedures, including managing deadlines.

ABILITIES: Must be able to perform all of the relevant duties of the position independently, with general supervision and/or with minimum direction; Work effectively with all staffing levels using a flexible style of communication that is effective for both technical and non-technical users; Identify and apply appropriate interpersonal and professional skills to build positive and effective partnerships within and outside the district; Make decisions within the framework of established guidelines; Work effectively with all levels of district staff; Interpret and apply technical, instructional and/or business material, rules, procedures and policies; Ability to learn district-wide application systems and processes; Ability to maintain consistent, punctual and regular attendance; Ability to speak clearly and concisely both in oral and written communication; Ability to perform duties with awareness of all district requirements and Board of Education policies.

EDUCATION AND/OR EXPERIENCE: AA/AS Degree or equivalent is required with emphasis in Computer Science, Information Systems and/or Data Processing. Bachelor's Degree is preferred or any combination of education and experience equivalent to graduation from an accredited college or university with a major in Computer Science/Business Administration, Information Systems or a closely related field in preparation for data processing.

MATHEMATICAL SKILLS: Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY: Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

CERTIFICATES AND LICENSES:

- California Driver's License (required by the first day of service).
- First Aid Certificate is preferred.

**OROVILLE UNION HIGH SCHOOL DISTRICT
INFORMATION SYSTEM PROGRAMMER ANALYST
PAGE 3**

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Work is completed within an office environment that has multiple interruptions and requires frequent travel between district sites. Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of administrators and the general public.

While performing the duties of this job, the employee is regularly required to sit and talk or hear, stand, walk, reach with hands and arms; stoop or kneel; crawl. Ability to lift and carry ten (10) pounds occasionally. Infrequently lifts up to twenty five (25) pounds. Specific vision abilities required by this job include close vision and the ability to adjust focus. With or without the use of aids, requires sufficient visual acuity to recognize letters, words and numbers to read printed materials; Sufficient arm, hand, finger, hand/eye coordination and manual dexterity to write and operate a personal computer keyboard and other office equipment; Ability to hear and understand in person and on the telephone; Sufficient body movement and mobility to drive an automobile when required.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually very quite, but in lab situations it may be moderate to noisy.

**OROVILLE UNION HIGH SCHOOL DISTRICT
JOB DESCRIPTION**

JOB TITLE: Systems Specialist

SALARY LEVEL: Step 32

DIVISION: Classified

DEPARTMENT: Technology

LOCATION: District

REPORTS TO: Maintenance Supervisor

APPROVED BY: Board of Trustees

DATE:

SUMMARY: Under general supervision of the System Administrator, performs a variety of complex technical tasks involved in the design, installation, configuration and maintenance of local area (LAN) and wide area (WAN) networks. Provides management, monitoring, and troubleshooting support throughout the district for security operations, network routing, switching, WIFI networks, and voice services equipment. Also manages security infrastructure, including firewalls, DMZ, network services, load balancing, VPN, IP cameras, POS and card access devices as needed and will perform other job related duties as assigned.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other related duties may be assigned.*

- Designs district LAN (local area networks) and WAN (wide area networks) with an emphasis on the needs of secondary education. Installs, configures and maintains network switches, routers, bridges, wiring, NIC's and repeaters. Installs and administers servers. Troubleshoot and resolve problems with the network and network services.
- Installs and administers enterprise network servers. Troubleshoots and resolves problems with the network and database services.
- Confers with District administrators and personnel to determine data management requirements. Utilizes or modifies existing software. Defines information and key fields, code files and format reports. Analyzes administrative activities and determines operational and information management needs. Designs and implements computer-based systems for the collection, analysis and presentation of financial and statistical information. Develops training materials and user manuals. Explains system requirements and procedures.
- Acts as liaison with vendors, manufacturers, District administrators and personnel. Attends meetings, workshops and seminars to maintain current knowledge of technological advancements in the field.
- Manages E-mail accounts and ensures security of the District E-mail server.
- Manage and maintain the domain name service for district WAN.
- Oversee the development of the Internet Information Service.
- Assist in the preparation and implementation of the assigned budget for network and computer equipment projects.
- Observe equipment for proper operation. Monitor computer systems for optimum user and job utilization. Take corrective action as necessary. Produce reports, documents and other output.
- Design, implement, maintain and monitor a continuous/redundant backup system to ensure minimal downtime in the event of loss.

**OROVILLE UNION HIGH SCHOOL DISTRICT
SYSTEMS SPECIALIST
PAGE 2**

- Respond to remote site equipment problems. Determine which equipment is not functioning properly, including modem, cables, bridge, router, telephone lines, terminal, network interface card, or protocol stack. Support and maintenance of phone system.
- Train and assist users in the implementation of new or changed on-line remote equipment. Provide training and assist users in E-mail and other network services.
- Order and stock necessary supplies, paper and forms.
- Perform personal computer software/hardware installation and troubleshooting as assigned.
- Attend and participate in staff meetings and in-service activities. Attend workshops, conferences and classes to increase professional knowledge. Stay up to date of new technologies and software.
- Install, maintain and troubleshoot video surveillance systems.
- Provide support and management for Google (G-Suite) and configuration as needed.
- Provide Chromebook, tablet and mobile device provisioning.
- Documentation of network infrastructure.
- Monitor the core network infrastructure.
- Perform software upgrades and patches as needed.
- Assist with E-rate program development and requisitioning.
- Installation, monitoring and troubleshooting of projectors, cameras, bell systems, speakers, clock and alarm systems.
- Tracking and keeping software and licenses up to date. Reviews and submits requisitions for licenses, maintenance agreements and service contracts.
- Monitors network usage to ensure security of data and access privileges.
- Assist with the web site development; Updates web site content as needed.
- Provides leadership and training to department staff regarding technical duties and procedures; Provides technical leadership to support desk technicians and staff.
- Performs other duties as required to accomplish the objective of the position.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE: AA/AS Degree or equivalent is required with emphasis in Computer Science, Information Systems and/or Data Processing. Bachelor's Degree is preferred or any combination of education and experience equivalent to graduation from an accredited college or university with a major in Computer Science/Business Administration, Network Administration, Systems Engineering or related field. Network installation, maintenance, operations and troubleshooting. Qualified candidates must have three (3) year's directly related experience, including installing, maintaining and troubleshooting WAN and LAN Networks and related materials.

LANGUAGE SKILLS: Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports.

OROVILLE UNION HIGH SCHOOL DISTRICT
SYSTEMS SPECIALIST
PAGE 3

MATHEMATICAL SKILLS: Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY: Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

CERTIFICATES AND LICENSES:

- California Driver's License (required by the first day of service).
- Comp TIA Network+ certification
- Comp TIA Security+ certification
- Cisco CCNA certification
- Microsoft Windows Server certification
- VMware Certified Professional certification
- G-suite Administration certifications
- Cisco CCNP certification preferred
- Microsoft Windows Client certification preferred
- Comp TIA A+ certification preferred
- First Aid Certificate is preferred.

OTHER SKILLS AND ABILITIES: Computer experience. Ability to apply knowledge of current research and theory in specific field. Ability to establish and maintain effective working relationships with students, staff and the school community. Ability to speak clearly and concisely both in oral and written communication. Ability to perform duties with awareness of all district requirements and Board of Education policies. Ability to learn the procedures and functions necessary to perform assigned duties. Learn, interpret and apply departmental policies, procedures, rules and regulations. Learn and adjust rapidly to new applications software, operating systems, new technology and procedures. Diagnose problems in computer and peripheral equipment. Utilize diagnostic and problem solving skills. Interact effectively and sensitively with staff and students from diverse backgrounds. Demonstrate an understanding, patient and receptive attitude toward students, staff and community.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit and talk or hear for extended periods of time. The employee is occasionally required to stand for extended periods of time; ability to walk while carrying objects while performing duties; reach with hands and arms routinely; stoop, kneel or crawl occasionally. The employee is occasionally required lift or carry heavy objects. The employee is occasionally required to use and work from ladders while performing installation, maintenance and troubleshooting. Specific vision abilities required by this job include close vision, the ability to distinguish colors and the ability to adjust focus.

**OROVILLE UNION HIGH SCHOOL DISTRICT
SYSTEMS SPECIALIST
PAGE 4**

Ability to exert 25 pounds of force frequently and up to 50 pounds infrequently; however, if lifting more than fifty (50) pounds a partner must be used; to lift, carry, push, pull or otherwise move objects. Manual dexterity to operate a telephone and enter data into a computer using both hands. Sufficient hearing to understand speech at normal room levels and to hear and understand speech on a telephone. Ability to speak in an understandable voice with sufficient volume to be heard in normal conversation, on the telephone and while addressing groups. Sufficient body movement and mobility to drive an automobile when required.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually very quiet, but in lab situations it may be moderate to noisy.

**OROVILLE UNION HIGH SCHOOL DISTRICT
JOB DESCRIPTION**

JOB TITLE: DISTRICT LEAD CUSTODIAN

SALARY LEVEL:	22	DIVISION:	Classified
DEPARTMENT:	Operations	LOCATION:	District
REPORTS TO:	Maintenance Supervisor		
APPROVED BY:	Board of Trustees	DATE:	

SUMMARY: To lead and participate in the performance of unskilled or skilled tasks in the maintenance of public buildings, grounds, and related facilities under general direction. To plan schedules and supervise workers engaged in such activities.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *Other related duties may be assigned.*

- Assigns, leads and directly participates in the maintenance of public buildings, grounds and facilities. Assists the Maintenance Supervisor with ongoing input related to custodial evaluations.
- Performs all general custodial duties, interior and exterior.
- Works in conjunction with the Maintenance Supervisor or Maintenance and Operations Lead to assign custodial schedules and duties.
- Responsible for coordination of setups for night meetings, school events or other functions.
- Assigns staff as needed.
- Available for District emergencies.
- Dispose of trash daily; Keeps grounds clean at all times; Empties trash cans in designated areas.
- Assists Maintenance Supervisor or Maintenance and Operations Lead with inventory management and ordering of supplies. Maintains adequate stock of supplies.
- Delivers supplies to site locations as needed from a central warehouse.
- Knowledge of handling and disposal of hazardous materials.
- Performs minor maintenance tasks; Installs dispensers.
- May use a power lift for high detailed cleaning tasks.
- Assists the District with coordination of substitutes for daily assignments as needed. Requests substitutes as needed for special projects.
- Inspects the quality of work of others for compliance of District standards and efficiency.
- Trains custodial team members and substitutes.
- Maintains records and prepares reports as requested.

**OROVILLE UNION HIGH SCHOOL DISTRICT
DISTRICT LEAD CUSTODIAN
PAGE 2**

- Use of technology for inputting work orders, inspections and trainings.
- Member of the Department Safety Team.
- Checks the security of the buildings and grounds.
- Use of the District vehicles to complete daily assignments throughout the District.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skills, and abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE: Any combination equivalent to graduation from high school and five (5) years of building custodial experience, including some supervision. Knowledge of methods, materials, tools, and equipment used in building custodial work. Knowledge of the principles of leadership and training.

LANGUAGE SKILLS: Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before small groups.

MATHEMATICAL SKILLS: Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to interpret bar graphs.

REASONING ABILITY: Ability to apply common sense understanding to carry out instructions furnished in written, oral, and diagram form.

CERTIFICATES AND LICENSES:

- California Driver's License (Required by the first day of service).
- First Aid Certificate preferred.
- SDS training required.

OTHER SKILLS AND ABILITIES: Ability to safely operate and carefully maintain mechanical and power equipment and train others to do likewise. Methods, materials and equipment used in custodial and minor maintenance work. Ability to estimate time, materials, supplies, and equipment needed to perform work. Ability to lead, train, and evaluate subordinates. Ability to develop effective working relationships with students, staff, and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all district requirements and board policies. Demonstrate quality work, exceptional work habits and quality team leadership skills. Demonstrates a high standard for following the District and Department Safety Programs.

OROVILLE UNION HIGH SCHOOL DISTRICT
DISTRICT LEAD CUSTODIAN
PAGE 3

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to stand, walk, use hands and fingers to handle or feel objects, tools, or controls; and talk or hear. The employee is occasionally required to sit. The employee frequently must squat, stoop, or kneel, reach above the head and reach forward. The employee continuously uses hand strength to grasp tools and climb ladders. The employee will frequently bend or twist the neck and trunk more than the average person while performing the duties of this job. The employee must frequently lift and/or move up to 50 pounds such as cleaning supplies, pails, and when unloading trucks. However, if lifting more than fifty (50) pounds a partner must be used. Specific vision abilities required by this position include close vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. The employee regularly works indoors and will occasionally work outdoors. The employee will work near or with moving mechanical equipment. The employee may occasionally work with toxic or caustic chemicals such as petroleum products, degreasers, and sprays. The employee must be able to meet deadlines within time constraints. The noise level in the work environment is usually moderate. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions within the work environment.

APPENDIX "A"
OROVILLE UNION HIGH SCHOOL DISTRICT
2019-2020 Classified Salary Schedule (Hourly)

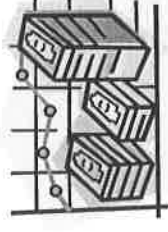
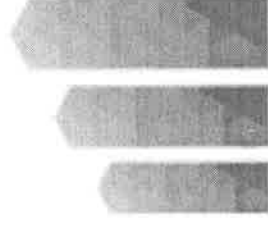
Step	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	11.55	12.13	12.73	13.41	14.05	14.48	14.91	15.36	15.82	16.30	16.79	17.29	17.81	18.34
2	11.87	12.46	13.05	13.71	14.40	14.83	15.28	15.74	16.20	16.70	17.20	17.70	18.24	18.78
3	12.14	12.75	13.43	14.06	14.75	15.20	15.66	16.13	16.61	17.10	17.62	18.15	18.70	19.26
4	12.46	13.03	13.71	14.41	15.14	15.59	16.07	16.55	17.04	17.56	18.08	18.63	19.19	19.75
5	12.75	13.43	14.06	14.76	15.49	15.96	16.43	16.93	17.44	17.97	18.50	19.06	19.64	20.22
6	13.06	13.73	14.41	15.15	15.90	16.37	16.86	17.37	17.89	18.42	18.97	19.54	20.13	20.74
7	13.44	14.07	14.77	15.50	16.28	16.77	17.27	17.79	18.32	18.88	19.45	20.03	20.62	21.24
8	13.73	14.42	15.16	15.91	16.68	17.19	17.69	18.23	18.77	19.34	19.91	20.51	21.13	21.76
9	14.09	14.78	15.52	16.29	17.09	17.61	18.14	18.69	19.25	19.82	20.42	21.03	21.66	22.31
10	14.42	15.17	15.91	16.72	17.52	18.05	18.60	19.16	19.72	20.32	20.93	21.56	22.21	22.87
11	14.79	15.54	16.30	17.10	17.96	18.49	19.05	19.62	20.21	20.82	21.45	22.09	22.74	23.43
12	15.18	15.92	16.72	17.55	18.43	18.98	19.55	20.14	20.75	21.36	22.00	22.66	23.34	24.05
13	15.55	16.30	17.13	17.97	18.87	19.44	20.02	20.61	21.23	21.87	22.53	23.21	23.90	24.61
14	15.93	16.73	17.55	18.44	19.32	19.89	20.49	21.11	21.74	22.39	23.06	23.75	24.47	25.20
15	16.31	17.14	17.98	18.91	19.80	20.40	21.01	21.64	22.29	22.96	23.66	24.37	25.11	25.86
16	16.74	17.56	18.44	19.36	20.33	20.94	21.57	22.22	22.89	23.57	24.28	25.00	25.75	26.51
17	17.14	17.99	18.92	19.82	20.83	21.46	22.10	22.75	23.44	24.14	24.86	25.62	26.39	27.17
18	15.57	18.46	19.36	20.37	21.36	22.00	22.66	23.34	24.05	24.77	25.52	26.28	27.08	27.89
19	17.99	18.92	19.83	20.85	21.86	22.52	23.19	23.89	24.60	25.34	26.09	26.87	27.68	28.52
20	18.46	19.38	20.38	21.37	22.42	23.09	23.78	24.50	25.23	25.99	26.76	27.56	28.39	29.25
21	18.93	19.83	20.88	21.92	23.01	23.70	24.41	25.15	25.90	26.68	27.48	28.30	29.16	30.03
22	19.38	20.38	21.38	22.43	23.56	24.27	24.99	25.74	26.50	27.30	28.12	28.96	29.84	30.73
23	19.85	20.86	21.93	23.03	24.14	24.86	25.62	26.39	27.17	27.98	28.82	29.68	30.59	31.50
24	20.40	21.38	22.44	23.63	24.77	25.52	26.28	27.08	27.89	2.72	29.58	30.46	31.38	32.32
25	20.88	21.93	23.03	24.16	25.37	26.12	26.91	27.73	28.56	29.41	30.29	31.20	32.14	33.10
26	21.41	22.46	23.60	24.79	26.03	26.81	27.60	28.44	29.30	30.17	31.07	32.00	32.96	33.95
27	21.96	23.04	24.17	25.41	26.67	27.47	28.29	29.15	30.02	30.91	31.84	32.80	33.78	34.80
28	22.48	23.60	24.80	26.05	27.32	28.14	28.98	29.86	30.75	31.68	32.63	33.61	34.62	35.66
29	23.03	24.17	25.39	26.66	27.99	28.83	29.69	30.60	31.51	32.46	33.43	34.43	35.47	36.53
30	23.61	24.77	26.02	27.33	28.69	29.55	30.44	31.35	32.29	33.26	34.26	35.29	36.35	37.44
31	24.20	25.39	26.68	28.01	29.41	30.29	31.20	32.14	33.10	34.09	35.11	36.16	37.24	38.36
32	24.80	26.03	27.34	28.71	30.14	31.05	31.98	32.94	33.93	34.95	36.00	37.08	38.19	39.34

