

ALL MEETINGS ARE LIVE STREAMED

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

REGULAR MEETING AGENDA

Wednesday, April 19, 2023, 5:30 p.m. in the Transportation Conference Room, located at 2139 Washington Avenue, Oroville, CA 95966 and via YouTube

CALL TO ORDER

ROLL CALL

Scott Damon, Amber Englund, Bonnie King, Ray Sehorn and Tyler Smith

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**
[Regarding proposed settlement of claims related to e-cigarettes and vaping issues]
- **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 (None)

RECOGNITIONS AND PRESENTATIONS

1. Student Achievement/Recognition – Oroville High School

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

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NON-ACTION INFORMATIONAL ITEMS AND REPORTS

2. Board Comments
3. Superintendent
4. Administration
5. DOJ Update
6. LCAP Comments from Students, Parents/Guardians, Staff and the Community
7. Quarterly Williams Act Complaints
There were no complaints received during the last quarter.

OLD BUSINESS (None)

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

8. Minutes from the March 15th Board Meeting
9. Check Registers Dated 2/7 – 3/6
10. Monthly Financial Statement
11. 3rd Quarter Scholarship Report
12. Hall of Fame Donations
13. Independent Contractor Agreement with Kaelin Lundgren for Speech and Language Services
14. Independent Contractor Agreement with Toni Morucci to Administer ServSafe Test
15. 23/24 Agreement with Novak Education Consulting for UDL Training and Coaching
16. Contract with RCI for Training and Two New Scanners for Fixed Assets Inventory
17. Updated PHS Course Descriptions
18. New Teacher and Department Chair Job Descriptions
19. Graduation Waiver Requests
20. 23/24 CIF Representatives
21. High Risk Activity – LPHS FCCLA to Attend the State Conference
22. First Reading of Board Policies and Administrative Regulations
 - BP/AR 1312.3 (Uninform Complaint Procedure)
 - BP 4030 (Nondiscrimination in Employment)
 - E 4112.9, 4212.9, 4312.9 (Employee Notifications)
 - BP/AR 4141.6, 4241.6 (Concerted Work Stoppage)
 - AR 5113 (Absences and Excuses)
 - AR 5141.3 (Health Examinations)
 - AR 5142 (Safety)
 - AR 5142.2 (Safe Routes to School Program)
 - E 5145.6 (Parental Notifications)
 - BP/AR 5145.7 (Sexual Harassment)
 - AR/E 5145.71 (Title XI Sexual Harassment Complaint Procedures)
 - BP/AR 6173 (Education for Homeless Children)
 - BB 9220 (Governing Board Elections)
 - BB 9223 (Filling Vacancies)
 - BB 9250 (Remuneration, Reimbursement and Other Benefits)
 - BB 9322 (Agenda/Meeting Materials)
 - BB 9323 (Meeting Conduct)

NEW BUSINESS

23. Tentative Agreement with CSEA Dated February 8, 2023 (Watts)

The District has reached a tentative agreement with CSEA that includes a 9.5% increase to the salary schedule, retroactive to 7/1/22, a change in step placement for the Universal Support Staff from Step 15 to Step 17, the addition of Juneteenth (June 19) as a paid holiday and clean-up language regarding the threshold for a full-time health benefit contribution and the payment of salaries during extended sick and parental leaves. The total cost of this agreement is \$600,339. \$470,701 will be paid with unrestricted funds, the remainder \$126,638 will be covered with categorical, Adult Ed and Food Service funding.

Recommend approval

Enclosure

24. Resolution to Recognize Classified School Employee Week (Willenberg)

The district recognizes and wishes to honor the contribution of classified employees to quality education by proclaiming the week of May 21st – 27th as Classified School Employee Week.

Recommend approval of Resolution #10-22/23

Enclosure

25. Resolution to Recognize PTSA Teacher Appreciation Week (Willenberg)

The district recognizes and wishes to honor the contribution of certificated employees to quality education by proclaiming the week of May 8th – 12th as PTSA Teacher Appreciation Week.

Recommend approval of Resolution #11-22/23

Enclosure

26. Contract with Daybreak Medical for Student Counseling Services (Wood)

The District is seeking approval of a Contract with Daybreak Medical due to the significant number of students who are affected by trauma and other life factors that inhibit their ability to perform to the best of their ability academically. Many students don't have access to counseling services because it is cost prohibitive or there is a lack of local availability. This agreement would provide over 1000 hours of counseling services to approximately 80 students across the district. This agreement will also provide six parent and community virtual classes that can cover a variety of mental health related topics. The cost of this contract is \$116,000 and will be paid by Supplemental and Concentration funds.

Recommend approval

Enclosure

27. Three-Year SRO Contract with the Oroville Police Department (Willenberg)

The District is seeking approval of a three-year contract with the Oroville Police Department to provide SRO services to OHS, PHS and CDS. The cost of the agreement is \$87,500 (total of \$262,500) and will be paid by the General Fund. This agreement and expenditure aligns with LCAP input received from stakeholders. **Recommend approval**

Enclosure

28. Four-Year Facility Fee Waiver for the Boys & Girls Club of the North Valley (Willenberg)

The Boys & Girls Club have been located on the LPHS for several years and on the OHS campus for two years. Due to the organization being a great community partner, the District has previously approved a two-year fee waiver. The Boys & Girls Club is asking for a four-year fee waiver. **Recommend approval**

Enclosure

29. Facility Fee Waiver to Use Harrison Stadium for Special Olympics (Willenberg)

The Butte County Office of Education is requesting a fee waiver of \$425 to use Harrison Stadium on May 5th for a Special Olympics event. Admission to this event is free and typically attracts 650 participants and 400 volunteers. **Recommend approval**

Enclosure

REGULAR BOARD AGENDA FOR APRIL 19, 2023

30. Personnel Assignment Order

Approval is requested for the following Personnel Assignment Order:

Certificated

Jennifer Danielson
Teacher – OHS
Request for FMLA/CFRA/PDL Leave
Effective 3/27/2023 – 5/30/2023

Samantha Muntifering
Teacher – OHS
Request for FMLA/CFRA Medical Leave
Effective 5/17/2023 – 6/2/2023

Julie Quarterman
Teacher - CIS
Request to extend FMLA/CFRA Leave
Effective through 6/2/2023

Janie Henry
Teacher - LPHS
Resignation
Effective 6/2/2023

Emily Gardner
Teacher – LPHS
Resignation
Effective 6/2/2023

Michael Young
Teacher – OHS
Resignation
Effective 3/17/2023

Stephanie Adams
Teacher – OHS
Resignation
Effective 6/2/2023

Classified (Cont.)

Jessyca Steinmann
Administrative Secretary – OHS
Request FMLA/CFRA/Baby Bonding Leave
Effective 6/20/2023-8/1/2023

Julie Diaz
Courier
Increase from 5.0 hrs. p/day to 6 hrs. p/day
Effective 4/20/2023

Ryan Ware
Custodian
8.0hrs p/day; 260 days /yr.
Step/Column 15/A \$19.17 p/hr.
Effective 4/20/2023

Doug Thurman
Custodian
8.0hrs p/day; 260 days p/yr.
Step/Column 15/A 19.17 p/yr.
Effective 4/25/2023

31. Expulsion Case #16-22/23

32. Expulsion Case #17-22/23

33. Change of Placement for Expulsion Case #3-22/23

34. Change of Placement for Expulsion Case #4-22/23

35. Change of Placement for Expulsion Case #8-22/23

36. Change of Placement for Expulsion Case #13-22/23

37. Outside Expulsion Case #4-22-23

37. Items for Next Agenda

REGULAR BOARD AGENDA FOR APRIL 19, 2023

ADJOURNMENT

The meeting will be adjourned to the next regular board meeting scheduled for Wednesday, **May 17, 2023**, at 5:30 p.m. in the Transportation Conference Room and via YouTube.

22/23 Student LCAP Survey Responses
(294 responses)

1. Which school do you attend?

49.3%	Las Plumas High School
50.3%	Oroville High School
0.7%	Prospect High School
0.3%	Oroville Adult School
1%	Independent Study
0.3%	Adult Transition Center

2. What grade are you in?

25.5%	9 th
23.1%	10 th
29.3%	11 th
23.1%	12 th
0.3%	Adult

3. Please indicate all programs that you participate in:

3.4%	504 Plan
33%	AP or Honors Courses
42.9%	Athletics
34.4%	Clubs
4.8%	Counseling/Social Worker Services
2.4%	English Learner
0.7%	Foster Youth Services
1.4%	Homeless Services
1%	Special Education
32%	None of the above

4. In an effort to ensure that the district receives input from a variety of stakeholders, please indicate your race/ethnic origin.

3.7%	American Indian/Alaskan Native
4.1%	African American
20.4%	Asian
0%	Filipino
9.9%	Hispanic/Latino
1%	Pacific Islander
43.2%	White
15.3%	Two or more races
2%	Declined to state

Goal 1 - Provide equitable educational opportunities to every student.

5. How satisfied are you with the level of instruction you have received from your teachers this year?

18.4%	Very satisfied
70.1%	Satisfied
11.6%	Not satisfied

6. What can we do to improve instruction at your school?

- Help me graduate from PE without having to participate at all.
- Have a better English class
- Open up all bathrooms at Oroville High School. It's very hard to go to the bathroom when there is always 10 girls in every one of them.
- Better lunches
- Not much really, I enjoy all of the teachers I have, even those I don't have as many of them are very respectful and nice.
- Have some more lectures and less work. I feel clueless on the work but when the teacher explains it in detail for a while I understand a lot better.
- Fire (teacher) and hire a teacher who actually cares about her students and not controlling her students.
- We need better consultation hours and more understanding teachers for the students that have work after school.
- GET US AN ACTUAL ENGLISH TEACHER FOR C-1.
- Hire better teachers and help with disciplinary action.
- Encourage less political biases from teachers.
- Put more try in the teaching of teachers.
- There isn't much that needs improving.
- Bring teachers in that are willing to work with students and are patient and willing to work with students.
- Make it known that topics outside of the class learning are inappropriate and that we only need to focus on what we are there to learn.
- Get better teachers.
- More teachers.
- The school needs to get discipline.
- Just make sure that every student is getting the help they need. I say this because some students don't know what to do, but they won't speak up.
- I feel as if some teachers could put more effort in explaining things in simpler ways so that it's easier to understand instruction.
- Get rid of Spanish
- More money for Ag and stuff.
- Fire (English teacher)
- More cash
- Getting more money.
- More involvement.
- Instruction is good.
- Provide more time for work to be done.
- Nothing it is the way it should be.
- It's great some teachers just repeat themselves too much (Making it hard to learn) such as Mr. (teacher).
- Not have Mr. (teacher) as a teacher.
- Allow only 1 year of foreign language instead of 2 so we have more experience with our pathways.
- Money usually fixes most problems.
- Get rid of Mr. (teacher) and find someone with some mental competence.
- Make sure kids are not high at school or smoking weed/ vaping in school.
- Get better teachers that can teach.
- Make sure students are respectful and responsible and stop them from smoking in class.
- There's many agricultural classes I am not learning in but would like too. It would be nice if the teachers focused more on the course they are teaching rather than focusing on trips that do not include all the other students. More teacher help would also be very helpful. I've noticed many teachers tend to be in and out of my classes so I never get a chance to communicate with them.
- Nothing I've got good teachers who are focused on what they're teaching.
- We need better English teachers who actually teach us things.

- Maybe better emphasis on a more well-rounded education with less focus on purely academics but also push for the various art and language programs, another language other than Spanish would be nice.
- Teachers can be more one on one with others and try to teach a little slower so people can understand better.
- I think that majority of my teachers give clear instructions but I definitely have at least 1 teacher that their instructions could be clearer. I think one way to make their teaching clearer would be to have a planned out learning schedule and some type of clear curriculum that we're learning. We doing something different and farfetched every day. There is not sense of normalcy in this class therefore making it harder to learn and stay intrigued.
- Have more resources for new teachers and supplying more resources for students to get help.
- Have a better plan and structure for AP language.
- Teachers need to be patient and explain in more depth.
- Nothing you guys are amazing.
- Instruction is good.
- More adaptive learning opportunity.
- Just do a better job at explaining things such as jobs to do, assignments, etc.
- A new English teacher.
- I believe that the teachers can provide more hands on learning.
- Give them the things they need (AKA- Class Set Chromebook Carts) and hiring teachers who know what they're doing and not just winging it. See English classes and Jr Level because they suck actually teaching you.
- I believe that the district could hire teachers that have actually lessons.
- The teachers should have more interactive lessons. A lot of people learn by doing and not just hearing.
- Make consultation a little longer.
- Teach us things we actually will use.
- Treat us like young adults.
- Visual demonstrations, more detailed instructions.
- Make our school safer and not so easy for other students from different school to come on campus.
- Better teachers.
- More work on paper instead of computers.
- Nothing, I don't have any problems with instruction at the school.
- Have teachers explain things in a different way that they thought. Or stick to their plan of what we're doing for the class to work on.
- NEW TEACHERS
- Less students each period so teachers aren't overwhelmed.
- More one on one time with us
- Not rehire Mrs. (teacher) and have Mr. O as our English teacher
- I think that the teachers are doing well on instructing my school.
- Get more competent teachers.
- Have more competent staff.
- Get better English teachers.
- Teach lessons to students at a more steady pace.
- Let us have our phones out.
- To start doing tardy sweeps.
- Nothing really all of my teachers have really taught me a lot this year.
- Improve tone.
- Maybe less SEL and homework.
- Give a better curriculum to teaches, in some classes I feel like I'm doing basically nothing, or little kid work.
- Try to be reasonable with times on assignments.
- Most of my teachers are fine but if my old math teacher (switched out) that would be very beneficial to me, other students, and counselors

- We could assist the teachers. Since there are not many teacher in this high school we should employ more teacher and boost salary. Also to show the teachers the proper way to control a class room.
- Be more thorough.
- Some teachers need to better accommodate multiple learning levels and speeds.
- Have a phone policy and make sure people are actually understanding and learning what subject they are in.
- Try to explain it in different ways and making sure everyone understands before moving on.
- More time.
- Less bias, more learning.
- We can put helpful signs around our school.
- It would be helpful to put up signs for the wings and something for student drivers.
- Pay more attention to the students.
- Teachers being more clear with instructions and being more attentive with the students in need of help.
- Some lessons more structured, better studying options for select classes.
- We can improve the instruction at the school by closing our dugouts due to all the students who smoke in there on a daily bases. This is disrespectful towards softball & baseball players due to their season coming up they shouldn't have to go into they're dugouts and have to clean up after irresponsible students.
- Nothing, it is great!!
- Explain things more. Also don't get frustrated when we ask a question
- When I asks for something that they need they don't just say "yeah I will look for it" but they go and help another student when they said that they would help me by looking for it or when I ask if they can grade something because it has not been graded yet and it has been awhile and they say "oh yeah I will grade that as soon as possible" and then it never gets graded.
- I think the instruction is good enough as is.
- Idk get rid of the furries.
- Start making the lesson better and make us more interested.
- More hands on.
- Slow down and work with students to have a better understanding.
- Make learning games so it's more fun.
- More rallies.
- Get rid of the new principal.
- To make schools more fun and safer than ever and have field trips.
- We need teachers who can actually stay the whole year and make sure our plans for the day will make sure we are where we need to be. It's difficult to get used to a teacher after 5 others have quit. Also it makes us as a class be behind and have to catch up to where other classes are.
- Constantly reviewing things from the past instead of just throwing it on a test and expecting us to remember.
- I think they're doing enough instruction I'm satisfied with it
- I think they have enough instructions.
- Hire more eligible teachers.
- During instruction, teachers should go at a pace that is reasonable for the students.
- Having full year teachers and no subs.
- Give consequences to boys that sexually assault/harass girls because it seems like you guys don't do anything.
- More pay for the teachers.
- I love when my teachers interact with me and instead of giving directions and then the teacher goes and sits down all class period every day I prefer a teacher who will walk around class and help me.
- Creating a welcoming environment and a place where students can communicate with the teachers about life and if they ever need help.

- Have one teacher in a class. For example it was difficult for me when in my English 9 honors class we've had 3 different teachers so everything would change in the classroom environment making it hard to focus and keep up.
- The schedule because every Wednesday we have to go at school at 9 I would rather go to school at 8:30 and leave early like at 1:15.
- I think it would be better if the classes had shorter time periods.
- Make everything clear so students having trouble understanding could understand and get what the teachers have to announce.
- Make student's lives easier.
- To be honest there's a lot to be improved and I think some of the teachers have to go.
- Giving more detail in a way we can all understand.
- Nothing the teachers are very good and nice to me.
- Is for teachers to make sure students are on task.
- Always have a unknown option on your surveys because some people have no clue about race ethnics or other things.
- Keeping one teacher to teach our class throughout the whole year.
- I have experienced frequent vague and/or inconsistent instruction, leaving my peers and I often confused. More enthused and in depth instruction would be very helpful.
- Get us teachers that won't leave after a few months.
- The teachers consider what's going on at home and more instructions.
- Not require people to have such a high GPA to go to prom.
- Try to not stack so much work in one week. Like have a conference meeting and let all the teachers talk to each other about what work they're handing out and when they are handing out. For example, when the end of the quarter was coming up, I had 3 test in one week, which gave me a little of stress because, even though I had managed my time and I had studied the following weekend, two test were on one day and then the next day, there was another test waiting for me. I was already exhausted from studying and trying to finish up any work I had left in class.
- Be more thorough.
- I believe what the school can do to improve OHS instructions, is to pick up trash after themselves.
- Make the stuff fun and interact with the students more instead of just giving us a piece of paper or putting a movie on.
- Teachers could address situations differently than how they do, they should try to encourage kids to feel like they can graduate and not being so straight forward saying that they are not sure about us and our grades, I feel like they don't take serious matters seriously and they're focusing on stuff that doesn't matter. They will tell a kid they understand so the teachers can go through there day without any issues, Teachers are supposed to be here to teach and help us learn new things and help us feel like we can accomplish anything but these teachers here only focused on if the work is finished and if it's turned in on time, they don't know what the kid is going through behind closed doors and they be giving us the most hardest time in life. Or they just don't understand nothing.
- Little reminders, not by force. Do what's best for us.
- Better sports programs.
- I don't think there is anything you can do to improve instruction at the school. I haven't come across any hard instructions yet.
- We need a permanent English teachers.
- I think the school can improve by asking and checking up on us more to see if we need help with work at school because I have so much work on me that I can't do them at the same time.
- Give us actual teachers, ones that are not just long-term subs and have a desire to actually teach us. There are a few teachers here that are long-term subs and never actually try teaching us or helping us do any sort of work. They treat us badly and give bad instructions expecting us to know right off the bat on what we should do, they go on their phones and not pay attention to the students.
- Have a freshman English teacher instead of a different sub every few months.
- What we can do about the instructions is knowing what you're going to say before you tell it to us. Sometimes teachers can give us the wrong instructions and get upset at us for "not knowing".