LONGEVITY: Beginning 7th year - 3% per month additional EFFECTIVE: July 1, 2019 ADOPTED:

DRAFT

Oroville Union High School District

Fiscal Stewardship: Refinancing 2009 General Obligation Bonds (Measure G)



Government
Financial
Strategies

Presented by Matt Kolker

June 19, 2019

Our Agenda for Tonight

- ◆ Introductions
- ◆ Role of Financial Advisor
- ◆ General Obligation Bond Portfolio
- ◆ Refinancing Scenarios and Analysis
- ◆ Primary Legal Documents and Legal Structure
- ◆ Next Steps
- ◆ For Reference



Introductions



- ◆ Matthew Kolker, Client Services Director
 - ▶ Registered Municipal Advisor

- ◆ Government Financial Strategies
 - ▶ Public finance consulting firm dedicated to helping public agencies meet their capital needs
 - ▶ Established in 1988
 - ▶ Since 1997 we have worked on a variety of projects for the District (e.g. lease-purchase financing, etc.), but not previously on Measure G

Role of Financial Advisor

- ◆ Fiduciary duty to the District
- ◆ Provide independent financial analysis and advice
- ◆ Represent the District to the bond market
- ◆ Activities regulated by the Securities and Exchange Commission and the Municipal Securities Rulemaking Board as a result of the Dodd-Frank Act of 2010

General Obligation Bond Portfolio

General Obligation Bonds - Measure J, November 2002, \$10,400,000

Series	Dated Date	Type	Issuance - New Money	Issuance - Refinancing	Total Issuance	Net Debt Service	Debt Service to Principal at Issuance	Principal Paid & to be Paid as of Jun 1, 2019	Debt Service Paid & to be Paid as of Jun 1, 2019	Outstanding Principal as of Jun 1, 2019	Final Maturity	Able to Call?	Next Call Date	Callable Principal	Weighted Average Callable Coupon Premium
A	Aug 2003	CIBs	\$4,165,000	\$0	\$4,165,000	\$5,805,766	1.39 : 1	\$2,210,000	\$3,624,143	\$0	Aug 1, 2013	n/a	n/a	\$0	n/a
		CABs	\$1,832,434	\$0	\$1,832,434	\$5,555,000		\$1,832,434	\$5,555,000	\$1,832,434	Aug 1, 2028	No	n/a	\$0	n/a
B	Jul 2004	CIBs	\$2,850,000	\$0	\$2,850,000	\$4,046,203	1.42 : 1	\$1,425,000	\$2,432,828	\$0	Aug 1, 2013	n/a	n/a	\$0	n/a
		CABs	\$1,548,987	\$0	\$1,548,987	\$5,070,000		\$1,548,987	\$5,070,000	\$1,548,987	Aug 1, 2029	No	n/a	\$0	n/a
2014 Filg	Apr 2014	CIBs	\$0	\$3,490,000	\$3,490,000	\$3,647,392	1.05 : 1	\$3,490,000	\$3,647,392	\$0	Aug 1, 2018	n/a	n/a	\$0	n/a
								<u>\$10,396,421</u>	<u>\$20,329,363</u>	<u>\$3,381,421</u>					

Debt Service to Principal Ratios

Debt service of new money issuances to new money principal: 1.97 : 1

Total debt service after refinancings to new money principal: 1.96 : 1

General Obligation Bonds - Measure G, November 2008, \$12,000,000

General Obligation Bonds - Measure G, November 2008, \$12,000,000

Series	Dated Date	Type	Issuance - New Money	Issuance - Refinancing	Total Issuance	Net Debt Service	Debt Service to Principal at Issuance	Principal		Debt Service		Outstanding Principal as of Jun 1, 2019	Final Maturity	Able to Call?	Next Call Date	Callable Principal	Weighted Average Callable Coupon Premium
								Paid & to be Paid as of Jun 1, 2019	Paid as of Jun 1, 2019	Paid & to be Paid as of Jun 1, 2019	Paid as of Jun 1, 2019						
2009	Mar 2009	CIBs	\$10,720,000	\$0	\$10,720,000	\$16,196,595	1.51 : 1	\$10,720,000	\$16,196,595	\$7,415,000	Aug 1, 2027	Yes	Aug 1, 2019	\$6,830,000	4.61%	0.00%	
		CABs	\$1,279,964	\$0	\$1,279,964	\$7,720,000		\$1,279,964	\$7,720,000	\$1,279,964	Aug 1, 2033	No	n/a	\$0	n/a	n/a	
								\$11,999,964	\$23,916,595	\$8,694,964							

Debt Service to Principal Ratios

Debt service of new money issuances to new money principal: 1.99 : 1

- [1] Series A net debt service reflects application of \$6,219 deposited for payment of debt service;
 [2] Series B net debt service reflects application of \$8,202 deposited for payment of debt service;
 [3] Series C net debt service reflects application of \$168,159 deposited for payment of debt service;
 [4] 2014 Refunding refinanced Series A & B CIBs, saving taxpayers \$147,606.

General Obligation Bond Portfolio

General Obligation Bonds - Measure J, November 2002, \$10,400,000

Series	Dated Date	Type	Issuance - New Money	Issuance - Refinancing	Total Issuance	Net Debt Service	Debt Service to Principal at Issuance	Principal Paid & to be Paid as of Jun 1, 2019	Debt Service Paid & to be Paid as of Jun 1, 2019	Outstanding Principal as of Jun 1, 2019	Final Maturity	Able to Call?	Next Call Date	Callable Principal	Weighted Average Callable Coupon Premium
A	Aug 2003	CIBs	\$4,165,000	\$0	\$4,165,000	\$5,805,766	1.39 : 1	\$2,210,000	\$3,624,143	\$0	Aug 1, 2013	n/a	n/a	\$0	n/a
		CABs	\$1,832,434	\$0	\$1,832,434	\$5,555,000		\$1,832,434	\$5,555,000	\$1,832,434	Aug 1, 2028	No	n/a	\$0	n/a
B	Jul 2004	CIBs	\$2,850,000	\$0	\$2,850,000	\$4,046,203	1.42 : 1	\$1,425,000	\$2,432,828	\$0	Aug 1, 2013	n/a	n/a	\$0	n/a
		CABs	\$1,548,987	\$0	\$1,548,987	\$5,070,000		\$1,548,987	\$5,070,000	\$1,548,987	Aug 1, 2029	No	n/a	\$0	n/a
2014 Rtg	Apr 2014	CIBs	\$0	\$3,490,000	\$3,490,000	\$3,647,392	1.05 : 1	\$3,490,000	\$3,647,392	\$0	Aug 1, 2018	n/a	n/a	\$0	n/a
								<u>\$10,396,421</u>	<u>\$20,329,363</u>	<u>\$3,381,421</u>					

Debt Service to Principal Ratios

Debt service of new money issuances to new money principal: 1.97 : 1

Total debt service after refinancings to new money principal: 1.96 : 1

General Obligation Bonds - Measure G, November 2008, \$12,000,000

General Obligation Bonds - Measure G, November 2008, \$12,000,000																	
Series	Dated Date	Issuance - New Money		Issuance - Refinancing	Total Issuance	Net Debt Service	Debt Service to Principal at Issuance	Principal Paid & to be Paid as of Jun 1, 2019		Debt Service Paid & to be Paid as of Jun 1, 2019		Outstanding Principal as of Jun 1, 2019	Final Maturity	Able to Call?	Next Call Date	Callable Principal	Weighted Average Callable Coupon Premium
		Type	Amount					Amount	Amount	Amount	Amount						
2009	Mar 2009	CIBs	\$10,720,000	\$0	\$10,720,000	\$16,196,595	1.51 : 1	\$10,720,000	\$16,196,595	\$7,415,000	Yes	Aug 1, 2019	\$6,830,000	4.61%	0.00%		
		CABs	\$1,279,964	\$0	\$1,279,964	\$7,720,000		\$1,279,964	\$7,720,000	\$1,279,964	Aug 1, 2033	No	n/a	\$0	n/a		
								\$11,999,964	\$23,916,595	\$8,694,964							

Debt Service to Principal Ratios

Debt service of new money issuances to new money principal: 1.99 : 1

- (1) Series A net debt service reflects application of \$6,219 deposited for payment of debt service;
 (2) Series B net debt service reflects application of \$8,202 deposited for payment of debt service;
 (3) Series C net debt service reflects application of \$168,159 deposited for payment of debt service;
 (4) 2014 Refunding refinanced Series A & B CIBs, saving taxpayers \$147,606.

Managing Liabilities Requires Attention



2009 GO Bonds Prepayment Provisions

Optional Redemption

The Current Interest Series 2009 Bonds maturing on or before August 1, 2020, are not subject to redemption prior to maturity. The Current Interest Series 2009 Bonds maturing on or after August 1, 2019, are subject to redemption, at the option of the District, as a whole or in part among maturities on such basis as shall be designated by the District and by lot within each maturity), from any source of available funds, on any date on or after August 1, 2019 at the following prices, expressed as a percentage of the principal amount to be redeemed, plus accrued interest thereon to the redemption date:

Redemption Dates (Dates Inclusive)	Redemption Price
August 1, 2019 and thereafter	100.0%

The Capital Appreciation Series 2009 Bonds are not subject to optional redemption prior to their fixed maturity dates.

Maturity Schedule

Current Interest Series 2009 Bonds

Maturity August 1	Principal Amount	Interest Rate	Yield	CUSIP
2016	\$50,000.00	2.000%	1.250%	CS6
2017	300,000.00	2.000%	1.800%	CT4
2018	300,000.00	2.500%	2.050%	CU1
2019	320,000.00	2.500%	2.280%	CV0
2020	350,000.00	2.500%	2.625%	CW7
2021	385,000.00	2.875%	2.830%	CX5
2022	415,000.00	3.250%	3.050%	CY3

Term Bonds due August 1, 2024

Maturity August 1	Principal Amount	Interest Rate	Yield	CUSIP
2023	\$1,495,000.00	3.500%	3.300%	CZ0
2024	\$1,515,000.00	4.000%	3.500%	DA4
2025	\$1,535,000.00	4.000%	3.750%	DB2
2026	\$1,555,000.00	4.000%	4.000%	DC0
2027	\$1,575,000.00	4.000%	4.250%	DE8
2028	\$1,595,000.00	4.250%	4.450%	DE6

Capital Appreciation Series 2009 Bonds

Maturity August 1	Original Principal Amount	Accretion Rate	Yield to Maturity	Final Accreted Value	CUSIP
2028	\$357,036.00	6.350%	6.350%	\$1,200,000.00	DJ5
2029	\$339,061.80	6.420%	6.420%	\$1,230,000.00	DK2
2030	\$319,096.30	6.505%	6.490%	\$1,255,000.00	DL0

Summary:

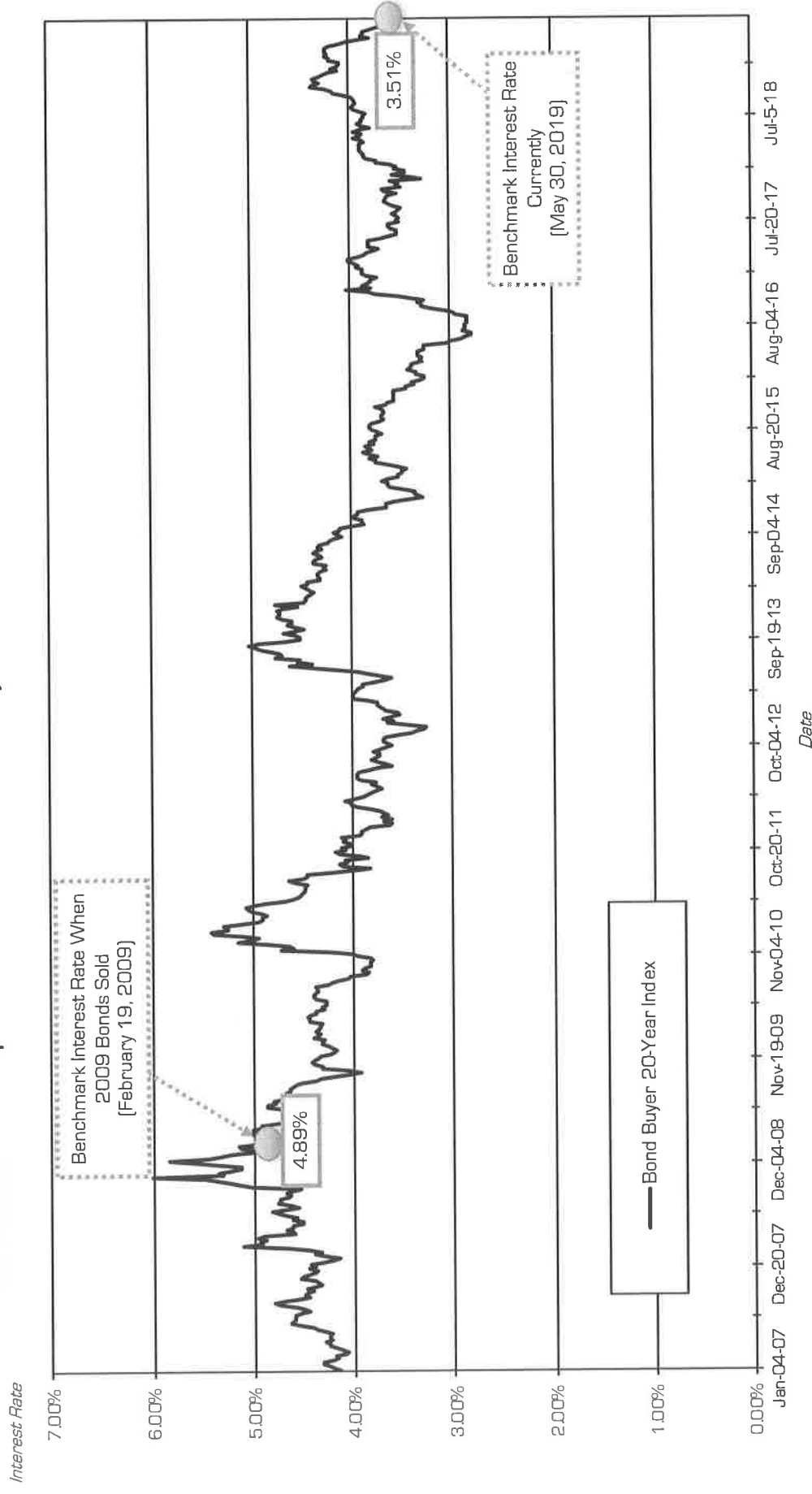
- Current Interest Series 2009 Bonds:** \$5,960,000.00. Current Interest Series 2009 Bonds. Base CUSIP: 687255.
- Term Bonds due August 1, 2024:** \$1,685,000.00. 4.50% Term Bonds due August 1, 2024 — Yield 4.77% CUSIP: 687255DG1.
- Capital Appreciation Series 2009 Bonds:** \$1,279,964.05. Capital Appreciation Series 2009 Bonds.

Annotations:

- \$6.83 million of Current Interest Bonds callable on Dec. 1, 2019.**
- Capital Appreciation Bonds not callable.**

The Bond Market is Volatile

The Benchmark Municipal Bond Interest Rate is Currently Below its Level when the 2009 Bonds were Sold



Notes: The 20-Bond Index consists of 20 general obligation bonds that mature in 20 years and is compiled every Thursday. The average rating of the 20 bonds is roughly equivalent to Moody's Investors Service's Aa2 rating and Standard & Poor's Rating Service AA.

Bond Issuance Methods

- ◆ Public Offering:
 - ▶ The securities are sold to an underwriter, who commits to the purchase and subsequently makes them available for sale to investors in the public market.
 - ▶ Access the “yield curve”
 - ▶ The securities may be traded and directly invested in by the general public.
- ◆ Private Placement
 - ▶ The borrowing is implemented directly with a single or relatively small number of “sophisticated” investor(s).
 - ▶ Does not access the “yield curve”
 - ▶ The borrowing generally can only be traded with other “sophisticated” investors.

Issuance Method Considerations

- ◆ Public offerings are more expensive to issue than a private placement; however:
 - ▶ Access to the conventional bond market typically provides lower borrowing rates via the “yield curve” (“points” vs. interest rate)
 - ✓ *The longer the borrowing term and the larger the borrowing amount the more likely a public offering will be more cost effective than private placement.*
 - ▶ The conventional bond market accepts longer term and larger borrowings than the private placement market
- ◆ Private placements require lower upfront costs than public offerings, but usually have just one interest rate, and therefore can have higher interest rates than represented by the “yield curve”.
 - ✓ *The shorter the borrowing term and the smaller the borrowing amount, the more likely a private placement will be more cost effective than a public offering.*
- ◆ Private placements require less ongoing administration and, we believe, less overall public liability risk than public offerings.