- Teachers are most of the time not clear with their instructions or questions they ask us and that's how we can get it all wrong.
- To improve the overall amount of teachers.
- Maybe be a little more understanding towards kids who are kinda slow at learning or to students who have trouble working with other people, 'cause I know some teachers that get worked up when people don't work together.
- Instead of just giving a bunch of homework, have teachers actually spend time teaching.
- You're doing great.
- Help students who are struggling to catch up with other students who are caught up.
- Some ways they can do is to give a reason why we should learn and maybe gives us some ways of making it fun but still learning a lesson.
- Find permanent teachers, had multiple different subs throughout the year.
- I think we should allow a lot more creativity in classes like English. Even give the students a chance to voice what they want to learn about, it may help students want to learn instead of dreading it.
- You can add boy's volleyball team throughout the year.
- Some teachers seem to lack passion in their teachings.
- I feel like the instruction at this school is very well taught.
- Informing us better.
- What you guys can do to improve instruction at our school is help students more when they need it and explain to class better so we could know what we have to do in our assignment.
- The counselors and the principal.
- I would like the school to improve on the SEL day because sometimes it doesn't really have to do with anything that is going around the school.
- have a stable teacher for the class subject, it messes with the students and their learning (especially for AP classes).
- Just don't rush things.
- More respect shown to students by teachers.
- More hands on work.
- Less talk more action.
- Get better food options.
- Be more understanding and less work load.
- Nothing, I'm satisfied with the instructions my teachers give me.
- Not waiting for student, give them a task. Less talking!
- I feel like we need a whole different environment than sitting in rows.
- Keep a stable English teacher. I'm completely serious, every year in my high school career, my English teacher has left the school before instruction days ended. It really messes with the learning environment.
- Make class time more focused on learning the assignment rather than doing it.
- What you guys can do to improve instructions at school is to go slow during the lessons since other students can be struggling to keep up.
- Improve the referral system to make it to where the teachers do not have to send in a separate referral each time the student makes an offense because most teachers don't remember what the student did after the class is over.
- I have been blessed with great teachers this year. But for others I believe you guys should have a good look through of teachers who want to have a position in this school. Seeing teachers leaving a month after a semester started, will be very hard for students because they'll have to spend a year with a substitute for the rest of the year. Before hiring a teacher you guys should consider asking them specific questions on why they want to be hire or questions on what motivates them to teach. Seeing that most teachers leave their jobs unannounced, tells me that they can't handle the student's behavior, but that's part of the job. Not every student will be behaved, if they really do have a passion for teaching they have to know and handle the situation.
- I think the school should explain things more to the students who are having a harder time understanding the subject because everyone learns differently
- Consistent teachers.

- Maybe make the students feel like they want to actually learn and not just pass the class. But I don't know how you're gonna be able to do that when students already gave up learning.
- For the Principal to lay off a bit.
- More activities.
- Pay our teachers more.
- More finance classes.
- Making a better environment for kids mental health of academic work ethic. AND PROVIDING ENOUGH TIME FOR SOME CERTAIN CLASSES.
- We could have more in depth lessons.
- Listen to students. Be less restrictive.
- Better environment, I don't like the drug use or fights it's a distraction and gross.
- Make things fun to do
- I'm not sure this is just what I'm used to
- Spending more money on the school. I know you get money for me attending my classes every day, so it would be nice to see some of that money benefit my school. Clubs, after school activities to bring students together and keep kids out of bad activities. Student supplies. Like for kids who can't afford stuff for school. Or even more inclusive transportation options so kids can get to school easier if they don't have transportation options.
- Let's see... I suppose you can get more materials, first of all. My art teacher very often mentions how limited his stock of, for example scratch paper is. Or watercolor paper. If he were given more leeway, students would be given more as well.
- Provide instructors that spend more time helping students understand the material.
- Give us more time to study for tests.
- Longer passing periods.
- Not lose teachers in the middle of the year and making us have only substitutes.
- Make it more fun, hands on, better teachers.
- Get some better English 10 teachers.
- Open more bathrooms. Its rough walking to a certain bathroom just to find out it's closed and the only open one is across campus.
- Something that I can improve is getting my grades up.
- By embedding strategy instruction and creating a secure and dependable structure.

7. Las Plumas High School and Oroville High School offer classes in the following career pathways: agriculture, engineering, food service and hospitality, graphic design, transportation and welding. Do you plan to go into any of these career fields?

27.2%	Agriculture
8.2%	Engineering
9.5%	Food service and Hospitality (Culinary Arts)
3.1%	Graphic Design
1.7%	Transportation (Automotive)
6.1%	Welding
44.2%	None of the above

8. Are there any academic or career courses not currently offered that would be beneficial to your college or career plan?

- Computer science
- Maybe something to do with nursing or medical.
- I'm not quite sure a psychology class would be very helpful for me personally, as I do not believe we are currently offering any.
- Marine biology
- Nursing
- Medical pathway courses would be nice; nursing, doctor, ultrasound tech, etc.
- Animation

- Anything involving law
- More music classes
- Social work, and or something that I can take to go into that in college
- Ag Chem
- Business
- Wood working
- Welding would help me personally because I'm trying to go to college to do under water welding or Army
- Engineering, Electrical
- Medical
- No the classes available will help me get into trade school
- 3d Arts (like Blender or 3ds max)
- Not really welding is enough
- Life lessons like how to do taxes, how to use a washing machine, what to do if you get pulled over, very basic adult life needs that aren't taught at school.
- Nutrition
- Medical Beginners classes and Home economic courses
- No the ones helpful are already offered
- Plant systems, or green house Management, just more focus on plants other than floral
- I think this school should offer more foreign languages rather than just Spanish.
- Cosmetology
- I think it would be nice to have something to do with health care for people who want to go into that field.
- Woodworking and blacksmithing.
- I believe that there should be a course with the insight to truck driving.
- Nursing
- More classes for students looking to go into the medical field for animals and humans.
- I want to be a teacher but I don't think this school needs any other elective classes.
- Agriculture
- More languages
- More college trips
- I'm pretty sure there are career courses at my school that will be beneficial for my career and college plan.
- Medical courses
- No I don't think so. I have plans for sciences and there are many science classes offered.
- Probably a separate foreign language like French or German.
- Housing class
- If Anatomy was an AP class, that would be better than honors.
- There should be more medical courses besides anatomy. It'll give a better understand when transitioning through high school.
- More language classes
- Embalmmment
- No, I am okay with all of the ones we have.
- I think a lot of students are considering cosmetology, including myself, and I think it would be a great opportunity for students to find their interests.
- welding
- Computer Science
- I think so far we have everything I would need for my career plan.
- I would like to go to cosmetology school or I would like to become a physical therapist but I don't know yet.
- Different language classes
- I think there should be classes that will help with people who want to be in medical field, an architect, lawyer. I think there should be classes of other languages besides Spanish.
- Bringing back the hospital class.

- I think some type of connection to like internship or like field experience electives.
- Providing different languages other than Spanish.
- Cosmetology
- I want to be a dermatologist so none are really beneficial.
- I would like more law class options or maybe something below law or a requirement we would need to be in law like maybe learning about law in school.
- Fashion and cosmetics or teacher school.
- I think having classes for science fields would be neat.
- A higher level of physics or an astronomy program.
- No they are all there.
- No, I think the classes I need to take are all in the Oroville High School.
- Social Worker
- Something in medical field.
- Advertising/business course.
- Social media influence.
- I know it's gonna be offered in school next year, but I do like to learn more about psychology with how the brain works.
- I want to major into medical fields. I believe this major is mainly focusing towards science classes.
- Not too sure, I would to do a sport that can imply on my benefits for the future.
- Football class
- I would like to take more AP classes in my early years such as sophomore and freshmen so that I can achieve higher goals. However I know that this cannot be possible.
- Woodshop
- I would like the school to start doing nursing classes if not at least some nursing stuff.
- I would like to be able to learn more about health. Our health class lasts only 1 semester and then we are switched to a different class. Being able to learn more about health and how to care for ourselves and others would be very helpful. Knowing how to bind your own wounds and take care of others around you would be really helpful.
- Something to help with careers like doctors/nurses or vets
- No, it is all there if I need to take the career courses.
- OHS doesn't offer ag or FFA. LP seems to have more pathways towards their welding program.
- I think we should add an astronomy and psychology class. For those wanting to go into something relating to space or medic/criminal field, it could be beneficial and very interesting.
- Gaming class.
- Computer Programming / Coding
- Put back the classes for nursing or veterinary please!!
- Finance
- Nursing or doctor.
- Psychology or social work.
- As a junior in high school becoming a senior, I want to spend my last year of high school with new skills. These new skills will be beneficial for what I want to choose for my major. I'm a very undeceive person, I want to experience and knowledgeable of something before making a decision. I was planning to major in computer science but I have no knowledge of it. I want this school to provide us classes with tech like a coding class.
- There's classes that are offered to benefit my career plan
- Work experience, academic success, woodworking itech, more agricultural classes like horticulture etc.
- Maybe classes that relate to heath like for students who want to become doctors or students that want to become therapists. Or business that's a good one so students are not lost when they're adults.
- There is enough.
- Engineering, robotics, computer science
- Teaching and business.
- Computer science and finance.

- Business and Mental health.
- Computer technician
- Car mechanics and coding
- Maybe a business class for people that want to open stores or shops.
- Cop things
- Boys Volleyball coach or acting.
- Anything to do with nursing would be a great course to have at the high school.
- Honestly just classes to prepare me for life. I would care a lot more for a class that teaches me about finances, writing resumes, applying for loans for houses in the future, how to get and keep a job, and basic household tasks even! How to change a tire, fix an outlet, if your sink leaks and so on and so forth.
- Oh, I dunno, maybe the more actually entertaining and modern careers, like Music Production/Digital Audio Technology. Programming? Computer Science? Digital Art and Animation? More practical stuff like Financing? Surely English, Math, and Science are base skills we should all have, but their worth isn't very explicit to students. That's one of the reasons why nobody cares about 'em outside of graduation requirements. Give the students more of what they'd want, not even more of what they need but also despise; we already have more than enough of those. All those classes I mentioned, I would definitely do all I can to attend them all. I did what, 2 years of Graphics Design hoping to get some insight into Digital Art, but well, here I am and all I've really learned is how to create stupid edits and collages using random assets. How fun. But if I had Music Production, or SOMETHING I like, perhaps I'd remember my time here more fondly.
- Astronomy, Aeronautics, Aviation, Physics.
- Probably any courses that include education on health plans, taxes, bills, budgeting, and housing. Just the stuff we have to worry about when we are released into the real world.
- Business classes.
- Wood working class
- video production
- Cosmetology
- Computer Science classes, and other potential classes for other careers.
- Business or medical
- Some sort of beginner computer science program would be absolutely phenomenal.
- The career I plan is going to the Air Force and going to a college to study for a nurse.

9. How do you get to school?

- | | |
|-------|--|
| 6.5% | Ride the bus |
| 75.2% | Parent or other family members drives me |
| 9.2% | Carpool with another family or friend |
| 1% | Ride a bike/skateboard |
| 8.2% | Walk |

10. We are seeking ways to improve student attendance, including tardiness. If you are often tardy to first period, what is the cause?

- | | |
|-------|--|
| 30% | Transportation issue |
| 24.7% | Oversleep due to staying up too late |
| 45.3% | Lack of motivation or uninterested in school |

Goal 2 - Provide a safe, nurturing and supportive environment to every student using Culturally Responsive Positive Behavior Intervention Supports as a framework.

11. Having students feel safe on campus is a top priority. How safe do you feel at school?

10.5% Very safe
73.8% Safe
15.6% not safe

12. What can we do to improve school safety?

- Try to graduate from 10th grade early
- Prevent fights
- Security guards
- Teach kids at Oroville high how to use crosswalks. I drive to school and kids that attend my high school constantly run out in front of me.
- Monitoring the cameras more, however, most of the time fights are broken up rather quickly but there are some that go unnoticed or people get away from the fight before others tell. Another thing is that our Ag welding teacher was having her things stolen and nothing was really done about it, least from my perspective.
- Provide better counseling.
- Actually discipline students who get in trouble and not just let them get away with everything they do.
- There's enough safety.
- For me and a lot of people I have talked to, not having the gates open are a huge safety issues. I was very confused when I found out that they lock almost all the entrances because I thought they couldn't do that due to safety reasons. It's just concerning because now if there is an emergency like a fire or an intruder we all have to go out the same exits. Which is so unsafe. And as well as if I'm walking to my car I have to go all around the gates which doesn't make me feel safe, there are crazy people out there. Then the student parking is full and so is all the sides so I have to park up higher.
- Punish people who get into fights or are antagonistic towards others.
- There's like no safety, kids are always fighting or threatening other students.
- Actually investigate was students report!!
- I feel safe
- School safety is mostly kept in check.
- Enhance security staff, and improve security footage.
- Do not allow kids from other campuses onto our school grounds.
- Suspend bad kids.
- Not to allow students that do not attend LP to step foot onto campus.
- Keep tweakers off of school campus.
- When Threats are made to the school I think it should be taken more seriously. We have had multiple threats amongst staff and students alike and none of them have been taken seriously. My one fear is one day it actually happens.
- Maybe not have school on two different sides of the street.
- Less lgbtq kids.
- Hire people that don't care about kids.
- Getting another exit from the student parking lot
- Proper punishment for students.
- Safety plans and drills.
- Add armed guards.
- Stop more fights.
- Having better security guards than what we have.
- Security in disguise I guess.
- Have security - a few police officers at all times at school and have quick police response to the school.
- More security guards.

- Discipline
- Guards
- Have guards
- Better punishment for kids who bully or attack other students. In school suspension is not enough. I understand you guys make money off of us being present but your focus should be on the kids.
- You can't. We do drills and stuff if something happens the school staff has us and it's really the other students that don't make it safe. They don't drive safe.
- It's pretty good
- Actual enforcement of rules, and applying of consequences would be nice.
- Lock doors more and have more security on campus.
- I think one way to improve school safety is to not have kids who do inappropriate things or unsafe things get rewarded with golf cart rides to class. And maybe actually have a punishment because that's not a punishment.
- Better guards and more security, more cameras and discipline.
- Security.
- Have a better plan for what you will do if something happens.
- There isn't really anything that I can think of besides just my mindset.
- Have some actual discipline procedures in place not just a structured day.
- More security.
- I feel safe at school.
- Kick out bad kids.
- Security around campus, people to help with traffic in the road some kids who don't care don't look and almost get hit every day even when we do look the cars still get really close or slowly move through us or honk at us. Make sure the teachers are actually teaching in a way that students understand, I've been in so many classes that the teacher just yells at you what you're supposed to be doing and will just expect us to know what to do.
- Not make it so easy for other students or other people to just walk on campus.
- Let the teacher carry guns in case of emergencies. And have a better lock down protocol.
- Police on campus or more security people.
- Check the bathrooms more often.
- Deal with students that are constant trouble.
- Security
- Nothing really unless u can get rid of all the threats and horrible students that can't keep their mouths and hands to themselves.
- Have more security guards around in classes or on campuses all spread around campus.
- Have a cop at school
- I have no idea what we can do to improve my school safety. I feel safe but sometimes when we have to walk to the other side of the campus it's a little scary because anything could happen.
- Add more cameras.
- Make it cleaner.
- Ensure all perimeters are secured at all times.
- Have more security guards.
- Better security guards.
- Give more places for students to hang out that aren't outside
- You should actually discipline kids that aren't being what students should be instead of giving them a free golf cart ride.
- Detection/Sniffer Dog in case there are drugs on the campus.
- I am not quite sure it will ever be truly super safe because the world is an ugly place.
- Conducting more intervention between student-reported conflicts, whether it's verbal, physical, or mental harassment/bullying.
- Have somebody at the crosswalk after school helping move traffic and kids safely across.
- Monitor the student parking lot more. A lot of people mess with cars, act dumb, and harass people in the parking lot. I almost got jumped for parking in a parking spot the first week I got my license. I also think that bringing back the parking passes would make it to where if people from

other campuses came to our school it would be easier to know and identify. I shouldn't feel like I'm in danger when I go to leave or come to school.

- More people walking around
- We could improve our safety by really watching over the kids and observing better.
- Stricter on the no vape rule and less leeway.
- Start checking what students are bringing into school.
- No fights.
- Have better security, stronger discipline/punishment against misbehaved students, and allow only a certain limit to certain things.
- I feel like the school does a lot in attempt to improve safety, but it is the students that seem to not follow along with the rules or restrictions that seem to cause safety issues.
- More security.
- Better security guards.
- Make lockers better and also have security on high alert.
- I think that if you discipline students better there would be less fight and not as many people getting in trouble.
- Stop allowing kids to go off school campus
- They do a pretty good job already.
- More security and more enforcing rules.
- Actually get rid of threats.
- Actually have security across school grounds.
- The gates, let it open during break time so we don't have to use one way.
- More staff members outside with us.
- More campus supervisors.
- Limit fights and weapons.
- Get push gates and let me leave when I want to.
- Understand what situation is going on and what is going on.
- Get push gates!
- More Universals.
- I think having a police officer on campus everyday would be a great idea to keep everyone safe
- Having some type of way to like self-defense if it really came down to it other than just sit in a classroom and pray for your life.
- Making sure students just don't wander around school during class time.
- Try and understand that someone isn't feeling safe.
- Actually care about students.
- Nothing you have done all you can.
- We as a community have to change gun laws because students are tired of hearing the intercom turn on and automatically thinking that we are goanna be caught up in a school shooting or lose our lives.
- Maybe having a lot of supervisors outside and watching all of the students instead of just having 2 or 3.
- Taking "jokes" more seriously, gay/trans kids are often picked on by people joking about these things, along with the sexual assault jokes
- Have more preventive measures for fights and not allow people who aren't in the school to come on campus if they want.
- See if kids are getting bullied and checking up on kids.
- I think the school doesn't need to improve the safety.
- Have all the negative students go to a different school or give them lecture.
- Oh way to many things this school needs to do to make it safer
- More security.
- When there is a shooter talk though the walking talky to tell the teacher because talking through the announcement makes the shooter know there are kids in school.
- Not punishing the kids who are the source of the fights and bullying.
- N/A, I feel safe.

- Make it where is there was any reason we had to get off camp we don't have just one way out
- A couple of people keeping an eye on students if something is wrong.
- Not trap us in by fencing us in the school. It makes us feel like were in prison.
- Everything is fine.
- Having more supervisors.
- Get all the crackhead tweakers out of here who smoke drink and fight on school.
- Get more staff.
- Not sure, the chances of getting attacked or anything, either will destroy school property or seriously injure someone.
- The school is a safe place but the place that's not safe is outside the school.
- Nothing really it's pretty safe as is.
- I think by having more yard duties around because I just feel like the school is around of a lot of ghetto people and unsafe people.
- Think about which teachers you chose to work here. Some teachers can give a creepy vibe or are just very rude and disrespectful towards students while they expect to be treated with respect. There are also many fights or disputes between students that happen often. I don't think there is much that the school can do to prevent the fights but they could help by making sure that the students understand what they are doing. Not just getting one person in trouble or telling them to not fight back if a situation does happen. Telling students to not defend themselves is weird but I understand it a bit.
- I think that making sure we have staff around campus at most times throughout the school day helps me feel protected when I'm walking around campus for the bathroom or lunch.
- To increase the amount of security we have.
- Have teachers open their eyes and confront people being bullied right in front of them and not let them off with a little warning.
- Prevent more than 3 students from entering the bathroom.
- By making sure we have more than two ways of getting out if there are emergencies.
- There is really nothing you can do.
- Add security guards
- Not allow kids to walk around in shiesty's (Ski Masks) and should actually expel or get kids in actual trouble if they bring a machete to school or continuously jump kids and or smoke at school, you can do any of that and all you have to do is like a structure day, it's BS and they just keep doing the same stuff.
- More yard duties.
- The learning environment and the training for teacher to deal with difficult kids
- I think that we should check belongings of students at this school because in every single bathroom there's always one or more people vaping or doing drugs. And because of this, it causes our bathrooms to be locked and no one gets to use them.
- Not make us feel like we're in jail.
- Um get kids to stop fighting on campus.
- Not lock all the gates
- Nothing, I feel safe.
- Bathroom guard who looks in the bags before people go in the bathroom.
- We can try to move the school fences since it can be dangerous
- Maybe have more cameras around, and more protective gates around the school.
- There aren't many ways that students get off campus and in an emergency it is detrimental for students. If a person with a firearm suddenly came on campus the students have few to little places that they can safely escape the campus. The gates need to be self-locking gates that can only be opened from the inside. If administration is worried about students leaving undetected then they could put motion sensing or have a camera pointed towards them that will alert the proper people that the door has been opened.
- I do not have a particular say in this because I have never felt unsafe before. Also regarding the fact that most fights happened outside of school so it's not my concern. But to secure others safety I would like this school to have a backpack search or something similar to insure that students don't bring in any harmful weapons to school.