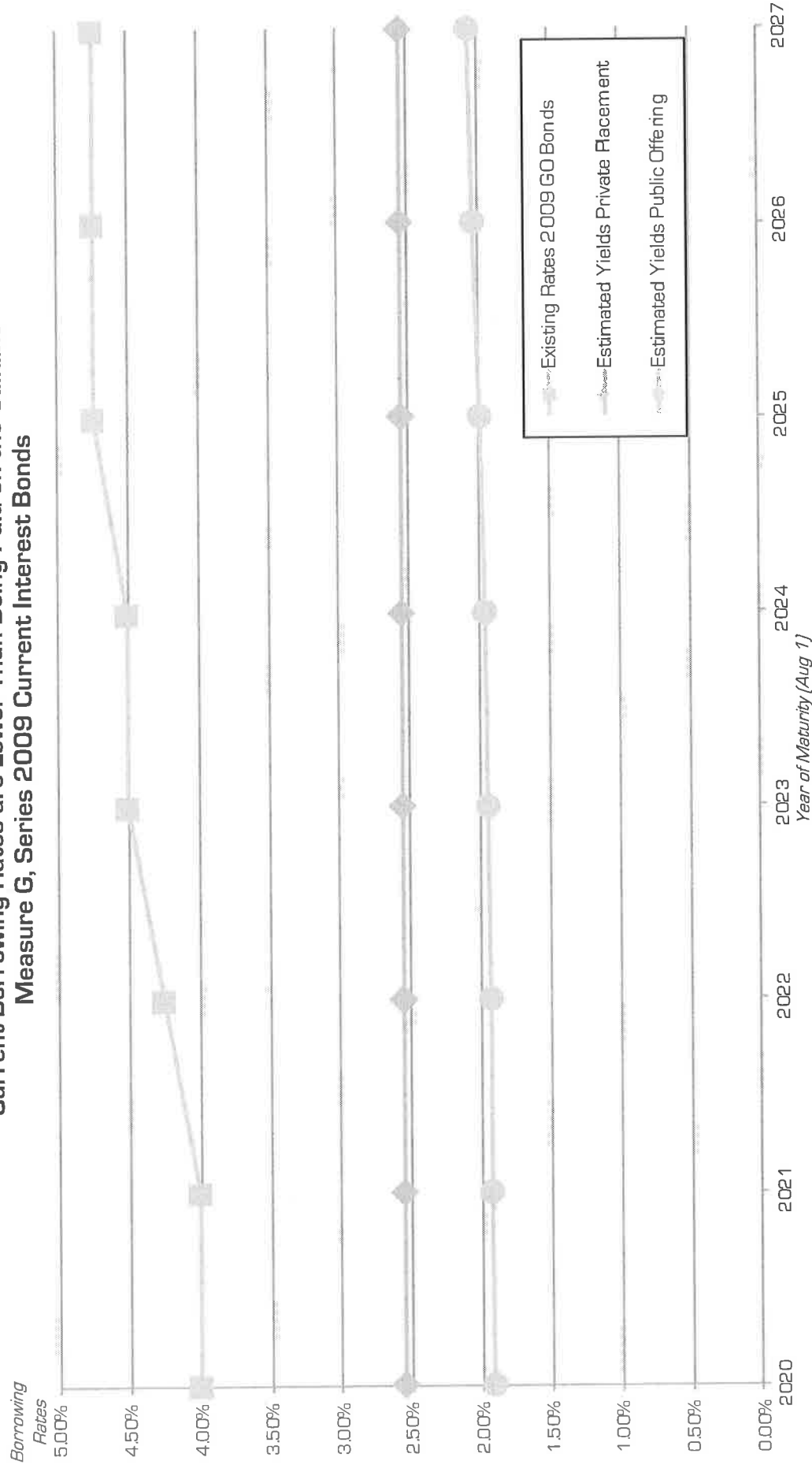
Refunding Via Public Offering or Private Placement

- ✓ Let's take a look at both refunding issuance method scenarios
 - *Public Offering*
 - *Private Placement*



Refunding Rates at Each Maturity ↓

Current Borrowing Rates are Lower Than Being Paid on the Callable Measure G, Series 2009 Current Interest Bonds



Existing rates are the actual "coupon rates" per the *Official Statement*. Refinancing rates for public offering based on MMD 'AAA' rates as of May 28, 2019, adjusted to assumed "A" rating by adding 50bp. MMD 'AAA' Yield Curve produced daily by Thomson Reuters to represent yields by maturity of the highest-grade AAA rated state general obligation bonds, as determined by the MMD analyst team. Refinancing rate for private placement based on estimates from a placement agent.

Issuance Costs for Private Placement < Public Offering

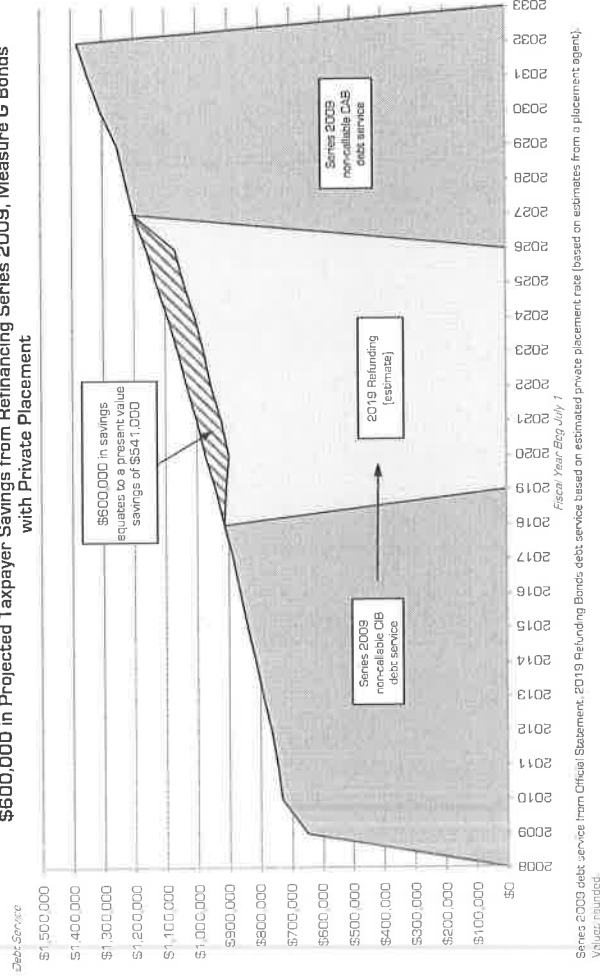
Sources	Private Placement	Public Offering
<u>Refunding Proceeds</u>		
Refunding Par Amount:	\$6,945,000.00	\$6,820,000.00
Premium:	+ \$0.00	+ \$299,591.35
Total Sources:	<u>\$6,945,000.00</u>	<u>\$7,119,591.35</u>
<u>Uses</u>		
<u>Refunding Escrow Deposits</u>		
SLGS Purchase:	\$6,854,694.31	\$6,865,764.00
Cash Deposit:	+ \$0.00	+ \$0.17
	<u>\$6,854,694.31</u>	<u>\$6,865,764.17</u>
<u>Delivery Date Expenses</u>		
Costs of Issuance:	\$90,000.00	\$125,000.00
Underwriter's Discount:	\$0.00	\$85,250.00
Bond Insurance:	+ \$0.00	+ \$38,929.93
Total Funds Required:	<u>\$90,000.00</u>	<u>\$249,179.93</u>
<u>Other Uses of Funds</u>		
Rounding (Additional Proceeds)	\$305.69	\$4,647.25
Total Uses:	<u>\$6,945,000.00</u>	<u>\$7,119,591.35</u>

Projected Total Savings for Private Placement > Public Offering

Private Placement

Total Savings = \$600,000

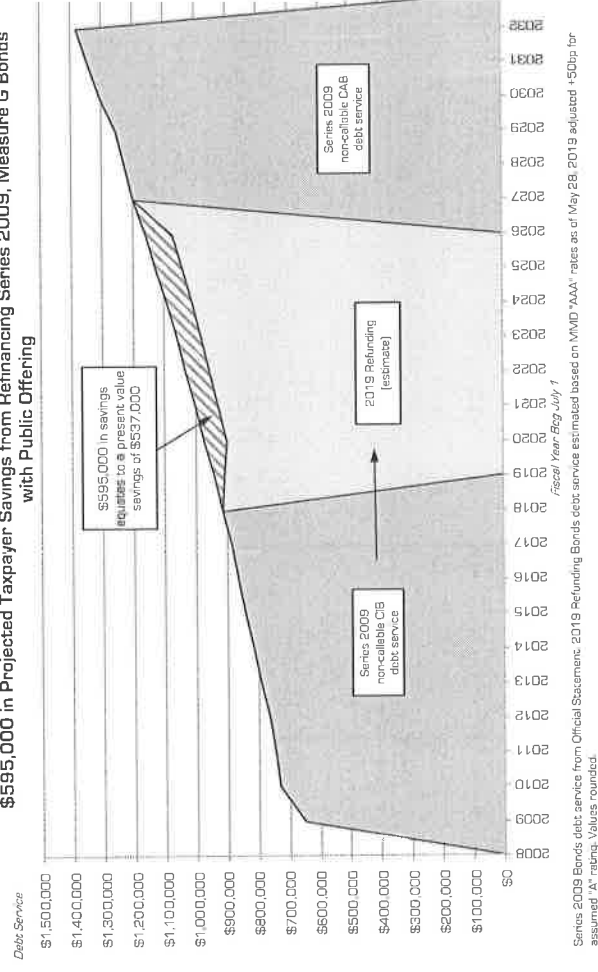
\$600,000 in Projected Taxpayer Savings from Refinancing Series 2009, Measure G Bonds with Private Placement



Public Offering

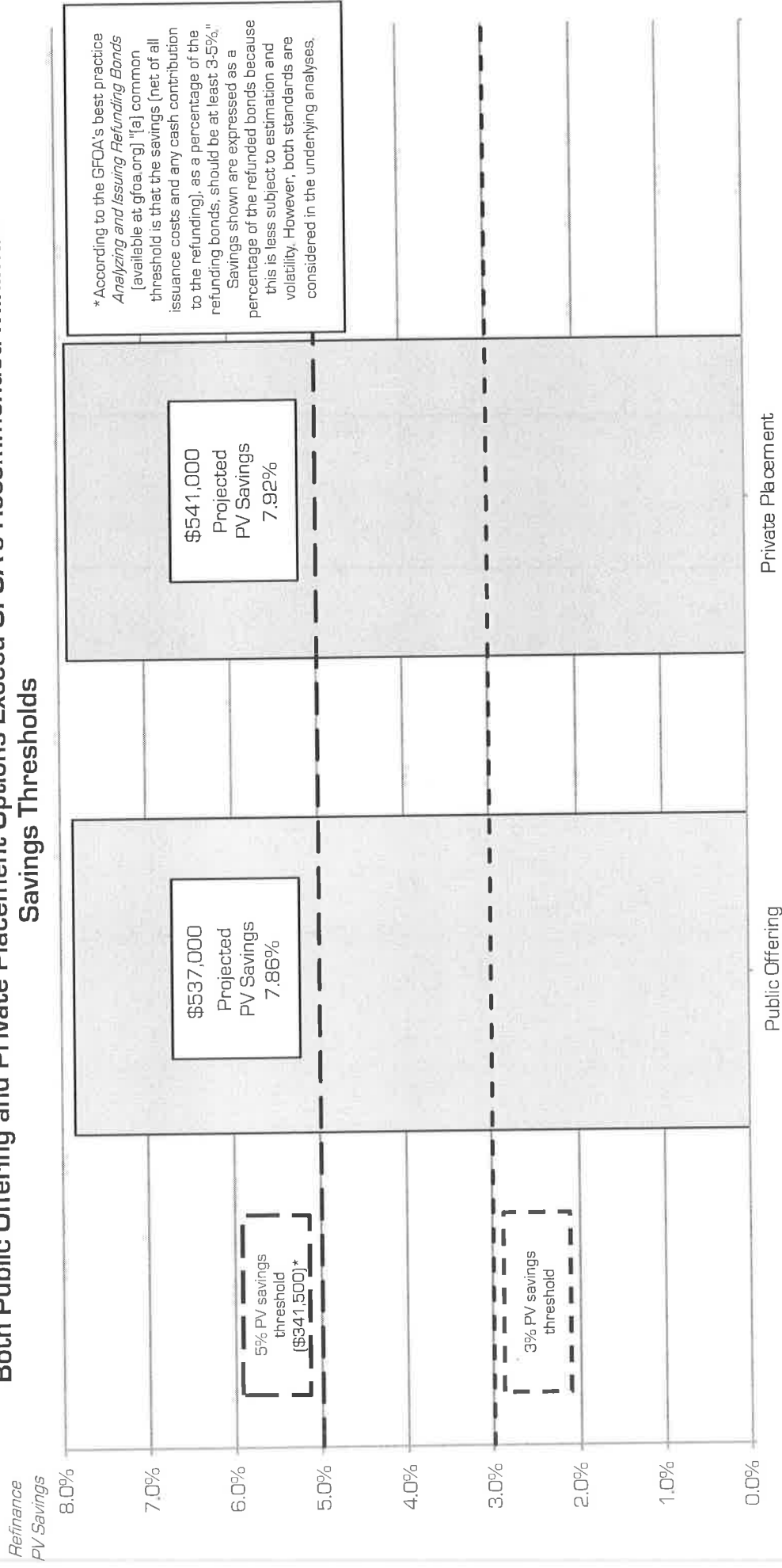
Total Savings = \$595,000

\$595,000 in Projected Taxpayer Savings from Refinancing Series 2009, Measure G Bonds with Public Offering



Projected Present Value Savings for Private Placement > Public Offering

Both Public Offering and Private Placement Options Exceed GFOA's Recommended Minimum Savings Thresholds



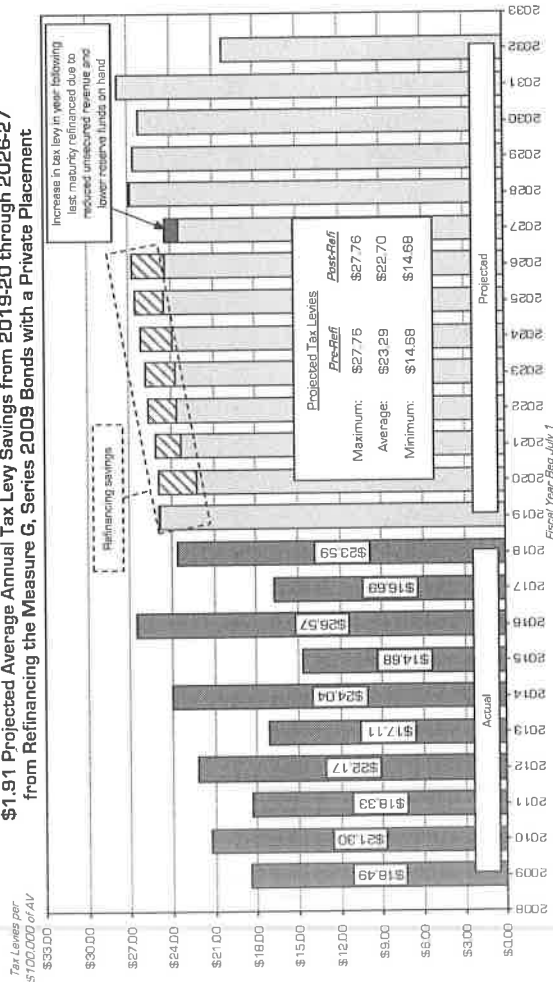
Estimated public offering savings based on MMD "AAA" rates as of May 28, 2019 adjusted +50bp for assumed "A" rating. Estimated private placement savings based on estimated private placement rate (based on estimates from a placement agent). Values rounded.

Annual Tax Levy Savings Through 2026-27

Private Placement

Avg. Annual Savings = \$1.91/\$100K of AV

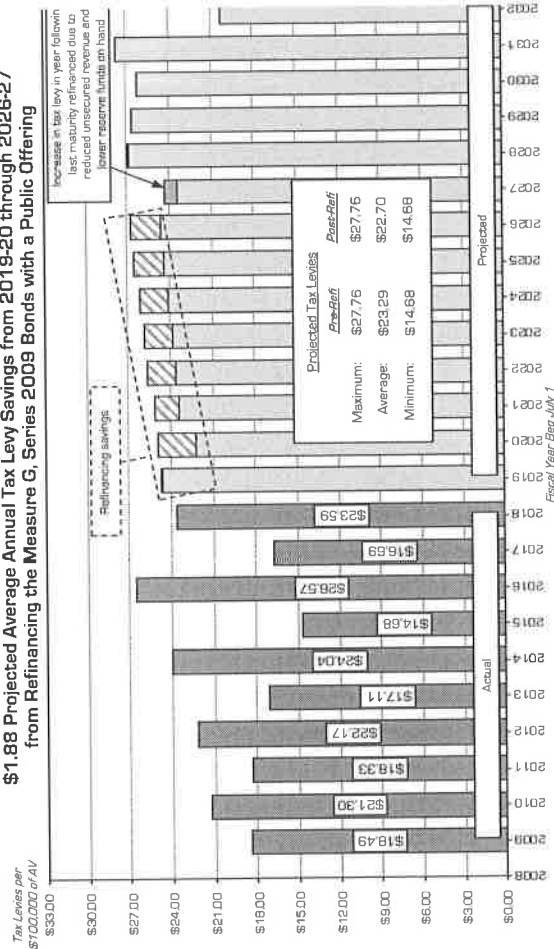
\$1.91 Projected Average Annual Tax Levy Savings from 2019-20 through 2026-27 from Refinancing the Measure G, Series 2009 Bonds with a Private Placement



Public Offering

Avg. Annual Savings = \$1.88/\$100K of AV

\$1.88 Projected Average Annual Tax Levy Savings from 2019-20 through 2026-27 from Refinancing the Measure G, Series 2009 Bonds with a Public Offering



Actual levies from Butte Co. Auditor-Controller's Department, Series 2009 debt service, from Official Statement, 2019 Refunding Bonds debt service, estimated based on MWD "AAA" raise as of May 2019 adjusted +50bp for assumed "A" rating. Projected levies assume 2% annual increase in net local income while all other AV types remain unchanged. Calculation uses County's collection mid of collection following calendar year debt service + reserve equal to 1/2 of principal and 1/4 of the interest due during the second half of the following calendar year.

Summary of Issuance Method Analysis

- ◆ Financial Considerations
 - ▶ Taking into account principal refinanced, remaining term, issuance cost (different for each method), and interest rates (different for each method), which method generates the higher projected present value savings?
 - ✓ Private placement projected to generate higher present value saving
 - approximately \$5,000 more
 - ✓ Public offering may require higher ongoing administration costs (e.g. responding to investors, etc.).
- ◆ Non-Financial Considerations
 - ▶ Ongoing administration
 - ▶ Staff time required for issuance process
 - ▶ Liability risks
 - ✓ Private placement requires less ongoing administration, less staff time during the issuance process, and, we believe, less overall public liability risk (because privately placed bonds may not be traded and directly invested in by the general public).
 - ✓ Private placement recommended.