- I think it's good right now
- Cameras
- I feel no matter where you are you're never 100% safe but maybe invest in more protection like officers around the campus.
- Having more gates open.
- More Universals to prevent vaping
- Monitor bathrooms more often.
- By doing better.
- We could have students be checked more or do more to prevent bullying.
- More on lookouts; yard duties, security.
- Make more of an attempt to realize if a threat to the school is legitimate or not.
- Some kids do bad things try stopping that.
- Look at dangerous kids
- Find ways for students not to use vapes.
- Take down the fence that is around the school. I feel like I am imprisoned.
- More campus security, but don't just fence off the school and say it's enough. I hate how Oroville High was fenced off, there's only three ways to get into the school in the morning besides the bus route, and they're locked after first period for the whole day. It's so frustrating, that's not a solution to the problem now you've made another one inconveniencing students and staff.
- Well... maybe you should put around some more security. Truth is, here at OHS, the place is just neutral to me. Nothing that's dangerous, but nothing that's making things safer. If something dangerous WERE to turn up, we'd be in trouble. But for now, we're fine, simply because there's nothing to disturb the peace, really. I've personally found and logged at least 13 different locations with minimal external distractions and monitoring. They provide a good space if I want to focus or have a private conversation, but should anyone wish to use them for more devious purposes... well, not my problem then, I suppose.
- I think that my school, Oroville High School is very safe and I truly thank the universals and the officers for that, but I think that the staff can do a better job at making the student feel comfortable on campus in a way where they can feel like this is a good place for them and they are wanted. One thing I really appreciate is when the vice principals, Mr. Siplin and Mrs. Perry, walk around campus and say hi to students and check up on them. I think that really helps with the students feeling assured that the adults see them and care for them. I think that it would be good if more teachers or staff such as the principal was like that.
- Make kids feel as if the world isn't pitted against them. For instance, don't punish kids for not being able to understand the material that teachers teach and make them feel like they won't be able to make it in the real world because they missed this one major assignment. Help them along the way instead. Have sympathy.
- To be honest our safety was never really that big of an issue and I think we should take the gates down because it's harder to get in and out of school at lunch and/or after school.
- Prevent fights.
- Give teachers guns.
- Remove the fence surrounding the school so there's not only 2 entrances to escape the school if something bad happens seriously it's an open campus why is there only 2 ways to leave the school.
- There's nothing else that can really be done.
- Honestly take down these fences or at least open up more entrances. I remember watching a fight happen outside the fences and school faculty couldn't get to the students because they were outside the fence. It's pretty ironic when you think about it.
- To improve school safety is to get more help for the kids that need to talk to people.
- Very safe here
- You could improve school safety by having positive students and teacher relationships to build the comfort bond.

13. Do you feel connected to your school by having an adult mentor you can talk to or by participating in school activities?

66.7% Yes
33.3% No

14. Are you aware that we have School Social Workers, Targeted Case Managers and wellness centers at LPHS, OHS and PHS to assist you with any issues you may be having?

88.4% Yes
11.6% No

15. For LPHS and OHS students, are you aware that we have a College/Career Readiness Technician at your school?

73.9% Yes
26.1% No

16. How comfortable do you feel talking to your counselor?

14.6% Very comfortable
55.4% Comfortable
29.9% Not comfortable

17. If you are uncomfortable speaking to your counselor, can you please tell us why?

- I feel more connected to the social worker at OHS now that I'm at Prospect I don't feel comfortable opening back up again n starting from the beginning.
- I have no problem with my counselor but other counselors do not seem as good as mine or others.
- I feel uncomfortable because any time I open up it has to be reported. Whether that is a call home or a psych evaluation, it blows way out of proportion when I just want somebody to talk to. I am not shading any school counselors specifically, I am aware being a mandated reporter is their job. However there have been times where counselors have called home and it has ended up making everything worse. I just need somebody to tell me everything is alright and that I am safe with them I don't need them to try and "help" me in any other way than that.
- Her smile looks like a snarl it's threatening.
- I was required a personal counselor last year up until tenth grade and I don't have a personal one.
- I don't talk to my counselor, I speak to another counselor because my counselor doesn't reach out to me when I email them or go in.
- I do not believe that I need to talk to a counselor I can handle my own problems.
- He doesn't know what he's talking about.
- Because sometimes they get frustrated and hurry you along
- I've never met them before.
- My counselor is out of touch.
- N/A
- They are too friendly and make me feel like a girl.
- I don't want to talk to people.
- They don't really listen.
- They are incompetent
- You can't trust people.
- They don't help you out and don't prioritize the students.
- I don't know them at all, and the few times I've been in there it doesn't feel like a friend and more a doctor's check-up.
- They don't listen and I don't feel I have a connection with them.

- Sometimes I get uncomfortable talking to my counselor because he doesn't understand what I'm trying to say or he makes me explain myself multiple times before he understands.
- My counselor knows nothing. He is very unhelpful
- He doesn't understand our generation.
- I've never had a smooth experience talking to (my counselor).
- They are not very open people
- I just don't like talking to them. They don't make me feel welcome or comfortable. I only go there if I'm called or if I have to. Lots of people also go there and they didn't help them.
- My counselor makes me feel like I'm stupid and useless with the classes I want. He makes me feel that I'm going to fail in life because I'm not doing the classes he wants me to do. Thank you (counselor)
- Never really talked to her
- I'm not good at opening up to someone I don't know
- I don't like telling strangers my problems or business
- She doesn't listen to me or read my emails
- Though she does not listen sometimes.
- He is not very available to talk to.
- Olivia and Amy are literally so nice and are some of my favorite staff
- I don't know why, maybe because my counselor is an adult.
- I don't have anything to talk about.
- I feel like my voice isn't heard, many students share the same counselor which could make it difficult for a counselor to focus on one student.
- I have not talked to my counselor
- Because depending on what issue you have at that moment they make you feel safe and like you can tell them anything.
- They are mean.
- I feel like somethings that are said can or have consequences directly and indirectly.
- Y'all snitch.
- No because it's to talk to your counselor but we need more for the school.
- No reason. I just don't know her like that.
- I am comfortable talking to my counselor however I just don't like when I make an appointment to talk to them and they take a long time to get back to me because by that time my issue will probably be solved so I think we should have more counselors on campus.
- The only thing with counselor is that we need more of them because they take too long to respond when we make an appointment.
- I feel unheard sometimes because the counselors I've seen just sit on the computer and say "mhm". I want a counselor that when I talk to them about relationships they don't say "this won't be your first or last relationship of high school" as an excuse for my problems.
- I feel comfortable speaking to my counselor but sometimes I don't feel comfortable because it depends on the topic.
- I don't really see them much/don't have any time to talk to others.
- Cause I don't know them and I don't like opening up.
- I don't feel comfortable because I am a nervous person and I've never talked to my counselor. And I am very scared I'm going to mess up my words due to nervousness.
- Because I don't like people knowing the bad in my life.
- They listen which makes me comfortable to talk to them.
- I feel comfortable but I never talk to the counselor.
- Not much of a talkative and social person.
- Grade counselor always calls home for my bad grades and I get yelled at. I don't want to talk to a social counselor because they could report me for my thought or feelings.
- There is nothing uncomfortable about talking to my counselor, it is just that I have no conversation skills.
- I don't trust counselors I haven't since 3rd grade.
- Just don't feel like a strong connection.

- Because I know that whatever I confess to them IS NOTTTTT kept secret and they tell parents about serious issues which I do not want.
- Socially awkward.
- Just not interested personally.
- I don't like speaking to adults I don't know. I have many fears beyond that involving strangers as well. Also, every experience I've had with a school counselor, they say they'll keep it to themselves like they're supposed to, because they're counselors, that's their job, yet turn around and tell every little thing to my parents anyways. I don't trust them.
- I don't know them
- She is very rude and fast to judge me instead of helping.
- Not particularly uncomfortable but they need to do better to reach back to students. One of the counselors look like they don't even want to do their job, this one time I saw them storm out of the office...confusing why they would be angry about their job.
- I have anxiety talking to people in general.
- I do not know them so I wouldn't talk to them.
- Because I don't like talking to people
- We don't have a strong connection.
- Me personally I just don't like talking to people about my personal feelings.
- I don't know how to word this formally, but they don't do their job. I spoke to my old counselor rarely through email, and the new ones don't make any attempt at reaching out or even sometimes don't reply. They don't feel like a counselor, they feel like that one peer you don't necessarily not like but kinda just avoid anyway.
- I only feel uncomfortable because I had the same counselor for most of my high school life and now I have a new one so that is the reason why I feel uncomfortable
- I don't like talking to adults. I will talk to Lena Correa though.
- Because I don't have a connection with her and talk very little with her.
- I'm comfortable talking to my counselor.
- I just don't feel comfortable about speaking about personal problems.
- If you mean, if I'm comfortable talking to my counselor about school wise things then I'm fine talking about things like that however, if you mean the kind of "am I comfortable about talking about my mental health" or things like that I am not comfortable. Because I understand that a counselor's job is to report things like that to the student's parents or at least I know that whatever I say will not "stay in the room" so I have no trust. I'd rather be talking about changing my classes or my grades than how I'm feeling and ending up in a situation I'd rather not be in.
- I don't know them
- There's no relationship with counselors/don't see them often.
- My counselor never reaches out. He's never in his office when needed.
- Haven't met them formally or nothing to speak of.
- You really can't because I know they do this for a job.
- Because at the end of the day it's government personnel and it's through my school. If I say something they don't like they have to tell my parents or the school, I have no confidentiality.
- I'm just not an a social person. I don't often talk to many people. So by proxy, my counselor would not be able to make things any more comfortable. That's just a me thing.
- They don't care about what you say so I don't even bother trying to talk to them.
- My counselor is pretty chill.
- She is creepy.
- They are just school counselors we don't know them.
- I don't need them.
- They don't know me
- Many students including me, don't feel like the counselors even care.

18. How comfortable do you feel talking to your teachers about needing extra help, catching up on missed assignments, etc.?