Sale Methods

◆ Competitive Process - auction



◆ Negotiated Process - sale to pre-selected underwriter or lender/investor



✓ The Government Finance Officers Association (GFOA) recommends that "bond issuers sell their debt using the method of sale that is most likely to achieve the lowest cost of borrowing while taking into account both short-range and long-range implications for taxpayers and ratepayers."

GFOA Competitive Criteria



- ◆ Criteria that favors a Competitive Process:
 - ▶ Rating of the bonds is at least in the single-A category.
 - ✓ The District's current general obligation bond ratings are "A" (Standard & Poor's) and "AA-" (Fitch)
 - ▶ Bonds are general obligation bonds or full faith and credit obligations of the issuer or are secured by a strong, known and long-standing revenue stream.
 - ✓ The bonds are general obligation bonds.
 - ▶ Bond structure does not include innovative or new features that require extensive explanation to the bond market.
 - ✓ The refunding will not include such features.
 - ▶ Issuer is well known and frequently in the market.
 - ✗ The District is not well known and frequently in the market.*
- ◆ ***We meet 3 out of the 4 competitive process criteria***

*Note: We define "frequently" to mean the proposed financing is at least the third issuance in the last five years.

GFOA Negotiated Criteria



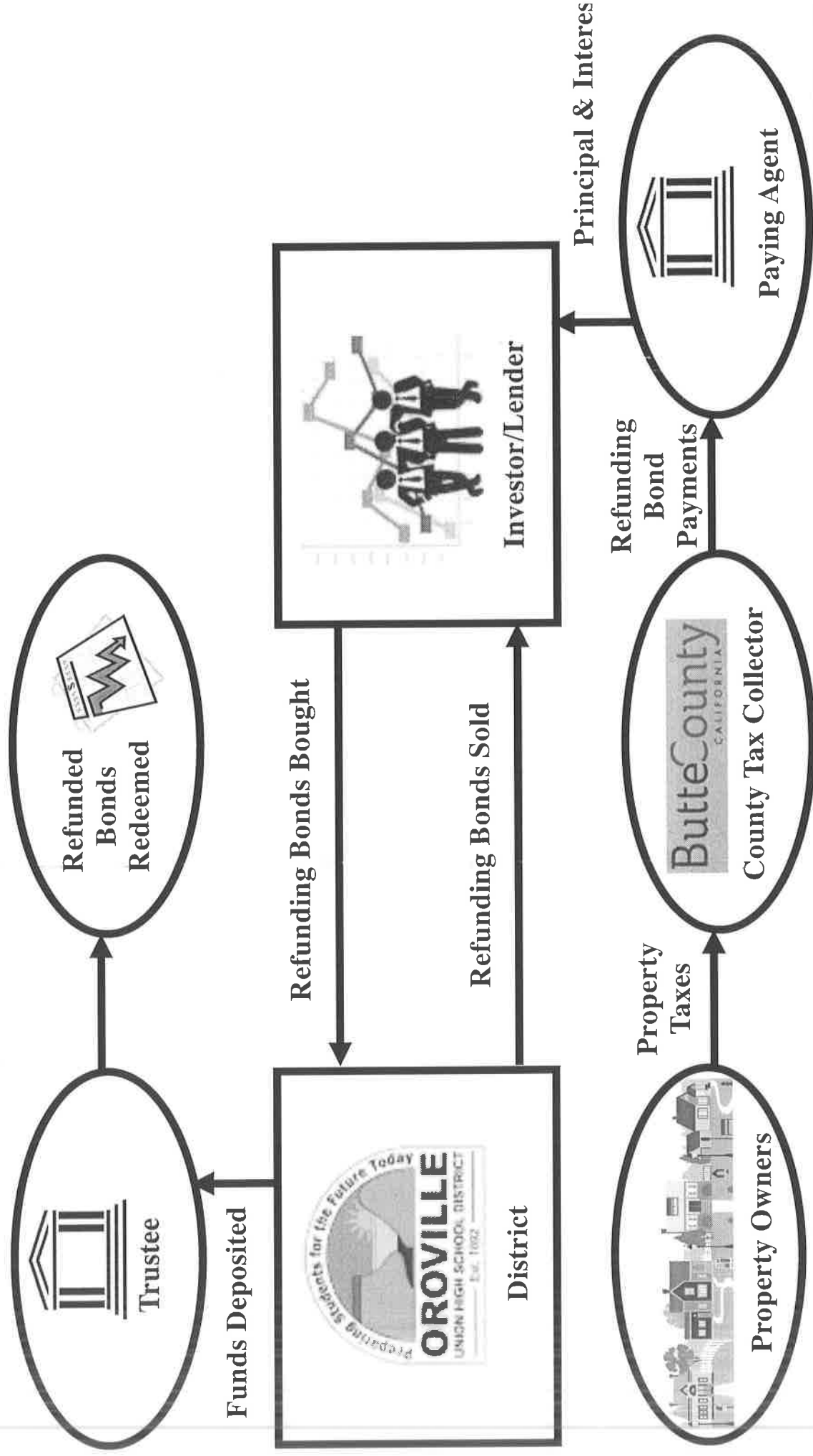
◆ Criteria that favors a Negotiated Process:

- ▶ Rating of the bonds is lower than the single-A category.
 - × The District's current general obligation bond ratings are "A" (Standard & Poor's) and "AA-" (Fitch).
- ▶ Bond insurance or other credit enhancement is unavailable or not cost-effective.
 - × Bond insurance not needed for private placement; expected to be available if public offering.
- ▶ Structure of bonds has features better suited to negotiation.
 - × The refinancing does not include such features.
- ▶ Issuer desires to target underwriting participation to include disadvantaged business enterprises or local firms.
 - × All lenders/investors will have the opportunity to participate.
- ▶ Other factors that the issuer, in consultation with its financial advisor, believes favor the use of a negotiated sale process.
 - × There are no other factors favoring a negotiated sale.
- ▶ We meet 0 out of the 5 negotiated process criteria.

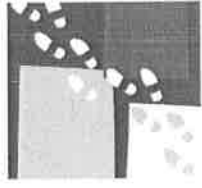
Primary Legal Documents (Private Placement)

- ◆ *Board Resolution*: authorizes bonds and signing of documents within parameters (minimum savings %, bond amount, etc.).
- ◆ *Paying Agent Agreement*: defines the responsibilities of the paying agent, which include maintaining the list of bondholders receiving debt service payments from the County and forwarding such payments to the bondholder(s) on the payment dates, and maintaining an escrow fund for redemption of the refunded Bonds.
- ◆ *Bond Purchase Agreement*: the investor purchases the bonds from the District; prescribes the terms of the bonds.

Legal Structure (Private Placement)

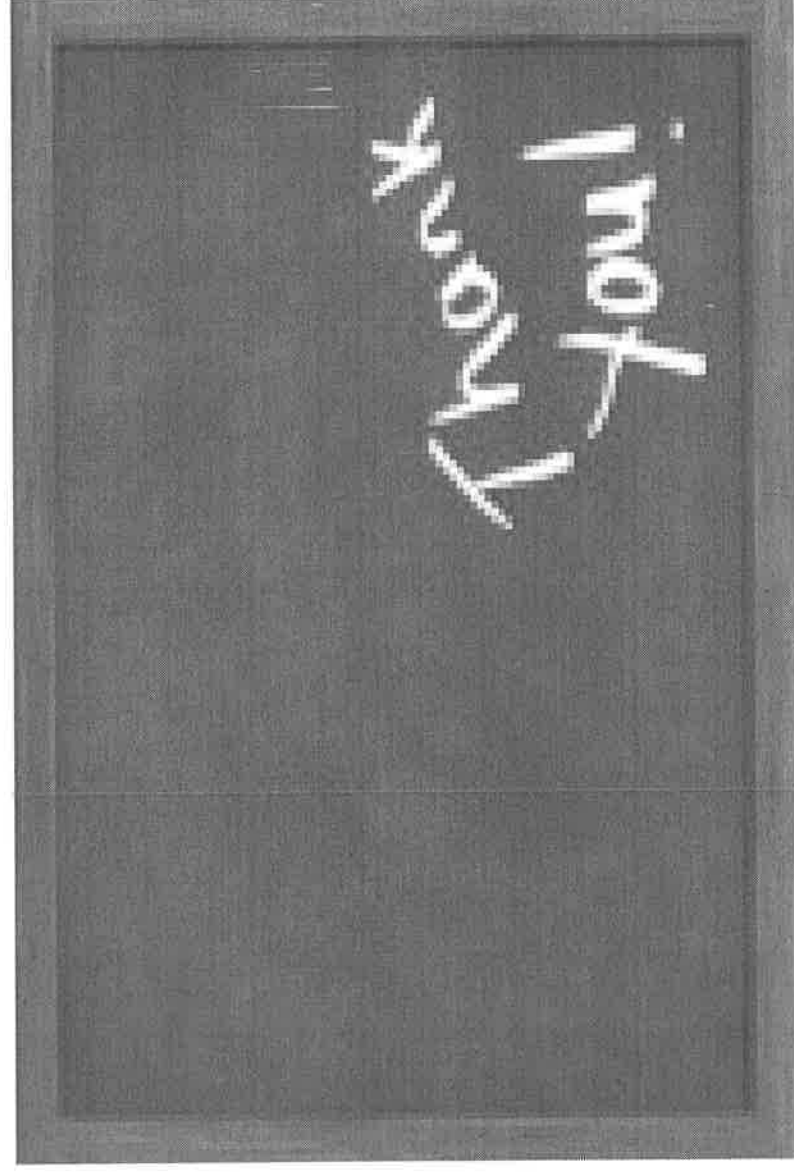


Next Steps



- ◆ Tonight's Board meeting
 - ▶ Information only
- ◆ July 17, 2019 Board meeting
 - ▶ Board considers adoption of resolution authorizing refinancing
- ◆ August 1, 2019
 - ▶ Refinancing closes and proceeds deposited with Escrow Agent
- ◆ August 2, 2019
 - ▶ Series 2009 Bonds redeemed
- ◆ Board meeting (date to be determined)
 - ▶ Refinancing results presented to the Board

Any Questions?



For Reference

- ◆ Estimated Costs of Issuance Detail (Private Placement)
- ◆ Good Faith Estimates (Private Placement)
- ◆ G.O. Bond Tax Rates
- ◆ Historical Assessed Value
- ◆ Assumed Future Assessed Value
- ◆ Assessed Value Assumptions - Historical Tests

Estimated Costs of Issuance Detail

Private Placement

Description	Total Costs
<ul style="list-style-type: none"> _____ Bond Counsel Bond Counsel Fees: \$20,000.00 Out-of-Pocket Expenses: \$500.00 	
<ul style="list-style-type: none"> Government Financial Strategies inc., Municipal Advisor Professional Services: \$30,550.00 Out-of-Pocket Expenses: \$1,000.00 	
<ul style="list-style-type: none"> _____ Placement Agent Professional Services: \$20,000.00 	
<ul style="list-style-type: none"> _____ Lender's Counsel Professional Services: \$10,000.00 	
<ul style="list-style-type: none"> Other Issuance Expenses (break out listed below) U.S. Bank National Association, Paying Agent Acceptance Fee/Expenses: \$750.00 One Time Costs of Issuance Custodian Fee: \$500.00 Annual Administration Fee: \$750.00 Annual Administration Expenses: \$0.00 Escrow Agent Fee: \$1,000.00 _____ Verification Report as to Escrow and Bond Yield California Debt & Investment Advisory Commission, CDIAC Fee \$1,500.00 California Municipal Statistics, Inc., Tax Base Data \$1,750.00 Other/Contingency \$1,500.00 \$200.00 	\$90,000.00
TOTAL COSTS OF ISSUANCE	

Public Offering

OROVILLE UNION HIGH SCHOOL DISTRICT (Butte County, California) 2019 General Obligation Refunding Bonds Estimated Costs of Issuance	
Description	Total Costs
<ul style="list-style-type: none"> _____ Bond Counsel Bond Counsel Fees: \$30,000.00 Out-of-Pocket Expenses: \$500.00 	
<ul style="list-style-type: none"> Government Financial Strategies inc., Municipal Advisor Professional Services: \$63,450.00 Out-of-Pocket Expenses: \$1,500.00 	
<ul style="list-style-type: none"> _____ Rating Agency Professional Services: \$16,000.00 	
<ul style="list-style-type: none"> Other Issuance Expenses (break out listed below) U.S. Bank National Association, Paying Agent Acceptance Fee/Expenses: \$750.00 One Time Costs of Issuance Custodian Fee: \$500.00 Annual Administration Fee: \$750.00 Annual Administration Expenses: \$0.00 Escrow Agent Fee: \$1,000.00 _____ Verification Report as to Escrow and Bond Yield California Municipal Statistics, Inc., Tax Base Data \$1,500.00 Ipree: Electronic Bidding \$1,425.00 Other/Contingency \$6,125.00 	
TOTAL COSTS OF ISSUANCE	\$125,000.00

Good Faith Estimates

Good Faith Estimates
Per Government Code 5852.1

	<i>Private</i>	<i>Public</i>
	<u>Placement</u>	<u>Offering</u>
All-In True Interest Cost(1)	2.75%	2.83%
Finance Charge(2)	\$90,000	\$249,180
Net Proceeds Received(3)	\$6,855,000	\$6,870,411
Total Payment Amount(4)	\$7,776,551	\$7,785,987

(1) Based on assumed interest rates and issuance costs as of 5/28/19.

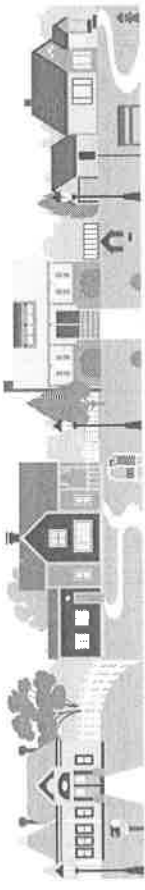
(2) Sum of all charges and fees paid to third-parties for upfront costs.

(3) Amount of proceeds received less the finance charge and any reserves or capitalized interest funded.

(4) Total debt service plus any finance charges not paid with proceeds.

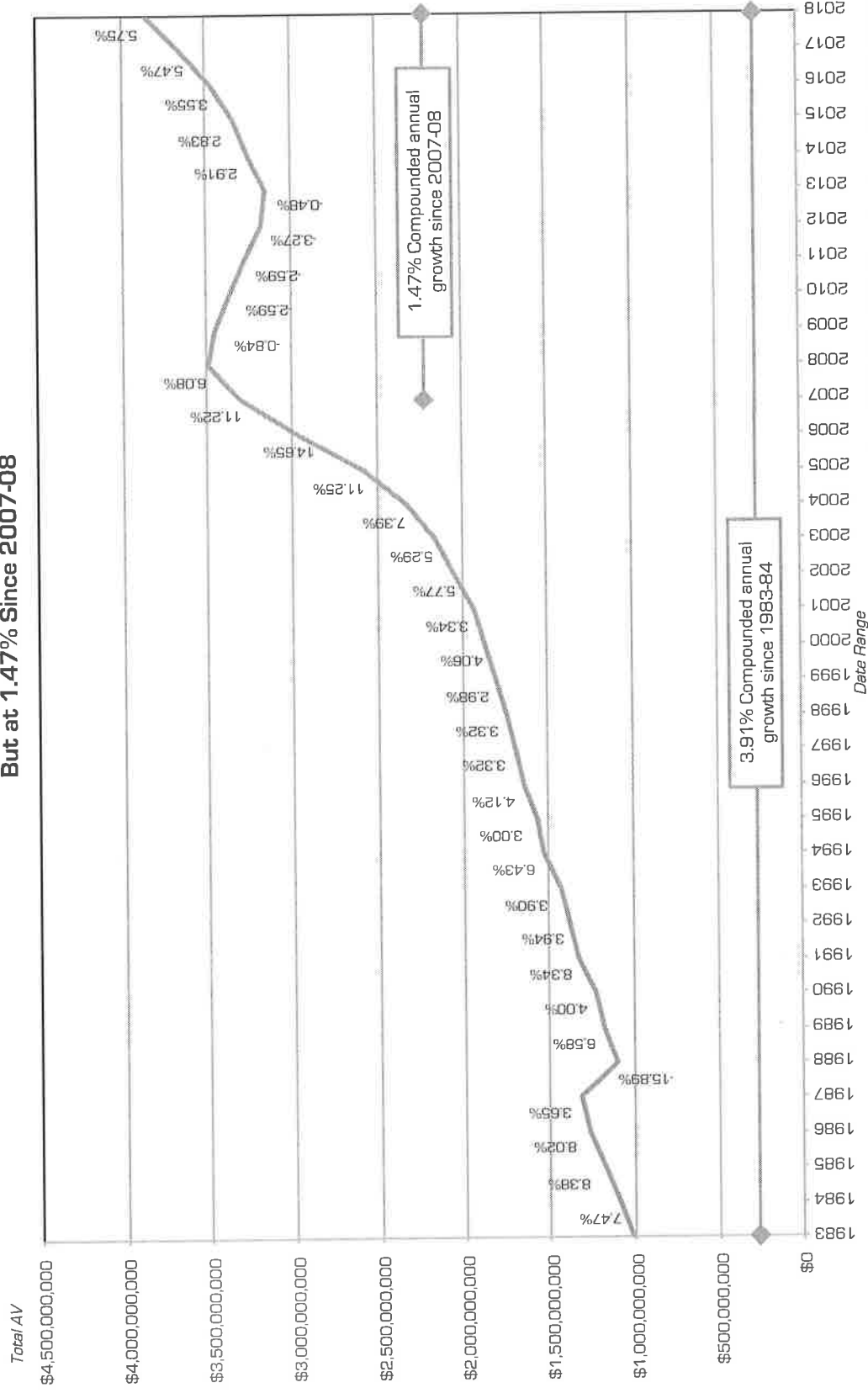
G.O. Bond Tax Rates

- ◆ Bond tax rate $\approx$ debt service $\div$ assessed value
- ◆ Each property in the District pays its pro rata share, based on its individual assessed value (not market value)



Historical Assessed Value

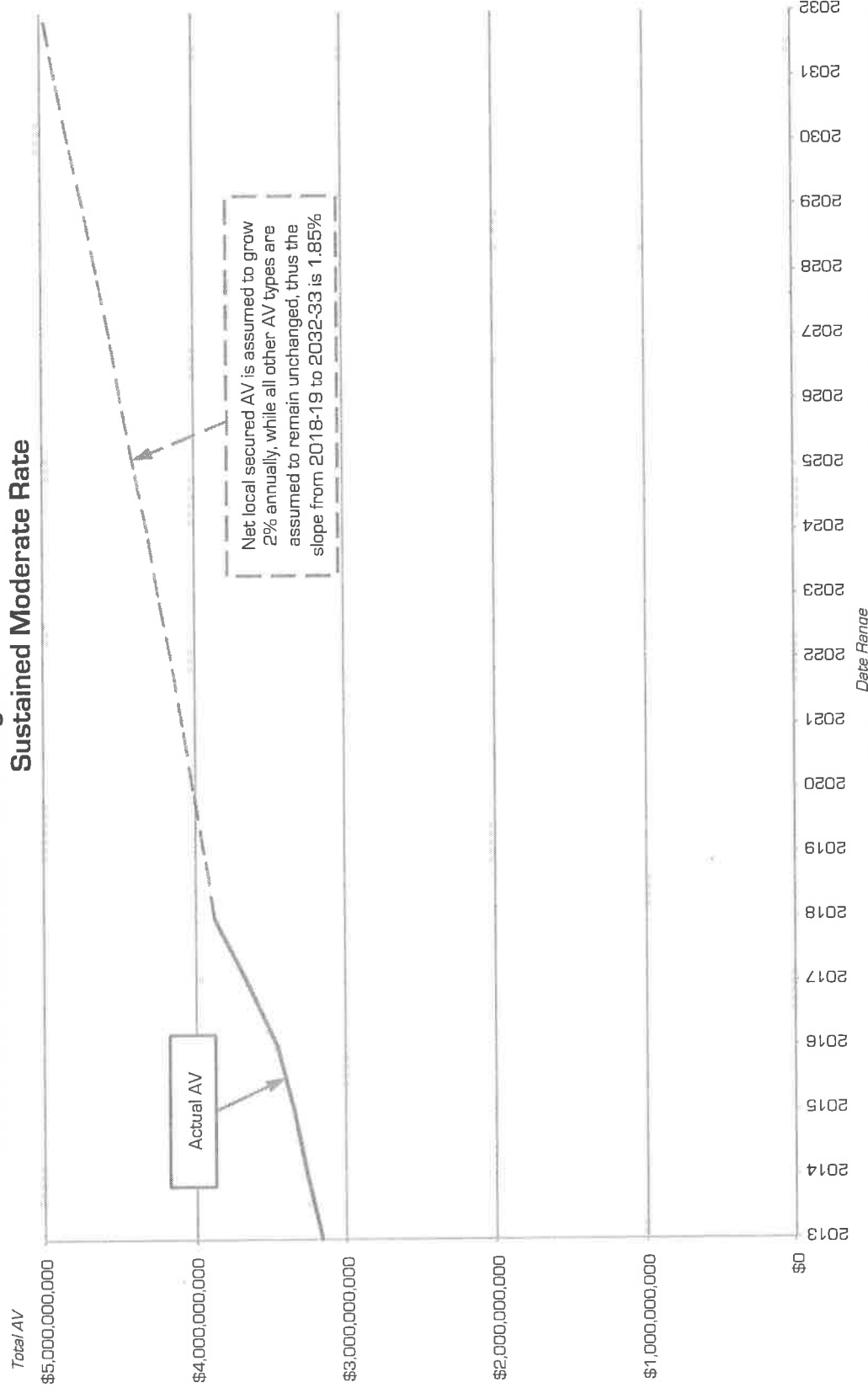
Total Assessed Value Has Grown at a Compounded Annual Rate of 3.91% Since 1983-84,
But at 1.47% Since 2007-08



Notes: total assessed value for 1983-84 to 2006-07 from *Official Statement* citing California Municipal Statistics; assessed value from 2007-08 to 2018-19 obtained from Butte County Auditor-Controller's Department. Since 2007-08, net local secured AV has comprised approximately 91% of total AV.

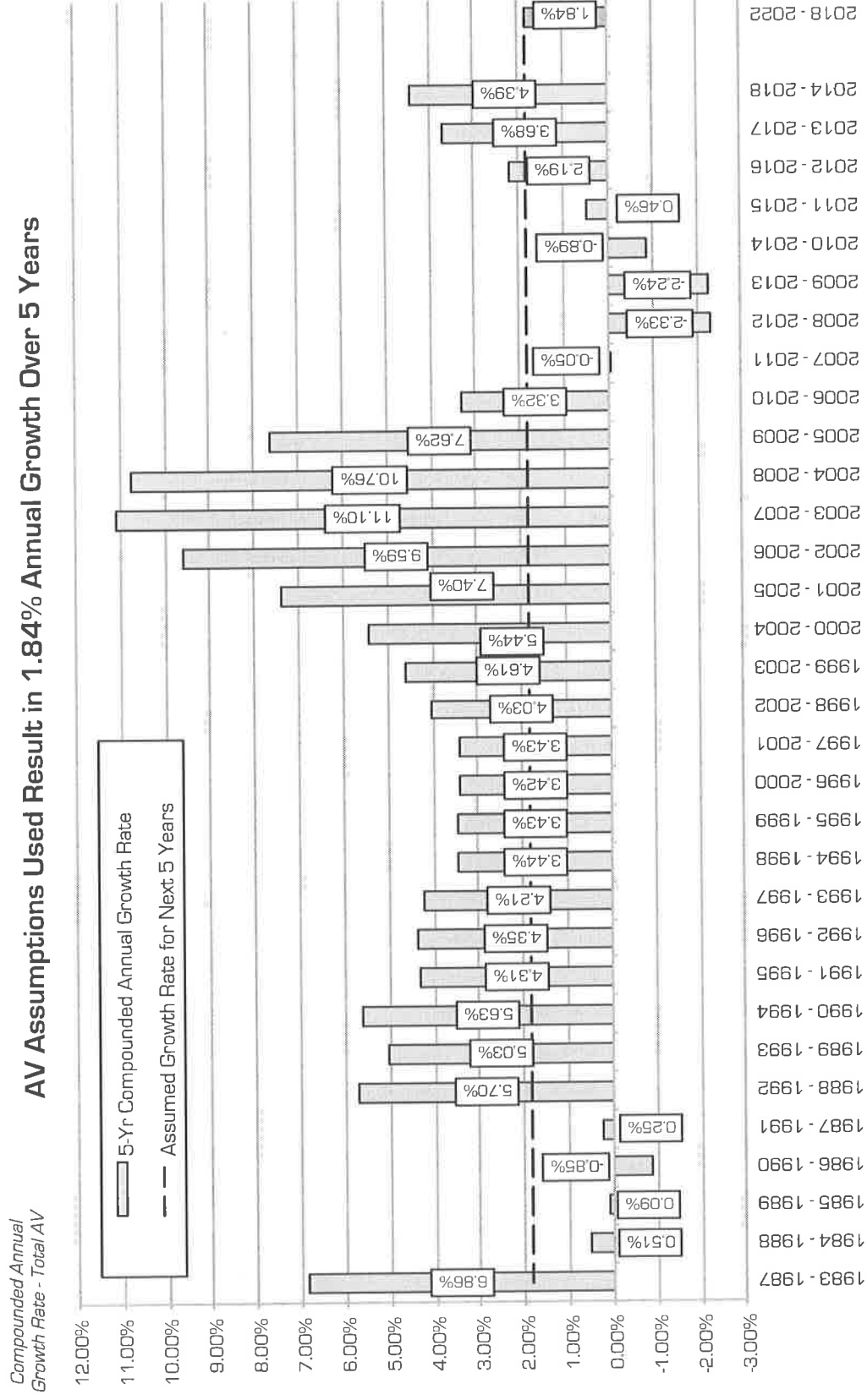
Assumed Future Assessed Value

Based on Recent Historical Changes, Net Local Secured AV is Assumed to Grow at a Sustained Moderate Rate



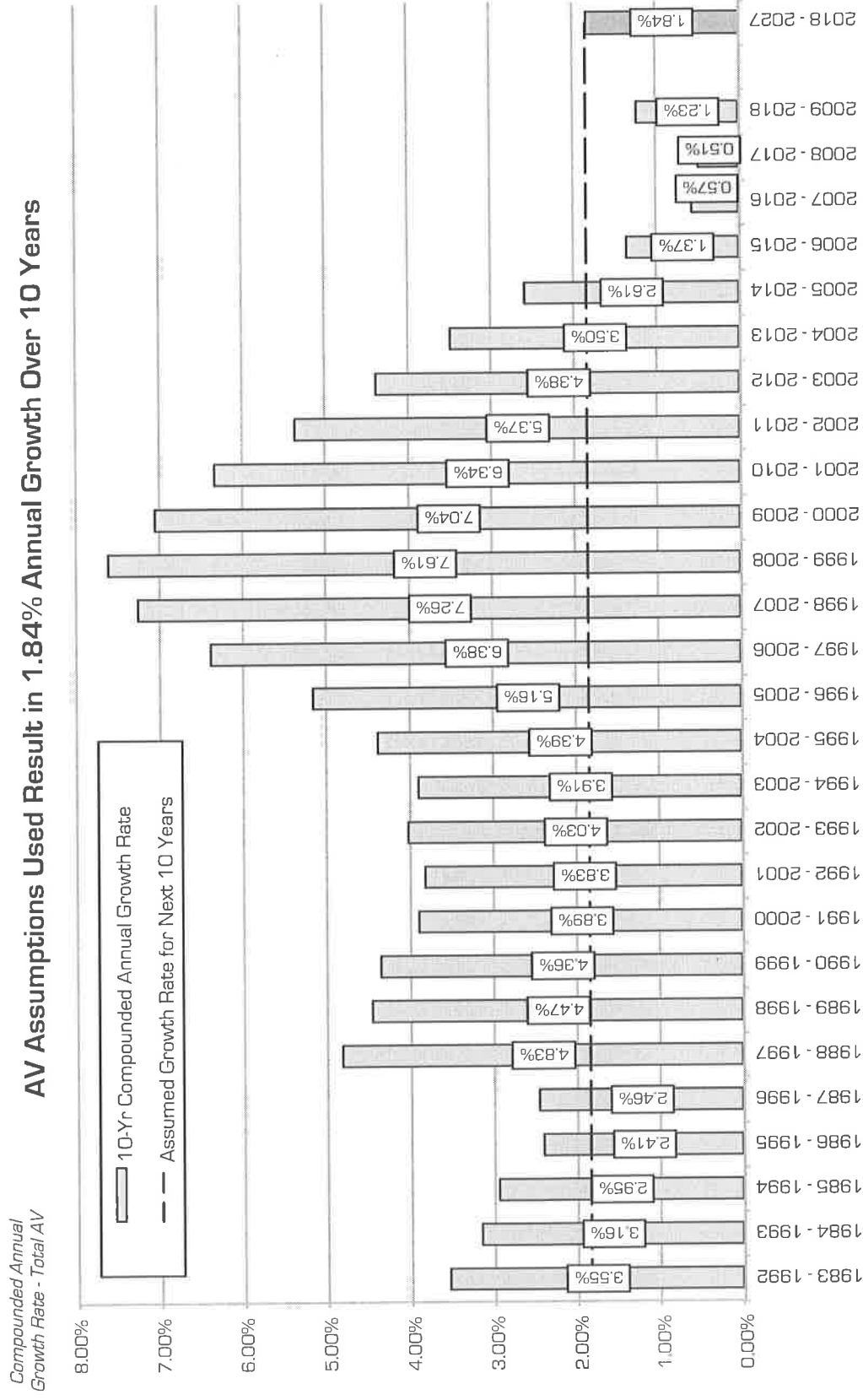
Notes: total assessed value for 1983-84 to 2006-07 from *Official Statement* citing California Municipal Statistics; assessed value from 2007-08 to 2018-19 obtained from Butte County Auditor-Controller's Department. Since 2007-08, net local secured AV has comprised approximately 91% of total AV.

Historical AV Analysis - 5 Year Periods



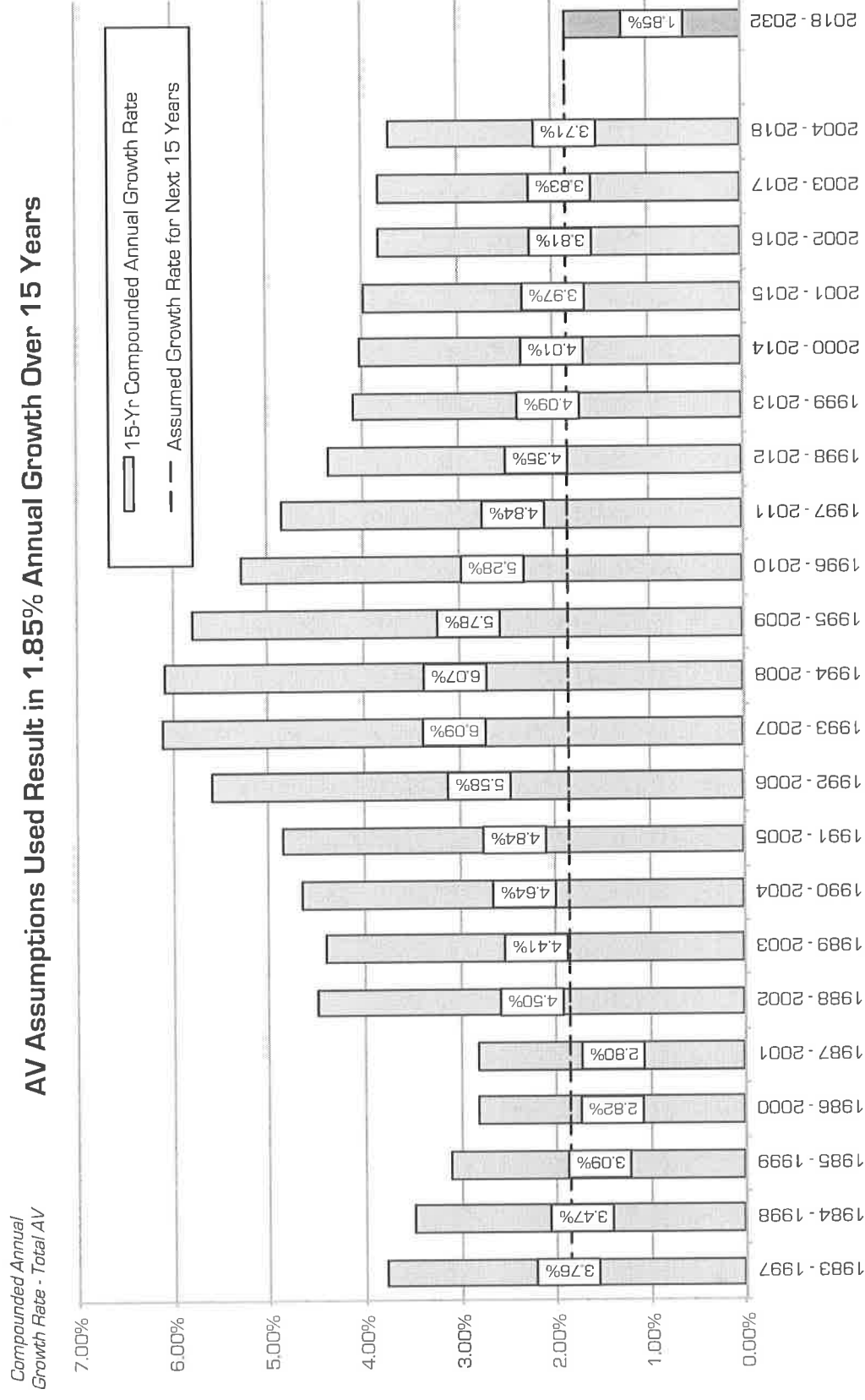
Historical data from Butte Co. Auditor-Controller's Department. Net local secured AV is assumed to increase 2% annually, while all other AV types are assumed to remain unchanged.

Historical AV Analysis - 10 Year Periods



Historical data from Butte Co. Auditor-Controller's Department. Net local secured AV is assumed to increase 2% annually, while all other AV types are assumed to remain unchanged.

Historical AV Analysis - 15 Year Periods



Historical data from Butte Co. Auditor-Controller's Department. Net local secured AV is assumed to increase 2% annually, while all other AV types are assumed to remain unchanged.

MEMORANDUM

To: Susan Watts
From: Jonathan Edwards
Matt Kolker
Date: June 5, 2019
Re: Bond Counsel Selection

Hi Susan, we requested cost quotes from bond counsel firms to provide services in connection with refunding the District's 2009 General Obligation Bonds. We're writing to summarize the process and results, and request direction.

In order to identify bond counsel firms to receive the request for quotes, we began by compiling a list of firms who had provided bond counsel services for general obligation bonds issued by school districts in Butte County during the last ten years. We also included an additional firm, Parker & Covert, as one of their attorneys, Addison Covert, has a history of price competitiveness and significant experience with general obligation bonds.

Thus, the firms who received the request for quotes were Parker & Covert, Jones Hall, Kronick Moskovitz Tiedemann & Girard, Quint & Thimmig, and Stradling Yocca Carlson & Rauth.

Also, although it is currently planned that the Refunding Bonds will be issued via private placement, since it is possible that the recommended issuance method could change to public offering depending on market conditions, firms were asked to submit quotes for both scenarios.