33.3% Very comfortable
53.7% Comfortable
12.9% Not comfortable

19. If you are uncomfortable speaking to your teachers, can you please tell us why?

- I'm pretty comfortable except some teachers, not very many, like to tell you that you need to come into consultation or say "you should've been here" instead of just giving me work so I can do homework. I cannot go before or after school for extra help.
- I feel like most teachers are rather open to having you come to them to ask about work and most of the time they keep a respectful attitude.
- I am embarrassed, I feel stupid and most of the time the teachers are busy with other students anyway.
- I get anxious asking questions to my teachers, because I wouldn't know what their reaction would be. I wouldn't know if they would shame me for asking a specific question or for not knowing the subject, etc.
- The teachers usually just say that we should have turned it in when it's due but sometimes life gets in the way and I don't have time to do it due to family emergencies, jobs, and more.
- I'm good with them they're chill
- Because my English teacher sucks.
- It's not necessarily that I'm uncomfortable, it's that when I go to talk to them they aren't there and then I don't want to talk to them because I took time to see them and they weren't where they said they'd be.
- I only have one
- I'm Very comfortable with my Ag teachers they are super helpful and respectful but I can't say that about any of the normal teachers.
- Most are not understanding.
- They don't always have time or care.
- They make students feel bad for not getting peer help. The AP teachers are great at giving help but other teachers tend to say ask for peer help. I missed a week of school due to a trip which I gave an advance to my teachers and one of my teachers told me she couldn't give me any work while I was gone and I'd have to do it when I got back. It was such an easy thing that I could've gotten a head start while I was gone, when I got back I got zero help from her and I asked for help.
- Many don't seem wanting to help, or are really snide and stupidly passive aggressive.
- Some more than others but it feels like I'm taking up their time and inconveniencing them.
- All but one. Most Ag teachers are very busy and stressed which makes a really stressful environment for me and I don't feel welcome here. I don't feel comfortable talking to the teachers. Depending on how serious the matter is to them they have laughed at me for asking for help with something they see as simple which made me really uncomfortable.
- Sometimes they don't take the time to say or think why we don't understand other than the fact that "we didn't listen to their lecture."
- Because they mostly blame us.
- I don't feel connected to some of the teachers, and I don't think they would listen.
- My math teacher is scary and asks you if you have questions but it seems like he doesn't want you to ask questions then gets mad when you do ask questions.
- I don't think my teachers are helping me.
- They always get mad if it's late.
- Y'all snitch too.
- Sometimes I feel like I'm being judged when I ask for help or as though I'm not as smart as the other students are in my grade.
- I feel very comfortable talking to my teachers and they are super helpful.
- My teachers are super cool and helpful.

- I don't like talking to anyone in general.
- Because it gives me really bad freak outs.
- I feel comfortable talking to the teacher but they are always talking to other students.
- I don't know them that well
- Makes me feel dumb and I get nervous.
- They give off an "I don't care" vibe and have attitude.
- Not very talkative and having a huge weight on my shoulders.
- Some teachers won't actually help you and just tell you to do the work because it's all based on being present but what about students who aren't present or struggle with the work? They then fail.
- There is nothing that makes me uncomfortable about talking to my teacher. If I do feel uncomfortable, it would be mainly because I am scared.
- Cause that's embarrassing if you need extra help.
- I don't like my teachers.
- They always have something else to do.
- I don't like communicating. I also just don't like asking for help because it makes me feel dumb lol.
- Some reasons are feeling like embarrassed or like doesn't want to say anything about it because it's weird to ask for help.
- They're great unless they're in a bad mood but that happens to all of us.
- I'm afraid of talking to adults and I have more fears that involve strangers.
- They show little interest and belittle people.
- Ain't nobody got time for that. Besides, they have better things to do. Why should I bother them?
- Sometimes I feel as if the teachers don't really want to help us. I've had a couple situations where my teacher said we can do make up works or tests but every time I try to set up a time and date for me to be able to do that with him, I just get blown off. Also I feel like the ceramics class aren't given enough time to work on projects, so it causes students to fall behind especially those who are not as creative as their peers.
- It all depends on the teacher. Some teachers are very open and express that they care about their students as well as their mental health. Other teachers however, say they do but then their actions say otherwise. Like they seem to only care that you perform well and excel at their assignments rather than making sure the material their teaching is to every student's understanding. If it isn't, it's not their fault for teaching it wrong, it's the student's fault for not understanding.
- They get onto me about turning in late work. I get it's late but at least I am trying to get my grade better.
- Some teachers treat students differently
- Some teachers are okay, but others are more harsh. They make you feel shameful about needing help.

20. Have you tried the new [tutor.com](https://www.tutor.com) program which provides free tutoring 24 hours per day?

- 10.5% Yes
- 28.6% No
- 19.4% I know the program exists but I haven't tried it yet
- 41.5% I didn't know this program existed

21. Do you feel your school listens to you about your concerns?

- 21.1% Yes
- 33.7% No
- 45.2% I haven't contacted them with any concerns this year.

22. Which resources/services at your school do you think best support a positive school climate? (Select up to 3)

- 44.9% Social Emotional Learning
- 39% Positive culture programs
- 70.7% Extra-curricular activities
- 44.3% A safe school environment
- 29.6% Collaboration with community resources
- 10.1% Other (see next question)

23. If you marked "other" in the top three of the previous question, please share what other might be.

- I think SEL is a good class because it teaches students about mental health which should be a core class anyway.
- Community service work.
- A video game room for before class, lunch, and after school this would be cool.
- I don't think that our school shows any of these.
- Having administrators that act like they care would be nice. (Unlike my VP)
- Ag teachers
- Our agricultural department plays a big role in the positive climate we have on school campus.
- SEL is a nice idea but the fact is, it doesn't do anything. We don't want to watch a slide show about how it's okay to not be okay. If something is actually wrong with a student a slide show is not going to fix that. Things that actually help students is the every 15 minutes skit and stories from teachers like Mr. Bruce.
- Put more funds toward FFA and agriculture.
- More funding for FFA. It is literally the best ever and I absolutely love going to my Ag classes each and every day.
- Just saying but I don't think that SEL is that beneficial because almost every single student I talk to absolutely hate it so I think you should just offer it to those who want it.
- I think our school has super good pride.
- Child welfare, bullying prevention, and managing emotions.
- They in my opinion don't do any of this
- Maybe something that will teach us more about "The real world" like how to be financially stable and how to do taxes.
- I'm not sure exactly what it's categorized as, but something with learning how to communicate with people. One of the biggest issues I've seen is not enough communication with each other, whether it be between peers, teachers, or higher ups.
- Let us go to the library in English class
- Most people don't need SEL or positive culture programs. It barely helps anyways.

Goal 3 - Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities.

24. What do you plan to do after high school?

- 43.5% Attend a UC/CSU
- 29.6% Attend a junior college
- 11.6% Attend a trade school
- 6.1% Enlist in the military
- 9.2% Enter the workforce

25. If you plan to attend a UC/CSU, are you aware of the entrance requirements?

65.4% Yes
34.6% No

26. If you plan to attend a UC/CSU, have you met with your counselor to ensure you are taking the appropriate high school classes to meet the entrance requirements?

44.9% Yes
55.1% No

27. If you will be attending Butte College, are you aware of the Butte College Promise Program, which offers up to four semesters of free tuition and fees for first-time, full-time college students?

73.6% Yes
26.4% No

28. Are you aware that seniors can attend the Butte College Reg-to-Go in the spring to get assistance with the assessment test, applying for admission and applying for financial aid?

63.9% Yes
36.1% No

29. Are you aware of available scholarships and how to apply for financial aid?

58.2% Yes
41.8% No

30. Are you able to meet with your counselor regarding class changes, college and career planning and personal issues?

56.5% Yes
12.6% No
31% I have not asked to speak to their counselor this year.

31. The district has offered a Chromebook to every student this year. How satisfied are you with the equipment and our technical support?

26.5% Very satisfied
51.7% Satisfied
21.8% not satisfied

32. What three things does your student's school do well?

- They have a great staff and enough extra-curriculars.
- Food
- I believe they have picked amazing teachers. Very seldom have I had a teacher all 4 years that I didn't like. They make sure we are prepared for college and get everything set up in time. Our amazing vice principal, Mr. Siplin who is connected with all students at Oroville high and has made it easier and more joyful for us teens.
- Security, attendance, positivity.
- Positive vibes, respectful and safe.
- I think the school does well in providing services such as making people feel welcomed and safe. Keeping things orderly. Assisting students that need it and helping those who aren't very outspoken.
- Hire good teachers.
- Help, Communicate, Talk.

- Providing services/programs, providing food (snacks, breakfast, lunch), and providing extra-curriculars.
- The bare minimum.
- Organize meetings for extra-curriculars.
- Having lots of activities like clubs. I think that is very important for students who don't feel heard for certain things. As well as having great teachers. Most of my teachers are amazing and don't treat us like little kids. They are great too talk with.
- Being boring, has lots of classes, and provides decent food.
- They try to make it engaging by doing more than just school work, they have breakfast, and there is consultation (when the teachers show up that is).
- They announce awareness, try to make kids feel safe and welcomed even if we don't, and they help you when needed.
- Nothing really
- They have good yard duties, school layout, but I can't think of a third.
- Keep campus clean, care about students, offer fun electives.
- Ag, Ag, Ag
- Has good class options, good teachers, and feeds us.
- Safety, teaching, and location.
- Safety, location, teaching
- Keeping the campus clean, offering many college opportunities, and being supportive of the students.
- Provides a positive environment, keeps classrooms somewhat clean, and tries to keep the campus safe as possible.
- Make known career opportunities, sports, school spirit.
- Our Ag department is great and great Ag teachers.
- Making opportunities known, school spirit, sports program.
- Keep campus clean.
- Make sure we are having fun in high school, Ag, security.
- Letting people leave class and do what they want, shop class, English.
- Gives students a free option/career path after high school, good elective programs, nice teachers (mostly)
- FFA
- FFA, Math, Break
- Safety in Ag classes and some teachers are cool.
- Teaching us Ag Mech.
- Safety, fun, food.
- Informing about events, certain departments, lunch system.
- Sports, Agriculture, Ag teachers.
- Nothing
- Teach and help provide safety
- The FFA department is one of the things the school does really well but they also do good in mandatory classes such as math and English.
- The FFA is amazing at many aspects.
- The teachers are ok I guess, wellness center, and art section.
- Not having a good shop, not having enough shop time, not having enough tractors.
- Have an agricultural program, have honors/AP classes, have sports.
- Sports, clubs and counseling.
- The lunch food is ok, has good employees/teachers(sometimes), its open campus.
- Athletics.
- Teach and provide services.
- Sports
- Provide kids with 100 chances when they are in trouble.
- Agriculture, sports, that's it.
- Agriculture, FFA, Ag in general.