Susan, on the following page is a summary of the cost quotes we received from four of the firms. As you can see, Parker & Covert proposed the lowest bond counsel cost for both scenarios.

Please let us know if you would like to discuss this further, or proceed with Parker & Covert.

Thank you

JSE:MSK/abm

June 5, 2018
Oroville Union High School District
Re: Bond Counsel Selection
Page 2

Summary of Bond Counsel Cost Quotes							
<i>Firm</i>	<i>Main Contact</i>	<i>Cost for Bond Counsel Services</i>	<i>Additional Cost For Expenses(1)</i>	<i>Total Bond Counsel Costs</i>	<i>Additional Cost for Disclosure Opinion</i>	<i>Total</i>	<i>Cost Banking</i>
Private Placement:							
Parker & Covert	Addison Covert	\$14,000	\$400	\$14,400	n/a	\$14,400	1
Kronick Moskowitz Tiedemann & Girard	Jon Cristy	\$22,000	\$0	\$22,000	n/a	\$22,000	2
Quint & Thimmig	Brian Quint	\$25,000	\$0	\$25,000	n/a	\$25,000	3
Stradling Yocca Carlson & Rauth	Robert Whalen	\$25,000	\$0	\$25,000	n/a	\$25,000	3
Public Offering							
Parker & Covert	Addison Covert	\$22,000	\$800	\$22,800	\$0	\$22,800	1
Kronick Moskowitz Tiedemann & Girard	Jon Cristy	\$25,000	\$0	\$25,000	\$3,000	\$28,000	2
Quint & Thimmig	Brian Quint	\$25,000	\$0	\$25,000	\$5,000	\$30,000	3
Stradling Yocca Carlson & Rauth	Robert Whalen	\$30,000	\$0	\$30,000	\$20,000	\$50,000	4
Averages							
Parker & Covert	Addison Covert	\$18,000	\$600	\$18,600	\$0	\$18,600	1
Kronick Moskowitz Tiedemann & Girard	Jon Cristy	\$23,500	\$0	\$23,500	\$1,500	\$25,000	2
Quint & Thimmig	Brian Quint	\$25,000	\$0	\$25,000	\$2,500	\$27,500	3
Stradling Yocca Carlson & Rauth	Robert Whalen	\$27,500	\$0	\$27,500	\$10,000	\$37,500	4
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> (1) Not-to-exceed budget for expenses. </div>							



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

3536 Butte Campus Drive, Oroville, CA 95965

COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT

APPENDIX

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

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

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

1. CCAP AGREEMENT

- 1.1. The College and School District entered into this CCAP Agreement on **July 1, 2018**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETINGS

Information Board Meeting Date:	Agreement: 4/17/18	Appendix: 5/15/19
Public Comment and Approval Board Meeting Date:	Agreement: 5/16/18	Appendix: 6/19/19

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Information Board Meeting Date:	Agreement: 4/25/18	Appendix: 5/15/19
Public Comment and Approval Board Meeting Date:	Agreement: 5/9/18	Appendix: 6/12/19

2. POINTS OF CONTACT

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

COLLEGE

Name:	Tanna Neilsen	Title:	Administrative Secretary
Telephone:	(530)879-6108	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Paula Blaney	Title:	Executive Assistant
Telephone:	538-2300 x1107	Email:	planey@ouhsd.org

3. STUDENT SELECTION

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

4. **CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College and School District shall ensure courses offered as part of this CCAP Agreement are consistent with the high school's master schedule. The College and School District have identified the following: program year; educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2019-20	EDUCATIONAL PROGRAM:	
SCHOOL DISTRICT:	Oroville Union High School District	HIGH SCHOOL:	Las Plumas High School

TOTAL NUMBER OF STUDENTS TO BE SERVED: 60	TOTAL PROJECTED FTES: 6
--	--------------------------------

COURSE NAME	COURSE #	TERM	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
Intro to Animal Science	AGS 40	FA19	9:04 – 10:03	M-W-F	R. Darrach	☐ CC ☒ HS	☐ CC ☒ HS
Intro to Animal Science	AGS 40	FA19	9:04 – 10:03	M-W-F	R. Darrach	☐ CC ☒ HS	☐ CC ☒ HS
Tractors & Crawlers	AET 30	FA19	8:00 – 8:00	M-W-F	R. Darrach	☐ CC ☒ HS	☐ CC ☒ HS

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

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

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

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

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST
N/A				

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will reimburse School District as follows: **\$400.00 per completed section.**
- 6.2. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. FACILITIES USE.

- 7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.
- 7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS
LPHS	1010	M-W-F	9:04 – 10:03
LPHS	1010	M-W-F	11:19 – 12:18
LPHS	1010	M-W-F	8:00 – 9:00

8. APPENDIX APPROVAL

- 8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, present this Appendix as an information item. The College and School District shall ensure that the governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove this Appendix. (Ed. Code, § 76004, subd. (b))
- 8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor's Office of the California Community Colleges prior to the start of the course. (Ed. Code, § 76004, subd. (c)(3))

[SIGNATURE PAGE FOLLOWS]

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

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

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

Name: _____

Title: _____

Date: _____

OROVILLE UNION HIGH SCHOOL DISTRICT

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

Name: _____

Title: _____

Date: _____

TO BE COMPLETED BY COLLEGE ONLY

The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.

Initiating Department:	VPI	Preparer's Name & ID:	TANNA NEILSEN 3180821	Phone:	6108
Vendor Name:	OROVILLE UNION HIGH SCHOOL DISTRICT		Vendor ID:		
PO Description (Max. 25 characters):		DUAL ENROLLMENT CCAP PARTNERSHIP			
Budget Code:	12.205.110.1.601010.55890		PO Amount:		
Contract Monitor Name (Person Who Approves Invoices):			TANNA NEILSEN	Phone:	6108
Dept. Dean/Director Initials:				Dept. Vice President Initials:	
Business Contracts Approval:				Purchase Order Number:	

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

AET 30 - Tractors and Crawlers

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level IV; English Level III; Math Level II

Transfer Status: CSU

34 hours Lecture

51 hours Lab

This course covers design principles, selection, maintenance, adjustment, and safe operation of wheel and crawler type tractors used in agriculture and in the construction industry. (C-ID AG-MA 108L).

II. OBJECTIVES

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

- A. List all the safety and operation rules for tractors and crawlers.
- B. Operate wheel and track type tractors safely and properly.
- C. Identify tractor parts and their function.
- D. Describe power generation and transmission systems.
- E. Select the proper equipment for a specific job.
- F. Perform operator level maintenance and adjustment of tractor systems.
- G. Diagnose and repair minor tractor problems.
- H. Back a tractor and trailer through a course safely and accurately.
- I. Attach implements to tractor safely and properly.
- J. Communicate and work cooperatively with others.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

		Lecture	
<u>Topics</u>			<u>Hours</u>
1. Introduction			5.00
a. History of the tractor engine			
b. Types of tractors			
c. Terminology			
2. 2. Safety			5.00
a. California division of industrial safety			
b. Hand Signals			
c. Starting and stopping			
d. Hazards			
e. Transportation			
f. Cal OSHA regulations			
3. Power systems			5.00
a. Engine			
b. Clutch			
c. Transmissions			
d. Final Drives			
e. Hydraulic			
f. P.T.O.			

g. Electrical	
4. Controls	5.00
a. Starting and stopping	
b. Steering	
c. Hitches	
d. Hydraulic	
e. Electric	
f. Auto Guidance	
5. Implement	4.00
a. Attachment	
b. Adjustments	
c. Efficiency	
6. Field operation	5.00
a. Ballast	
b. Stability	
c. Daily maintenance	
d. Selecting speeds	
e. Hazardous situations	
7. Maintenance	5.00
a. Operators manuals	
b. Tools	
c. Supplies	
d. Inspection, evaluation	
Total Hours	34.00

Lab

<u>Topics</u>	<u>Hours</u>
1. Functionality of safety equipment	5.00
2. Proper application of electrical components	3.00
3. Performing up-to-date maintenance of lubrication points	5.00
4. Functionality of engine cooling and lubrication	5.00
5. Maintenance and assembled fittings of hydraulics	5.00
6. Proper inflation of tires	3.00
7. Proper adjustment of implement	5.00
8. Perform all pre-start procedures on a tractor	5.00
9. Safe operation of tractors and implements	5.00
10. Selection of the proper implement for the job	5.00
11. How to troubleshoot tractor problems	5.00
Total Hours	51.00

IV. METHODS OF INSTRUCTION

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

- F. Discussion
- G. Demonstrations
- H. Reading Assignments
- I. Multimedia Presentations
- J. Laboratory (practical application)

V. METHODS OF EVALUATION

- A. Exams/Tests
- B. Quizzes
- C. Projects
- D. Demonstration
- E. Homework
- F. Class participation
- G. Final Examination
- H. Written Assignments
- I. Practical Evaluations

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 - 1. Read the chapter on safety. Describe the proper technique for mounting and dismounting a tractor without falling off.
 - 2. Read assigned text chapter on power trains. Be prepared to describe the proper operation of the clutch.
- B. Writing Assignments
 - 1. Use the Internet to research agricultural tires. Explain in a one-page paper the difference between an R1 tire and an R3 tire.
 - 2. Answer the essay questions on field patterns from this week's "Lab Howdy" and submit your answers to the instructor.
- C. Out-of-Class Assignments
 - 1. Form a study group with your classmates to discuss transport safety. Questioning each other is an excellent method to enhance your learning and comprehension.
 - 2. Supplement your text reading with an on-line search for information about rubber-tracked tractors. Suggested sites are "How Stuff Works" and Wikipedia, or Google the topic you are researching.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Deere & Company. John Deere Fundamentals of Machine Operation-Tractors. 4th Edition. Moline Illinois, 2008.

Materials Other Than Textbooks:

- A. Various equipment manuals checked out of mechanics shop.
- B. Clothing appropriate for operating equipment, including sleeved shirt, long pants, closed toe shoes.

Created/Revised by: Bruce Enyeart
Date: 11/03/2014

BUTTE COLLEGE

COURSE OUTLINE

I. CATALOG DESCRIPTION

AGS 40 - Introduction to Animal Science

3 Unit(s)

Prerequisite(s): NONE

Recommended Prep: Reading Level III; English Level III; Math Level II

Transfer Status: CSU/UC

34 hours Lecture

51 hours Lab

This course is a scientific approach to the livestock industry encompassing aspects of animal anatomy, physiology, nutrition, genetics and epidemiology. There will be special emphasis on the origin, characteristics, adaptation and contributions of farm animals to the global agriculture industry. Analysis of the economic trends and career opportunities in animal agriculture will be covered.

II. OBJECTIVES

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

- A. Identify animal contributions to the development of human civilizations.
- B. Describe economically significant breeds of animals and their unique adaptations.
- C. Describe the function of the major body systems.
- D. Identify reproductive cycles and biotechnological principles of animal reproduction.
- E. Analyze genetic change through artificial/natural selection.
- F. Discuss nutritional needs for various body functions.
- G. Describe animal behavior as it relates to animal domestication, health and performance.
- H. Explain basic strategies for disease control, prevention and management.
- I. Utilize the scientific method to collect data, calculate production parameters and make scientifically-based management decisions.
- J. Identify and discuss current issues affecting animal agriculture.

III. COURSE CONTENT

A. Unit Titles/Suggested Time Schedule

		Lecture	
<u>Topics</u>			<u>Hours</u>
1. Introduction to animal agriculture			4.00
a. Career opportunities			
b. Importance of domestic animals to the world and to the United States			
c. Economic importance of animal agriculture			
d. Animal contributions to human needs			
e. Ethnic and cultural contributions to animal domestication			
2. Unique adaptations of various species			4.00
a. Natural selection vs artificial selection			
b. Meat animal use and production			
c. Fiber production			
d. Dairy production			
e. Recreational and companionship use of animals			
3. Anatomy and physiology			3.00
a. Identification of external anatomy for various species			
b. Analysis of body systems – reproductive, respiratory, digestive, immune, circulatory			

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

Lab

<u>Topics</u>	<u>Hours</u>
1. Beef and Dairy	3.00
2. Sheep and Swine	3.00
3. Meats lab, safety and processes	3.00
4. Grocery store - meat, cheese, butter, ice cream	3.00
5. Purebred Beef - Expected Progeny Differences (EPD)	3.00
6. Commerical cattle operation - weaning, castration	3.00
7. Dairy farm - production cycle	3.00
8. Milk processing - cheese plant	3.00
9. Sheep - lambing and handling	3.00
10. Purebred Sheep - production cyle	3.00
11. Swine - vaccination, selection, management	3.00
12. Poultry - quality of carcasses and eggs	3.00

13. Horse - production cycle	3.00
14. Selection workshop	3.00
15. Biotechnology and environmental workshop	3.00
16. North Valley Livestock Tour	6.00
Total Hours	51.00

IV. METHODS OF INSTRUCTION

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

V. METHODS OF EVALUATION

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

VI. EXAMPLES OF ASSIGNMENTS

- A. Reading Assignments
 1. Read the chapter on genetic change through selection and be prepared to share your findings with the class.
 2. Read the chapter on market classes and grades of livestock and be able to discuss in a group setting the evaluative criteria for each grade of beef, pork and lamb.
- B. Writing Assignments
 1. Read the chapter on animal behavior and write a 2-3 page paper on the fields of animal behavior and systems of animal behavior.
 2. Read an article from a trade magazine on the issues in animal agriculture and write 2 page paper on animal welfare.
- C. Out-of-Class Assignments
 1. Visit any livestock operation in the local area and be prepared to share with the class, the breeds, total numbers and management practices utilized at the operation.
 2. Use the Internet to check current pricing on the major market animals as well as breeding stock for swine, sheep, beef and dairy cattle. This information will be shared with the class.

VII. RECOMMENDED MATERIALS OF INSTRUCTION

Textbooks:

- A. Taylor, R. Scientific Farm Animal Production. 10th Edition. Prentice Hall, 2012.

Materials Other Than Textbooks:

- A. Materials: 3 ring notebook, proper clothing for labs

Created/Revised by: Bruce Hicks

Date: 10/20/2014

Las Plumas High School

Oroville Union High School District

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

June 19, 2019

OUHSD Board of Trustees
LPHS Athletics/UA Professional Agreement

Members,

As the Athletic Director of Las Plumas High School, my aim is to build a department of organization and professionalism. By entering into the attached agreement, LPHS Athletics becomes more organized and professional. Las Plumas will have a uniform look, online team shops, reduced catalog pricing and rebates to name a few of the incentives of our agreement.

Thank you

A handwritten signature in black ink, appearing to read "Tim Harles", with a stylized, cursive script.

Tim Harles
LPHS Athletic Director



BSN SPORTS REWARD PROGRAM
FOR
LAS PLUMAS HIGH SCHOOL

BSN SPORTS is pleased to offer **LAS PLUMAS HIGH SCHOOL** the **BSN SPORTS REWARDS PROGRAM** for the purchase and supply of athletic apparel and equipment.

BSN SPORTS Product Pricing: Customer shall be able to purchase products at the following discounts:

- | | |
|---------------------------------------|-----------------------|
| • UA Team Apparel/Stock Uniforms | 40% off Retail Price |
| • BSN SPORTS Products | 15% off Catalog Price |
| • BSN SPORTS Catalog Branded Products | 10% off Catalog Price |

BSN SPORTS Products are identified in our catalog with a black star icon next to the product code. BSN SPORTS catalog branded products are products distributed by BSN SPORTS from a manufacturer such as Wilson, Spalding, Rawlings, etc.

All Custom Uniforms and Footwear will be priced separately. Custom apparel, decorated apparel and footwear from any other manufacturers offered by BSN SPORTS will be at the then-current team discount pricing.

Decoration charges are not included in the above discounts.

Sales through the following channels will not be included in Spending Level Totals for purposes of calculating the Product Rebates: products sold to the Cheerleading coach, through Fan Cloth, BSN SPORTS Sideline Stores. Fan Cloth is a fundraising partner of BSN SPORTS and this BSN Rewards Program does not prevent the Customer from using Fan Cloth.

My Team Shop: BSN SPORTS' online player pay site is required to be used by all varsity programs. Other programs including club sports, intramurals and other organizations will be encouraged to participate. My Team Shop products will be priced at 20-25% off Catalog/Retail Price. My Team Shop sales will be included in the Spending Level Totals.

Shipping: Customer will pay freight charges on all orders.

Product Rebate: Subject to the terms below, Customer will receive a Product Rebate selected from a list of products, inclusive of applicable freight charges, provided by BSN SPORTS subject to availability at the time of order. Product Rebates may not be used to reduce outstanding balances. Product Rebates are available after the requirements below are met.

Product Rebates must be redeemed in the final two months of the Agreement Year (as defined below). Unused Product Rebate amounts, as of 5PM CST on the last day of each Agreement Year, are forfeited by the Customer. As a result, Product Rebate amounts cannot be carried from one Agreement Year to the next. Rebates only apply to orders placed under the terms and conditions of this BSN Rewards Program (including pricing).

FOOTBALL
BASKETBALL
VOLLEYBALL
SOCCER
BASEBALL
LACROSSE
TENNIS
SOFTBALL
UNIFORMS
TRACK&FIELD
STRENGTH&
FITNESS
WRESTLING
SPORTS MED
SPEED
AGILITY
SCOREBOARDS
BENCHES&BLEACHERS
COACHING
AQUATICS



Annual Spending Level \$100,000+	Annual Rebate Amount: 10% of annual spend in Under Armour or other branded apparel or BSN SPORTS equipment at catalog price.
\$75,000 - \$99,999	Annual Rebate Amount: 7% of annual spend in Under Armour or other branded apparel or BSN SPORTS equipment at catalog price.
\$50,000 - \$74,999	Annual Rebate Amount: 5% of annual spend in Under Armour or other branded apparel or BSN SPORTS equipment at catalog price.
\$25,000-\$49,999	Annual Rebate Amount: 3% of annual spend in Under Armour or other branded Apparel or BSN SPORTS equipment at catalog price.

Maximum annual Product Rebate will be the amount above, inclusive of any manufacturer incentives. Orders with discounts greater than stated above will be excluded.

Under Armour Team Incentives: In addition to the rebates above, Under Armour will provide \$5,000 per year for 3 years at retail value for purchasing Under Armour uniforms exclusively as the uniform cycle comes up by sport. Under Armour will also provide a Media Backdrop and Table Cloth.

Any decoration or customization to rebate product is paid for by the Customer.

Terms and Conditions: All purchases will be made through BSN SPORTS. Only products purchased through BSN SPORTS will be eligible for the Product Rebate.

All of Customer's accounts payable owing to BSN SPORTS must be paid within the payment terms provided by BSN SPORTS to receive Product Rebate.

Term: The initial term of this BSN Rewards Program shall be for three (3) years (the "Initial Term") commencing on the date this BSN Rewards Program is signed by an authorized officer of both parties and ending on the third (3rd) anniversary of such date. At the expiration of the Initial Term, this BSN Rewards Program will automatically renew for successive one (1) year periods (each a "Renewal Term" and collectively with the Initial Term the "Term") unless a party provides the other party with written notice of its intent not to renew this BSN Rewards Program at least ninety (90) days prior to the expiration of the then current Term. Each 12-month period during the Initial Term or any Renewal Term shall be defined as an Agreement Year.

FOOTBALL
BASKETBALL
VOLLEYBALL
SOCCER
BASEBALL
LACROSSE
TENNIS
SOFTBALL
UNIFORMS
TRACK&FIELD
STRENGTH&
FITNESS
WRESTLING
SPORTS MED
SPEED
AGILITY
SCOREBOARDS
BENCHES&BLEACHERS
COACHING
AQUATICS



Acknowledged and Agreed to:

LAS PLUMAS HIGH SCHOOL

BSN SPORTS

Ath. Director or Authorized
Representative

Date

Vice President

FOOTBALL
BASKETBALL
VOLLEYBALL
SOCCER
BASEBALL
LACROSSE
TENNIS
SOFTBALL
UNIFORMS
TRACK & FIELD
STRENGTH &
FITNESS
WRESTLING
SPORTS MED
SPEED
AGILITY
SCOREBOARDS
BENCHES & BLEACHERS
COACHING
AQUATICS

OROVILLE HIGH SCHOOL

A California Distinguished School

1535 BRIDGE STREET

OROVILLE, CALIFORNIA 95966



To Whom It May Concern:

Oroville High has just finished our first 3 year agreement to use BSN Sports for many purchases in our athletic department. By committing to 3 years we are able to get the discounts stated in the contract, which the 40% off of retail on apparel and stock uniforms is HUGE...since that is what we are constantly ordering in our 13 different programs at OHS.

Another great piece of using BSN, is they don't just carry uniforms and apparel, they carry equipment, medical supplies and a variety of other things we need throughout our athletic department and school.

The last piece of this contract that is nice is the Annual Rebate...Depending on how much we spend as a school, at the end of the year we get a rebate, of either 3, 5, 7, or 10% of the total spending and we can use that amount to get more equipment or supplies at NO Cost!!!

We just started our second 3 year agreement with BSN and are happy with their services...

P.S. When the fire happened, BSN printed up over 50 sweatshirts for our fire victim students and their families at NO COST!!! The students and families were delighted to receive them.

Thank you,

An Extraordinary Place For Learning

(530) 538-2320

FAX: (530) 534-6203



BSN SPORTS REWARD PROGRAM
FOR
OROVILLE HIGH SCHOOL

BSN SPORTS ("BSN") is pleased to offer **OROVILLE HIGH SCHOOL** the **BSN SPORTS REWARDS PROGRAM** for the purchase and supply of athletic apparel and equipment for use by the school and its interscholastic programs.

BSN SPORTS Product Pricing: The school shall be able to purchase products at the following discounts:

-Nike Team Apparel/Stock Uniforms	40% off Retail Price
-BSN Products	15% off Catalog Price
-BSN Catalog Branded Products	10% off Catalog Price

All Custom Uniforms and footwear will be priced separately. Custom apparel, decorated apparel from any other manufacturers offered by BSN SPORTS will be at team discount pricing.

Decoration charges are not included in the above discounts.

Products sold to the Cheerleading coach will not be included in Spending level totals.

BSN SPORTS Products are identified in our catalog with a black star icon next to the product code.

BSN SPORTS catalog branded products are products distributed by BSN from a manufacturer such as Wilson, Spalding, Rawlings, etc.

My Team Shop: BSN SPORTS' online player pay site is required to be used by all varsity programs. All other programs including club sports and organizations will be encouraged to participate. All MTS sales including club and organizations will count towards rebate goals.

Shipping: The Athletic Program will pay freight charges on all orders.

Product Rebate: Subject to the terms below, at the end of each school year of this agreement, the Athletic Program will receive a Product Rebate including selected products from BSN. The Product Rebate will be selected from a list of products provided by BSN and subject to availability at the time of order. Product Rebates are available after the requirements below are met and must be utilized during each school budget year.

FOOTBALL
BASKETBALL
VOLLEYBALL
SOCCER
BASEBALL
LACROSSE
TENNIS
SOFTBALL
UNIFORMS
TRACK&FIELD
STRENGTH&
FITNESS
WRESTLING
SPORTS MED
SPEED
AGILITY
SCOREBOARDS
BENCHES&BLEACHERS
COACHING
AQUATICS



In addition to the rebates below, Nike will provide \$6,000 per year for 3 years at retail value to Oroville High School for purchasing Nike uniforms exclusively as the uniform cycle comes up by sport.

Year 1 - \$6,000

Year 2 - \$6,000

Year 3 - \$6,000

Product Rebates will be redeemed in May and June. A Product Rebate balance does not carry over from year to year. **Rebates only apply to orders placed under the terms and conditions of this agreement-including pricing.**

Annual Spending Level \$100,000+	Annual Rebate Amount: 10% of annual spend in Nike or other branded apparel or BSN equipment at catalog price.
\$75,000-\$99,999	Annual Rebate Amount: 7% of annual spend in Nike or other branded apparel or BSN equipment at catalog price.
\$50,000 - \$74,999	Annual Rebate Amount: 5% of annual spend in Nike or other branded apparel or BSN equipment at catalog price.
\$25,000-\$49,999	Annual Rebate Amount: 3% of annual spend in Nike or other branded Apparel or BSN equipment at catalog price.

The maximum annual product rebate will be the amount above, inclusive of any manufacturer incentives.

Any decoration or customization to rebate product is paid for by the Athletic Program.

Terms and Conditions: All purchases will be made through BSN SPORTS. Only products purchased through BSN will be eligible for the Product Rebate.

The School and Athletic Program must be current on all payment obligations to BSN to be eligible for the Product Rebate.

Term: The duration of this agreement is three (3) years from **November 1, 2018 to October 31, 2021** ("Term").

FOOTBALL
BASKETBALL
VOLLEYBALL
SOCCER
BASEBALL
LACROSSE
TENNIS
SOFTBALL
UNIFORMS
TRACK&FIELD
STRENGTH&
FITNESS
WRESTLING
SPORTS MED
SPEED
AGILITY
SCOREBOARDS
BENCHES&BLEACHERS
COACHING
AQUATICS



Acknowledged and Agreed to:

Oroville High School

BSN SPORTS

Athletic Director

Vice President

FOOTBALL
BASKETBALL
VOLLEYBALL
SOCCER
BASEBALL
LACROSSE
TENNIS
SOFTBALL
UNIFORMS
TRACK&FIELD
STRENGTH&
FITNESS
WRESTLING
SPORTS MED
SPEED
AGILITY
SCOREBOARDS
BENCHES&BLEACHERS
COACHING
AQUATICS



DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

- ☒ Original Declaration of Need for year: 2019/20
☐ 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 / 19 / 19 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, 2020.

Submitted by (Superintendent, Board Secretary, or Designee):

Corey Willenberg _____ Superintendent
Name Signature Title

(530) 538-2308 (530) 538-2300 ext. 1101 _____
Fax Number Telephone Number Date

2211 Washington Avenue, Oroville, CA 95966
Mailing Address

cwillenb@ouhsd.net
Email Address

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: Spanish	
☒ 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.

_____ <i>Signature of the District Superintendent</i>	_____ <i>District</i>	_____ <i>Date</i>
_____ <i>Signature of the County Superintendent of Schools</i>	_____ <i>County</i>	_____ <i>Date</i>

It is not necessary to submit this form to the Commission on Teacher Credentialing.

May 22, 2019

Oroville Union High School District
School Fees

Re: Building Permit # B19-0046
1080 Bald Rock Rd, Berry Creek, CA 95916
APN 062-200-056

To Whom It May Concern,

I am writing to protest the imposition of the school fees on my project. *The fee stated on school fee form is \$2842.50. I am asking for the full fee to be waived. @ 5/22/19*
We have applied for a permit for two separate additions that were completed 35 years apart.

1st addition – The prior owner of the property added a bedroom (269 sq ft) and a deck (133 sq ft) in approximately 1984 but never permitted the addition. This was done 15 years before we owned the property and we were not aware that it was not permitted at the time we purchased the home. I have attached a copy of the appraisal from when we purchased home to show this addition was part of the home and done prior to us owning the home. I have also attached a copy of the Assessor's records as proof the addition was done in 1984. The square footage on the Assessor's records is incorrect because they were just estimating by a visual inspection from the outside. The square footage stated above is from our plans prepared by our architect. I have also enclosed a copy of the building plans.

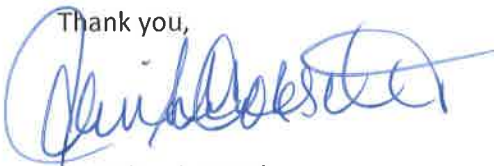
2nd addition – We are adding an upstairs addition that is 481 sq ft and a 66 sq ft deck.

Since the 1st addition was never permitted, we were required by the building department to add it onto the permit for the current upstairs addition. Both additions together total 750 sq ft but each individual addition is less than the 500 sq ft requirement for school fees to be imposed.

These 2 additions were clearly completed at separate times and 35 years apart and I do not feel school fees should be imposed.

Please feel free to call me if you have any questions or need any further clarification.

Thank you,



Jeannine Corsetti

Homeowner

c-(530)353-9818; w-(530)538-6507 or h-(530)589-1885



Department of Development Services

Tim Snellings, Director

Pete Calarco, Assistant Director

7 County Center Drive
Oroville, California 95965

T: 530.552.3700
F: 530.538.7785

Buttecounty.net/dds

SCHOOL FEE CERTIFICATION FORM

School District: Oroville Union High School District
Assessor's Parcel Number: 062-200-056
Property Owner(s): CORSETTI RAYMOND P & JEANNINE M
Project Address: 1080 BALD ROCK RD, BERRY CREEK
Project Description: ROOM ADDN-FIRST STRY

Building Permit Number: B19-0046

Tax Rate Area: _____

Jurisdiction: County

Type of Development

Residential Development:

of Living Units: 1

Mobile Home Installation: No

Addition / Conversion: Yes

*Supplemental to Permit # _____: No

*(No Foundation Inspection Required)

Commercial / Industrial:

New:

Addition:

Building Department Representative

DUSTIN HENNING

1/22/19
Date

* Attach signed copy of Deed
Restriction and Notice of
Limited Use Facility
** Including Exterior Roofed Areas

Sq. Footage:	750
Cr. Demo – existing SqFt.	0
Net Total SqFt	
* Deed Restricted Sq. Footage:	0
**Sq. Footage:	

District Identification No. _____				
_____ School District certifies that _____ (Payor)				
(Street Address)	(City)	(State)	(Zip)	(Phone Number)
has complied with the requirements of Resolution No. _____				by payment of \$ 2,842.50
representing _____ square feet.		AB 2926 FULL MITIGATION	\$ _____	
School District Representative		Date		
Paid by Check # _____		Remarks: _____		

Notice: You may protest the imposition of the fees identified above by submitting a written protest to the District, in compliance with Government Code Section 66020(a), within 90 days from the date fees are paid. Failure to submit a timely written protest will prohibit you from challenging the imposition of the fees in any court action.

If, subsequent to the School District Representative signing this Butte County Schools Impact Fee Certification Form, the School District is notified by the applicable Local Planning Agency that this project is being reviewed under the California Environmental Quality Act (CEQA), this project may be subject to additional school fees to fully mitigate its impact on the school district's schools.

May 29, 2019

Oroville Union High School
1535 Bridge Street
Oroville, CA 95966

RE: Request for Use of Facility

Dear Oroville Union High School Board of Trustees,

I am the president of BEAST Club Basketball in Oroville. BEAST stands for Better Educated Athletes Stronger Team. BEAST Club is a 501(c) (3) organization whose goal is serving as a sports outlet for the youth of Oroville. We encourage our players' academics as well as their athletics. Goal-setting, striving in and meeting those goals, and the reward that comes from doing so are core values we utilize. Our expectation is to help raise children who embrace a healthy and well-rounded lifestyle, will commit to action in order to meet their goals, and in the long run, help guide them toward being productive members of our community.

Currently we serve eight teams, totaling over 80-plus boys and girls from the Oroville community. We are serving more kids and growing every year.

At the present time we are in need of a practice facility. I respectfully request, on behalf of the entire BEAST Club organization, the use of the gym at Las Plumas High School and to facilitate some of our practices. We are also asking that you waive 100% of the fee which would be \$1,063.48 for 22 practices. The current registration fee per child is \$400 which covers AAU national registration fee, game uniform, insurance fees, tournament fees, individual player AAU registration and coaches travel expenses. We greatly appreciate any assistance you could give to our program.

These are the dates we are requesting to use the facility.

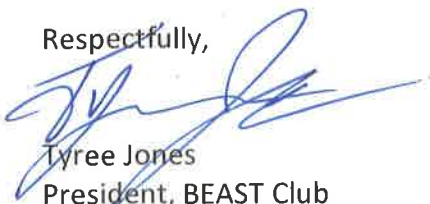
June 21, 24, 26 & 28

July 1, 3, 5, 8, 10, 12, 15, 17, 19, 22, 24, 26, 29 & 31

August 2, 5, 7 & 9

Thank you for your careful consideration of our request. We hope to be able to partner with you in this endeavor and continue to provide a positive outlet to our youth.

Respectfully,



Tyree Jones
President, BEAST Club
(530) 403-9728

BEAST Club Mission Statement:

"BEAST Club's mission is to work with youth to develop a probable and successful opportunity to create a bright and fulfilling future. Through sports, BEAST Club will innovate athletics with drive and ambition to instill a desire to work hard and create results in life. BEAST Club will provide an alternate outlet for today's youth by offering sports to keep youth off the streets and focused on positive interactions. Furthermore, BEAST Club will seek, encourage and bring forth the full potential of all youth who are willing to commit; high talented youth will be given the chance to step out of their small town home into a world of opportunity."

OROVILLE UNION HIGH SCHOOL DISTRICT
2211 Washington Avenue • Oroville, CA 95966 • 530-538-2300 Ext. 1105

APPLICATION AND AGREEMENT FOR FACILITIES USE

Facility Requested: Las Plumas / Oroville High Gymnasium

Requesting Organization: BEAST Club Non-Profit ☒ Yes ☐ No

Contact Name: Tyree Jones Phone: 530 403 9728

Address: 5705 Lower Wyandotte Rd. 95966

Event Details: Club Practices

Date(s) Requested: Attached Time Requested: 11am - 2pm

Will contributions, registration fees, admission, donations or other receipts be collected for this event? ☐ Yes ☒ No

Expected Attendance Equipment or set up request (must completed form) ☐ Yes ☒ No

STATEMENT OF INFORMATION

It is understood that the use of facilities must be in compliance with the rules and regulations of the Governing Board and the laws of the United States and the State of California. No smoking or use of tobacco or alcohol is allowed in or on any Oroville Union High School District facilities or grounds.

The undersigned, as a duly authorized representative for the organization listed above, states that, to the best of his/her knowledge, the school property for use of which application is hereby made will not be used for the commission of any crime or any act which is prohibited by law.

The undersigned further declares that the organization on whose behalf he/she is applying for the use of school property upholds and defends the Constitutions of the United States and the State of California.

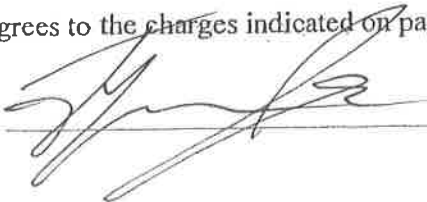
HOLD HARMLESS & INDEMNIFICATION AGREEMENT

The undersigned organization agrees to defend, indemnify and hold harmless the Oroville Union High School District, its board of trustees, agents and employees, individually and collectively, from and against all costs, losses, claims, actions, and judgments arising from personal injuries, property damage or otherwise, however caused, that may arise from or be alleged to be caused by the undersigned's use or occupancy of district facilities, furniture or equipment.

INSURANCE REQUIREMENTS:

The undersigned further agrees to provide a Certificate of Insurance for \$1,000,000 liability naming Oroville Union High School District as an additional insured.

The undersigned agrees to the charges indicated on page two and will pay in full prior to the event.