- FFA, Sports encouragement, FFA getting people involved.
- Agriculture, FFA and Ag classes.
- The food is decent could be better. They handle fights pretty well and the new police is scary.
- Offer a classroom for homework help and for a breather (wellness center). Acknowledgment to all clubs and sports of their achievements. Provide decent food for kids who cannot afford it.
- An open campus, most teachers are good at teaching and are free if students need help. Good school spirit with sports.
- FFA, Dr. Collins is great, and Ag in General.
- Has FFA which I like, certain teachers are really great so that's a bonus, the AP programs are good too.
- Make us feel safe, listen to our ideas on how to make school better, and push you to be more involved.
- 3 things my school does well is their Agriculture Department, Athletics, and how involved our principal is.
- We do have good sports and agriculture programs, and some of the resources are good.
- Safety
- Has a great Ag department. Most teachers are caring. Good participation
- Provide Chromebooks (for some), fundraisers.
- Sports, clubs, education.
- Ag, Sports, education.
- Agriculture Department.
- School spirit, not much bullying, allow the kids freedom.
- Agriculture, sports, and FFA
- My school is really good at supporting students, providing help for students and setting students involved.
- Has an AG program.
- I think they have good lunches, campus security is good, and the Ag classes.
- My school has a lot of activities and clubs that involve students. My school also has an amazing AG Department, and our principal is highly involved in all of our programs, especially the Ag department.
- We have sports, have consultation, and have electives.
- Our AG program, some sports, some honors programs.
- Sports, freeze, agriculture department
- Rally/spirit weeks and providing mental health help.
- Food, extra-curriculars, Ag classes.
- Inform students on counselor resources. Help students reach their education goals. Recognize student success in athletics, clubs, etc.
- Keeping stuff safe, good teaching, good tech
- Our school has good counselors, they withhold information pretty well, and some teachers are nice.
- It's safe, the teachers are usually nice, there are lots of extra-curricular activities.
- Keeps the bathrooms clean, good equipment, and always someone I can talk to.
- School Spirit, handling problems, and keeping a good environment.
- Athletics, clubs, and counselors.
- Ag classes, sports, and clean campus.
- Classes, Teachers, space.
- Have Ag classes, have animals on campus and working desks to sit on.
- Promoting positivity, letting clubs have fundraisers, Dr. Collins is very kind and caring and makes everyone feel welcome.
- Call on you if you have a question,
- Sports, Ag and more Ag.
- Good technology, good supplies, wellness.
- Sports, teaching, Agriculture.
- Spirit days, rallies, and home games.
- Provides everyone with chrome books, listens, hires good sports coaches/PE teachers.

- Clubs, FFA, teach.
- Bonding with students, teaching, and schedules.
- FFA, sports, agriculture.
- Nothing - the school dose that is noteworthy.
- School spirit, clubs, sports.
- Maintaining a safe environment for students, having a supportive learning environment, and responding to parent/student concerns.
- Helps students, have good coaches, and good teachers.
- Tries to keep school spirit alive, makes sure everyone picks up their trash, and has a super awesome agricultural department.
- Everything
- Social Emotional Learning (SEL). The athletics department. The Ag department and teaching people in it needed skills.
- Agriculture program is good, band, flag team
- Listening, teaching and keeping us safe.
- Our school has a good Ag program, a good academic decathlon, and our sports team sometimes beats Oroville.
- The Agriculture Teachers, and what they do, and everything else feels like it doesn't exceed basic requirement.
- Ag, sports, and clubs.
- The sports here are actually pretty cool and they had a very positive environment. Olivia is my favorite staff member, I appreciate her so much. Mr. Christian Bruce is the best teacher you have hired here and if you ever get rid of him I will cry.
- Agriculture (FFA), athletics & Every 15 Minutes.
- Very involved, clean campus, and the principal is also very involved.
- Our school has a mostly positive staff, plenty of extracurricular activities, and a very involved principal.
- The Ag department, Art Department, Culinary Department, History Department.
- Listening to our problems. Providing equipment. Providing a lot of extra-curricular activities (other than being on a sports team).
- Safety, respect and good teachers.
- My school has a good Ag program, security that does a good job, and support for those who need it.
- Ag program, sports program, communication.
- Makes sure how I am feeling, actually cares about what you learn about, and helps build a career path.
- Communication from teacher to student. Giving everyone an equal opportunity. Keeping it clean.
- We involve others, have spirit and try to push people to the best of them.
- Provide utensils, clean classrooms, we have a good Ag program.
- Providing food and safety.
- Variety of foods, lots of space, events.
- A few awesome teachers who are genuinely good at what they're doing, food service, and clubs/events.
- I think ASB, some sports and competitiveness, and agricultural activities such as fair and showmanship.
- Keeping attendance well and keeping classes clean.
- Athletics, clubs, and Ag.
- Explaining things, friendly people and feels like a second home.
- Positive attitude.
- Classes, sitting on their lazy butts all the time, making nasty food.
- Keeping people safe. Making sure people are kind. School spirit.
- Listening, teaching and extra-curricular.
- Spirit, Ease of Access, Cool Staff.
- Make students mad, not do anything about fights, and overwhelm students with homework.

- Keep student safe, having sports and clubs, and field trip.
- Coaching sports, supporting us, and listening.
- Dances, getting things together, and spirit week.
- Spirit days, teaching, and kind of providing a safe environment.
- Be in people's business, no caring and making you don't want to be here.
- Making you not want to be here, some of the teachers are cool, making friends.
- Having staff members who you can talk to, get into the spirit for dress up days, and I think they handle drama situations well.
- Be involved, keep us safe, good classes.
- My school has a very welcoming environment.
- Providing welcoming staff, fun lunch activities, and a super fun vice principal.
- It has a good athletic program, a good FFA program, and lots of great electives.
- School Spirit, offering great sports to help student build connection with their teammates, having very supportive and understanding teachers.
- Talk about our safety, checks up on you, makes kids feel included.
- Having somewhat good teachers, not being fair and letting issues slide.
- This school makes me stressed.
- They keep us safe, comfortable, and good food.
- Miss Shaina interacts with students so they did a good job hiring her.
- Communication, they are there to make you feel safe as possible, and they listen to your problems and needs.
- Safety with violence, schedule, can't think of anything else.
- I can't think of any.
- Having care of their students and asking if they're alright and being fun.
- Safety, emotional learning and culture programs.
- They prepare food, lunch and after school food. Here has the best teachers. And here has the staffs that are the best thing in our school.
- Clean environment, Great support, and Managing time.
- Making kids leave the school. Making kids not want to be in school. Giving so much work with little instruction right before grades have to be put in.
- Making me feel safe, listening to problems and being kind to students.
- The school planted trees, the school let us sleep in unit 9 (rather leave school early).
- Good teachers, good environment, good classes.
- Some clubs, some school activities, the gym.
- Education and emotional support.
- Being cheap.
- Helping students academically. Keeping drug use to a minimum. Punishment to disruptive students.
- Campus supervising, kind environment provided from teachers and staff, and offering help/resources for multiple situations.
- Giving us terrible food, barely any teachers, not giving us enough time at lunch.
- Feed us, use heaters, late work deadlines.
- Helping students, keeping a safe environment, and understanding their needs.
- Not the school necessarily, but I appreciate how supportive the VP Siplin is. I also like talking to him and getting his support. I also like Ms. Muntifering she is really supportive of me.
- Ensuring students to feel safe at school, assisting students on assignments, and future careers.
- Sports, support, things that include everyone.
- Great teachers, very cool supervisors, and amazing custodians.
- They give is food, work and free time sometimes.
- The food is ok
- "Providing a classroom, school supplies and food.
- Food providing, sports, and clubs.
- Having good teachers.
- Three things my school does well is athletics, most teachers are helpful, and keeping us safe.
- Keep girls out the bathroom.

- They give us food, keep us safe, and maintaining the school.
- In school, I'm doing well in English, P.E, and Spanish.
- Three things that my school does well is understanding the students, making sure the students have fun here and there, and letting students go out for lunch.
- We have wonderful staff, students, teaching.
- Teachers that are understanding, clean campus, easy access to helpful resources.
- Teachers support kids in their decisions, giving students the opportunity to be involved in different things.
- Providing food morning, snack, and lunch that's actually edible
- Keep students on campus, teaching, events.
- They do give some good reasons to learn, like doing labs, giving more time to learn, and lastly giving some advice next time when we have a project.
- They help when needed, they try their best and they try to keep campus clean.
- They serve different food options, they give us an extra hour before school starts, Wednesdays start at 9:00.
- Teach, rallies, nice.
- Safe environment, good teachers, and inclusive.
- I think the school does a good job in hiring staff. Most of the staff are quite nice for the most part. I also think they have great creative courses, ceramics, art, etc.
- Good food, safe environment, and great teaching skills.
- Teachers, classroom environment, classroom activities.
- The teachers around here treat the students fairly. Whenever there's a problem, I've seen the situation handled well. The school motivates the students.
- Having a few interesting electives like auto, making students feel welcomed and can't think of anything else.
- Our school does well in teaching, respecting students, keeping a safe environment.
- Some teachers have real plan to teach students.
- I think our school does well on giving positive support, necessary assignments, and educational sources.
- Learning, helping provide what we need to learn, and clean campus.
- Letting us go off campus during lunch, have good teachers.
- Three things that our school does well is secure safety, proper teaching, and social environment.
- Food, include everyone, and nice teachers,
- I love the teachers and people at this school. I also like the location of the school in relation to places to eat for lunch.
- Sports
- Providing good-ish food, teachers for math are good, clubs.
- Sports.
- Enough teachers, a day plan with times.
- Stress students out with a lot of work every day from 6 periods. I don't know any other two.
- Off-campus for lunch, good teachers, I can't think of anything else.
- Keeping us somewhat safe, knowing what to do when power goes out.
- Keeping records if tardiness,
- Three things my school does do well is grading things fast, teaching students lessons, and talking to students.
- There is not really a single thing that I can think of that the school does well other than separating and diffusing fights.
- Have more clubs
- Hire pretty good teachers, foods okay, and the counselors are good.
- Having different classes, making sure that everyone is safe, having good teachers,
- I think one thing that the school does well is hiring SOME teachers that can provide students with the support they need. These teachers are more supportive and willing to listen to our frustration more than our counselors. I had a friend of mine who had sent out a form to talk to their counselor, but haven't had feedback yet. They sent out this form 3 weeks ago. They have to wait weeks or

months just to talk to the counselor. But by just talking to a teacher their comfortable with, that weeks of waiting would be heard by a teacher willing to listen and understand their situation.