Contact Signature:  Date: 5/31/19

19/20 Board Meeting Calendar (3rd Wednesday unless otherwise notated)

DATE	ITEMS SCHEDULED
July 17, 2019 (Due 7/8)	PAO - Approve All Subs & Fall Coaches Monthly Financial Report Prior Year 4th Scholarship Donation Report Consolidated Application, Part I Board Self-Evaluation Quarterly Williams Act Complaint Data Report Approve Committee on Assignments Members Appointment of District Investigative Team Members
August 14, 2019 (Due 8/5)	Monthly Financial Report Prior Year Expulsion Report 19/20 Certificated Tenure Principals' Report on First Day of Classes, Enrollment & Back to School Night Annual Review, Certification of Support & Adherence of BP 0410 (action item) PAO - All Department Chairs and Extra Duty Assignments Private Bus Companies New Staff Introduction Approve Committee on Assignments Waiver Request (Electives) Approve 9/18 Waiver - Ed Code 44263 Auth. To Teach in Departmentalized Classes-Ed Code 44258.3 (Core) Variable Term Waivers, if necessary
September 18, 2019 (Due 9/9)	Monthly Financial Report Student Achievement/Recognition--LP Transportation Agreement with OCESD ASB Budgets & Fundraising Activities for Current Year Public Hearing & Resolution on Sufficient Inst Materials -- Post Notice
October 16, 2019 (Due 10/7)	Student Achievement/Recognition--OHS Monthly Financial Report 18/19 Unaudited Actuals Gann Limit Resolution & Calculations 1st Qtr Scholarship Donation Report Red Ribbon Week Resolution Approval of HOF Committee Members PAO - Winter Coaches Annual Review of BP/AR 6145 & 5116.1 CTE Committee Members Dashboard Indicator Report Quarterly Williams Act Complaint Data Report
November 20, 2019 (Due 11/8)	Student Achievement/Recognition--Alt. Ed. Monthly Financial Report Set Date for Annual Organizational Meeting First Draft of 20/21 School Calendar

December 18, 2019	Annual Organizational Meeting
(Due 12/9)	Election of Officers
	Establishment of Board Meeting Dates, Time & Location
	Review Board Governance Handbook
	Recognition of Outgoing Board President
	Recognition of Outgoing Board Members (if any)
	1st Interim Budget Report
	Monthly Financial Report
	Capital Facilities Fund Resolution
	Student Achievement/Recognition--LP
	Expulsion Readmits
January 15, 2020	Student Achievement/Recognition--OHS
(Due 1/6)	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
	Set Dates for Annual Meeting with Administrators and Supervisors
	Mid-year LCAP Update
February 12, 2020*	Student Achievement/Recognition--Alt. Ed.
(Due 2/3)	Monthly Financial Report
	CLOSED SESSION:
	Superintendent Evaluation
	Principals' Report on all Temp/Prob/Tenure Candidates
	Administrator/Certificated/Classified Layoffs/Non-reelections
	District/OSTA Initial Proposals - Post P/H Notice
	District Safety Plan
	Certificated & Classified Layoff Resolutions
	Consolidated Application, Part II
	Quarterly Williams Act Complaint Data Report
March 18, 2020	Student Achievement/Recognition--LPHS
(Due 3/9)	Monthly Financial Report
	2nd Interim Budget Report
4/22/2020**	Student Achievement/Recognition--OHS
(Due 4/6)	Monthly Financial Report
	CLOSED Session:
	Authorize Supt to Issue Final Certificated 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

5/13/2020*	Student Achievement/Recognition--Alt. Ed.
(Due 5/4)	LP/OHS Discipline Plan
	Graduation & Awards Plans, Dates, Times, & Locations
	College Connection Year-End Review
	Recognize Outgoing Student Board Reps
	Public Hearing on Indian Ed Grant -- Post Notice
	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
	20/21 School-Connected Organizations
	SRO/SRD Contracts
	1st Draft of LCAP
	PAO: Approve 20/21 Head Coaches & Fall Assistants
June 17, 2020	Declaration of Need/Statement of Need for Subs
(Due 6/8)	Monthly Financial Report
	Expulsion Readmits
	PACE Discipline Plan
	20/21 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
6/24/2020**	Approval of 20/21 Budget, LCAP & Federal Addendum
(Due 6/18)	

*Meeting held on 2nd week of the month

**Meeting held on 4th week of the month

2019-2020 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, 2019.

Oroville Union High School District/Governing Board at its 6/19/19 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2019-2020 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 Daniel Ramos POSITION Principal
ADDRESS 2380 Las Plumas Ave CITY Oroville ZIP 95966
PHONE 530-538-2310 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 530-538-2310 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 530-538-2310 FAX 530-534-5974 E-MAIL tharles@ouhsd.net

NAME OF SCHOOL Las Plumas High School
NAME OF REPRESENTATIVE Sam Burnett POSITION Teacher
ADDRESS 2380 Las Plumas Ave CITY Oroville ZIP 95966
PHONE 530-538-2310 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 Daniel Ramos Signature 
Address 2380 Las Plumas Ave City Oroville Zip 95966
Phone 530-538-2310 Fax 530-534-2974

**PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.**

2019-2020 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, 2019.

(Name of school district/governing board) School District/Governing Board at its _____ meeting,
(Date)
appointed the following Individual(s) to serve for the 2019-2020 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 AP / teacher
ADDRESS 1535 Bridge St CITY Oroville ZIP 95966
PHONE 530 538 2320 FAX 530 534 6203 E-MAIL frazier@oahsd.net

NAME OF SCHOOL Oroville High School
NAME OF REPRESENTATIVE Cristi Tellesne POSITION Principal
ADDRESS 1535 Bridge St CITY Oroville ZIP 95966
PHONE 530 538 2320 FAX 530 534 6203 E-MAIL ctellesne@oahsd.net

NAME OF SCHOOL Oroville High School
NAME OF REPRESENTATIVE Dwain Siplin POSITION Asst Principal
ADDRESS 1535 Bridge St CITY Oroville ZIP 95966
PHONE 530 538 2320 FAX 530 534 6203 E-MAIL dsiplin@oahsd.net

NAME OF SCHOOL		POSITION	
NAME OF REPRESENTATIVE		CITY	
ADDRESS		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 Cristi Tellesne Signature [Signature]
Address 1535 Bridge St City Oroville Zip 95966
Phone 530 538 2320 Fax 530 534 6203

**PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.**

OUHSD is part of 2 Co-Ops; Mountainview and Super Co Op. Super Co Op used to go out to bid on behalf of all districts in their Co-Op. This previous school year we were informed we would have to go out to bid, the Co Op would no longer be doing it.

There are 2 types of bids; formal and informal.

We have completed a formal bid. This means we have developed a solicitation, publicly announced the RFP (Request For Pricing), evaluated the bidders' responses to our specifications and awarded the contracts to the most responsive and responsible bidder at the lowest price.

Vendors who have completed bids are: The Danielsen's Company, Pro Pacific Fresh, Gold Star Foods, S&L Food Sales Company Inc, and Northam Distributing

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 and Responsible

The Buy American Provision: The National School Lunch Act requires SFAS 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

Produce	Price=40 points	Service & Delivery = 30 points	Quality & Grade=20 points	References= 10 points		Total out of 100 points
DanCo	NO BID	NO BID	NO BID	NO BID		
Gold Star	30	20	10	10		70
Northam	NO BID	NO BID	NO BID	NO BID		
ProPacific	40	30 *driver communicates with staff if there was an issue with order, Sales Rep has delivered items on off days, 2x/week deliveries	20	10		100
S&L	35	25 *Ref: "The manager bends over backwards, meets with SN manager regularly regarding inventory and planning, keeps items in stock"	15 *Refer. Says the quality and selection is great	10 *based on references		80

Milk	Price= 40 points	Service & Delivery= 30 points	Quality & Grade= 20 points	References = 10 points	Total out of 100 points
DanCo	NO BID	NO BID	NO BID	NO BID	
Gold Star	30	20	10	5	65
Northam	40	30 *local, fulfilled emergency deliveries, driver knows the amount of inventory we like to maintain, separate invoices for different programs, can call or	20	10	100
ProPacific	NO BID	NO BID	NO BID	NO BID	
S&L	35	25 *based on references, keeps items in stock	15 *based on references	5 *based on references	80

Commodities Refrigerator and Freezer	Price= 40 points	Service & Delivery= 30 points	Quality & Grade= 20 points	References = 10 points	Total out of 100 points
DanCo	35	25	15	5	80
Gold Star	40	30 *the only vendor who bid that provides commodities, draw down on our entitlement money. Sales Reps are very helpful and resourceful. Unfortunately sometimes are told last minute that an item won't be delivered and orders must be placed 1 week in advance	20	10	100
Northam	25	15	10	5	55
ProPacific	20 *limited items	10	15	5	50
S&L	30	20 *based on references, keeps items in stock	10 *based on references	5 *based on references	65

Bread	Price = 40 points	Service & Delivery = 30 points	Quality & Grade = 20 points	References = 10 points	Total out of 100 points
DanCo	25	30	15	10 *based on previous purchases of other bread items	80
Gold Star	40	20,	20*Cleaner label, limited ingredients	5 *based on other items purchased	85
Northam	NO BID	NO BID	NO BID	NO BID	
ProPacific	35	30	10	10 *based on other items purchased	85
S&L	30 *based on refereances	25 *based on references	15 *based on references	10 *based on references	80

Non Food	Price = 40 points	Service & Delivery = 30 points	Quality & Grade = 20 points	References = 10 points	Total out of 100 points
DanCo	40	30 *Based on previous history, however for all orders requires min. \$350 order for delivery	20	10	100
Gold Star	35 *limited bid items	20	10	10	75
Northam	NO BID	NO BID	NO BID	NO BID	NO BID
ProPacific	NO BID	NO BID	NO BID	NO BID	NO BID
S&L	30	25 *happy to work with us regarding individual site deliveries, keeps items in stock	20 *based on references	10 *based on references	75

Dry Goods	Price = 40 points	Service & Delivery = 30 points	Quality & Grade = 20 points	References = 10 points	Total out of 100 points
DanCo	40	30 *Based on previous history, however for all orders requires a min. \$350 order for delivery and has special order items	20	10	100
Gold Star	30	20	20	10	80
Northam	NO BID	NO BID	NO BID	NO BID	
ProPacific	25 *Limited bid items	25	20	10	80
S&L	35	30 *based on references, keeps items in stock, no special order items listed	20 *based on references	10* based on references	95

The 5 vendors have been scored based on the following criteria:

40 points for Price

30 points for Service & Delivery

20 points for Quality & Grade

10 points for References

The following vendors, with board approval, would be awarded the items listed under each category.

ProPacific Awarded Items

Produce

- Apple, Size 138 count, Fuji Fancy
- Apple, Size 138 count, Gala Fancy
- Apple, Size 138 count, Green Fancy
- Apple, Sliced, IW
- Banana, Petite
- Broccoli Florets, Precut
- Cantaloupe, whole
- Cauliflower, florets
- Carrots, Mini, Snack Pack
- Carrots, Mini
- Celery Sticks, precut
- Cilantro
- Coleslaw
- Cucumbers, whole
- Lettuce, Romaine chopped
- Lettuce, Iceberg, Shredded
- Onions, Yellow
- Oranges, size 138, Choice
- Pears, Red 120-135 count
- Pepper, Green Bell, Diced ½"
- Pepper, Red Bell
- Pepper, Yellow Bell
- Pineapple, Fresh, 7 count
- Spinach, cleaned, cello pack
- Strawberries, flat
- Tangerine, Minneola
- Tangerine, Murcott
- Tangerine, Satsuma Mandarin
- Tomatoes 5x5
- Tomatoes, Grape
- Watermelon, whole medium 3 count

Refrigerator

- Crinkle Cut Hamburger Pickles

Dry Goods:

- Sunflower seeds, Hot, Individual Packets
- Sunflower seeds, Honey Roasted, Individual Packets

Freezer:

- Muffin, WG Chocolate
- Muffin, WG Blueberry
- Muffin, WG Banana

Northam Awarded Bid Items

Refrigerator:

- Milk, Low Fat
- Milk, Fat Free Chocolate
- Milk, Fat Free Strawberry

Gold Star Awarded Items

Freezer Commodities:

- 51% Whole Wheat Dinner Roll, IW
- Bake WG Rich EZ Split Biscuit
- WG 6X6 Flat Bread
- 10" WWW Tortilla
- 6" WWW Tortilla
- Extra Lean Sliced Turkey Ham
- Precooked Shredded Turkey & Gravy
- Spicy Skin on Spiral Fries
- Hash Brown Patties
- WG Popcorn Chicken Bites
- FC Turkey Taco Meat
- Sliced Italian Turkey Combo Pack
- Pork WG Pancake & Sausage Stick
- 6" WG French Bread Pepperoni Pizza
- Uncured Turkey Frank 5" 8/1
- Sweet Chili Thai Chicken
- General Tso Chicken
- WG PB&J Uncrustable Large-Grape
- WG PB&J Uncrustable Large-Strawberry
- WG Breaded Spicy Chicken Patties
- Pre Cooked Scrambled Eggs
- Hummus Individual Cups
- String Cheese
- Fajita Chicken Strips
- Mixed Berries Medley

Refrigerated Commodities:

- Parmesan Fancy Shredded
- Pre Cooked Sliced Turkey Bacon
- Shredded Mozzarella Cheese
- Shredded Cheddar Cheese
- 160 Sliced American Cheese
- Dressing, Caesar packet
- Dressing, Balsamic packet
- Dressing, Ranch 1 oz and 1.5oz

Dry Goods

- Hot Sauce Packets
- Hot Chili Sauce Sriracha Ketchup
- Juice, Fruitables Power Punch
- Juice, Fruitables Tropical Twist
- Dried Cranberries, Craisins
- Peanut Butter Individual Cups
- Cracker, WG Honey Graham
- Animal Crackers, Individual pack

DanCo Awarded Items

Non Food:

- Bag, #8 Brown
- Buttermist Spray
- Food Tray #200-2lb Coated Paperboard
- Pagoda Pail No Handle 16 oz
- Foil, Sheet 12x10.75
- Foil Sheet 9x10.75
- Comet Cleanser
- Foil 12" 1000 FT
- Foil 18" 1000 FT
- Foil, sheets 12x10.75 500 count
- Foil, sheets 9x10.75
- Gloves, Vinyl Disp. Large 100 count
- Gloves, Vinyl Disp. Medium 100 count
- Hairnet, large 100 count
- Pan Liner 1000 count
- Plastic Wrap 18"
- Plastic Wrap 12"
- Scrubber, Stainless Steel 12 count

Dry Goods:

- Soy Sauce Packets
- Spice, Parsley Flakes
- Spice, Cumin Seeds, Ground
- Spice, Ground Italian Seasoning
- Corn Tortilla Chips Bulk WG
- Mild Salsa
- Crouton Packet Cheese & Garlic WG
- Pasta, Spaghetti WG
- Gravy, Country Mix with White Pepper
- Gravy, Country with Sausage
- Spice, Ground Cinnamon
- Spice, Sugar, Granulated 25lbs
- Syrup Cups
- BBQ sauce, Kinders, Roasted Garlic
- BBQ sauce, Kinders, Mild
- BBQ sauce, Kinders, Sriracha
- Buffalo Hot Sauce
- Ciabatta Roll WG
- Cereal, Marshmallow Mateys
- Cereal, Honey Grahams
- Cereal, Cinnamon Toasters
- Granola, Individual packets, 1oz
- Pasta, Penne, WG
- Vinegar

Frozen:

- Pork But Boneless, IW, Frozen
- Beef Patty, 5:1 Round 80%/20%
- Juice, Orange
- Juice, Apple

S&L Awarded Bid Items

Non Food:

- Plastic Forks
- Plastic Knives
- Plastic Spoons
- Checker Paper Food Wrap
- Cleaner, 409
- Cup, 4oz Squat Foam
- Alcohol Wipes
- Yellow Dishwashing Gloves
- Hairnets
- Scrubber, Green pad
- Sponge, Green/Yellow

Dry Goods:

- WG Granola Bulk Pack
- Hot Sauce Packets
- Classic Roast Coffee
- Thai Style Chili Packets
- Mayo Packets
- Mustard Packets
- Ketchup Packets
- Hot Sauce- Buffalo
- Animal Crackers, individual wrap

Freezer:

- Vegetable Patty (Garden Burger)

Refrigerator:

- Sour Cream
- Yogurt, NF Strawberry
- Yogurt, NF Vanilla
- Go Big Yogurt, Strawberry

Produce:

- Grape Lunch Bunch
- Jicama pre cut
- Honey Dew Melon
- Nectarine, size 64-72
- Onions, Yellow
- Peach, size 64-72
- Peas, Sugar Snap bag
- Plumas, Red/Black size 40-45

Las Plumas High School

Memorandum

DATE: May 28, 2019
TO: Dr. Corey Willenberg, Superintendent
Board Members
FROM: Dan Ramos, Principal 
SUBJECT: Out of state travel request

I am requesting the Board approve out of state travel for 5 Las Plumas FFA students to travel with Laura Barnes- West Valley FFA Advisor and Coach Brendon Close to Corvallis, OR to attend the Linn Benton Community College Livestock Judging Clinic. Dates of travel will be June 23, 2019 –June 25, 2019. They will staying at the Phoenix Inn 3410 Spicer Dr. SE Albany, OR 97322. This trip will be funded with the LPHS Ag ASB Account.

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

Activity: BASKETBALL TOURNAMENT
Date(s): JUNE 22, 28, 29 Hours: 8:00 AM - 9:00 P.M.
Location(s): BROOKINGS, OR GYM
Individuals Responsible for Supervision: TAM FORZIER & 2-3 ASST COACHES
Cell Phone # for the Above Individuals: 530-370-1975
Additional Chaperones: 2-3 ^{FAMILY} ASST. & 3-5 PARENTS
List of Students Attending Activity (attach list if additional space is needed): 10-15
BASKETBALL PLAYERS

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

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

High Risk Categories

The following activity/activities are considered "High Risk" Activities by the Butte Schools Self-Funded Programs (Policy 5.9). For any claims arising out of the specified activity/activities, the District will incur a \$5,000 deductible. Participation in these activities requires board approval at least 45 days prior to the activity.

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

Requestor's signature: _____

Date: 6/13/2019

Principal's signature: _____

Date: 6/13/19

Superintendent's signature: _____

Date: _____

Date of Board approval: _____