- Give us a lot of sports, college supports and clubs
- Teaching, safety,
- Assigning homework, consultation, tutoring after school.
- Making students feel welcomed. I have no other things our school does well in.
- Have good staff
- Curriculum, staff, tutoring.
- Sports.
- Good teachers, safety, and fun events.
- Getting along.
- Making sure students are being smart on campus, preventing fights, managing students.
- Teach, student care, and policies.
- Rallies, ASB and events.
- Pep rallies, teachers, homework.
- They have really good teachers and there is enough time to get to the next class.
- Good staff members, very chill, people are nice.
- Teaching, work, and talking.
- The school is good at improving equipment for classes, it is good at trying to include everybody with the clubs that are held on campus, and they are also good in the athletics department.
- Well, some teachers are actually cool people. And... that's about it.
- Good school meals that allows students who are possibly not able to eat well at home have nice warm meals, keeping the campus clean and safe, and the universals and staff being inclusive.
- Preventing physical fights, providing Chromebooks, and sports.
- Clubs, education, and safety.
- The teachers like to help, they care, also the campus supervisors are really good at helping with emotional issues.
- Letting us skip class, not punishing students, hiring great bus drivers.
- Open campus, most teachers are tolerable, classes availability is good.
- Make people not want to be here.
- Teachers are very nice and helpful.
- Teach kids, host clubs, and safe environment.
- They're pretty good at finding bad teachers.
- Something our school does excel at is the school clubs.
- The three things that my school does well are providing the supplies for learning, bringing positive energy to the students, and teachers checking up on students when they are feeling down or having any issues in their personal life.
- Teaching, safety, activities.

33. What three things need to improve at your school?

- They need better and larger portions of the school lunches.
- Food and bullying.
- Consultation hours. Teachers only giving us a 3 limit bathroom pass per semester, especially being a girl with girl problems. Maybe telling teachers to give us a little bit of a 30 min catch up on work every once in a while. Kids get behind quick especially being seniors.
- Parking spaces, bullying and mostly parking.
- Lunch
- Some of the equipment in the weight room isn't in good condition, but for the most part the machines and weights feel and are safe enough to use they just aren't in the best condition. The school food is often not very good or just isn't seasoned/cooked properly there have been times when sometimes the meat isn't fully cooked, my biggest experience was when a chicken sandwich wasn't fully cooked, but overall the school food isn't very good and often people just get the juices and fruits, the salads are not the best either. The attendance office is not the best as I have

personally had many experiences where they were not the best, for example I'm a three sport athlete and I've yet to have a single meet or game where they didn't accidentally mark me absent for the day even though they know I am going to the game/meet as I am doing the sport, and sometimes it takes over a week for them to fix it.

- Empathy and critical thinking. Also the football team.
- All the fights happening and kids going to the bathroom during class to go hang out with friends.
- Clean bathrooms, water & pizza for lunch.
- The bathroom needs to be open, I get in trouble having to take 10 minutes to use the bathroom when the only one open is the library bathroom. Don't punish all students for a group of student's issues.
- I feel like there could be more courses. Otherwise no.
- I think a huge thing is the times. For example like the times between classes, 5 minutes is not enough time to get to class. As well as they close down half the bathrooms so everyone goes to the same one and that takes up time. And then for kids who have south campus classes they have to walk all the way over there. Another thing is the lunch times, they feed us so little food and can't get any seconds so most people go and get food somewhere else. And since lunch is so short they are usually late or rushing. Then because half of the gates are locked they have to walk all around which makes them even more late. Then for after high school, not once in my almost 4 years have we had people come to speak with us about the future. All we get is people from the military or people from Butte College. Where is the diversity in our futures? We all are so scared because we aren't prepared for the real world, we are only prepared for a school world.
- More diversity in sports such as boy's volleyball and badminton, maybe having a PROPER English teacher, and being aware of the Williams act.
- Better teachers, more discipline, more academic time.
- They never have enough Chromebooks for students who didn't get one. You guys have no safety in regards to students threatening other students. You are unreliable when a student reaches out to you about an issue or concern, or really just anything they need.
- Lunch
- The attempts to keep bathrooms clear of nice fiends, keeping bathrooms clean, keeping bathrooms open (I'm tired of needing to go all the way across campus just to go to the bathroom).
- School spirit, school involvement, extracurricular motivation
- Safety a little bit, teachers, students.
- The amount of fights, some teachers being dodgy and the grading system.
- Security, a hard ban on drugs which includes constant patrol and surveillance, and cleanliness of the restrooms.
- Having the fire alarm pulled, firecrackers at break, violence outside of campus
- Staff, the way money is spent, new vice principals.
- Trash, food and banning vape devices.
- The lack of discipline, fights, vaping/smoking weed.
- Make classes fun. Extend lunch. Video Game Room.
- Less physical fights, students being less annoying, teachers not picking favorites and only focusing on those kids.
- Remove Spanish and keep tweekers of campus.
- Make sure there isn't fight, not to push every kid so hard they want to drop out, find out how to help a student when they aren't willing to be in class or want to show up to school.
- Less strict.
- Security, some classes, following their own district code.
- English teacher, security, less homework.
- Bigger parking lot.
- Sports, LUNCH, FOOD!!!!!!!
- ELA, Sports, Lunch, Food.
- LUNCH, better teachers, and we need to get off on Thursday instead of Friday so we actually have time to spend with our families.
- More equipment for Ag Mech, Computers, material.
- Teachers, education policies, rules.

- Teachers, homework, school.
- Security guards, lunch options, and sports equipment
- Bigger art classrooms would be better, art with computers like 3ds max, and better Ag shop equipment.
- Give Daley more money, give us a better shop.
- Some teachers need to be better, SEL shouldn't exist, more lunch time.
- The money we get for sports needs to go up, the types of clubs and better Chromebooks.
- More bathrooms with locks that work and maybe no gaps were people constantly harass you while going to the bathroom (can't even go to the bathroom without people banging on my door and throwing soap dispensers over my head), better breakfast, better internet I guess though that one is not too bad.
- Being aware on who comes on campus.
- Punishment, taking action.
- The punk kids need to be gone.
- Everything
- Better vice principals, Principal who talks to parents, fire teachers who don't teach anything.
- Everything but Ag
- Upperclassmen English teachers, not favoring athletes, engage with all students.
- Sports programming, Teachers and Maintenance.
- The lunch, the fights, and a longer lunch period- people are just going to drive faster to get back to school give them an hour and they can take their time and drive less fast- mind blown.
- More counseling support, one person isn't enough for the kids who need help. Punishment. The way teachers are trained to talk to students or minorities, Like LGBTQ+ and kids of color.
- The amount of drug usage and bad slurs that are used to hurt or are used without knowledge of meaning. The students who drive recklessly in parking lot. Stop locking the bathroom doors it sucks when only one bathroom is available all day.
- We need to improve some of our teachers, and our counselors. Our office staff is terrible and do not focus on their job as they should.
- It lets people get away with illicit substances really well I see it happen every day, In many cases racism runs rampant even in the classroom with no real teacher intervention which leads me to question my teachers morals as a person of color, the food.
- 3 things they can improve is the AC in the gym, the internet toward to Spanish departments, and lastly better English 12 teachers.
- Not giving kids so many chances after they do something bad. Preventing these bad habits. No tolerance policy because these kids are not getting punished for their actions.
- Safety, better teachers, better security guards
- Punishment. Work harder to keep the school safe.
- Tights, random people coming into campus, teachers.
- Parking lot needs to be bigger, bathrooms need to be cleaned and remodeled for men's room, lunch needs to be as long as a regular class period.
- We need a new athletic director.
- Safety
- Some teachers, subs, clean.
- English department, bathrooms, and punishments.
- Being able to get classes changed throughout the school year.
- Bring back discipline.
- Cleanliness of bathrooms, provide more money to the Ag department, and a bigger student parking lot
- More security, staff, and counselors
- The school food, the bathrooms, and the drugs.
- The food is terrible and not nutritional.
- The quad, no drugs, bathroom.
- Providing help for both sports and extra-curriculars, providing better or new desks/chairs lots of desks are actually broken, having friendly staff, better food, hiring more janitors to help keep the

school clean, better discipline policy, having more than one social worker and more than one person in the wellness centers so they can feel like they can breathe.

- Safety, the English teachers, make students not be so bad and inappropriate.
- Discipline for students and consequences. Teacher help during consultation.
- Not enough subs, more money for sports, more activities.
- We need to teach these kids about crosswalk safety, car safety, and our school needs to help prevent vape, drug, and alcohol use. Also staff need to stop stealing all the spots in the STUDENT parking lot, especially since there is a staff parking lot literally right across the street that students are not allowed to park in.
- No more SEL Friday, earlier start and earlier release, and longer break.
- Keeping kids in class, checking the bathroom more, and take actions towards making kids not tardy.
- More money to the art program and to the FFA.
- Kid's attitude, bathrooms, and coaches.
- Behavior and some teachers.
- Food, safety, t-bird bucks.
- The food, people and campus.
- The band program gets little recognition and struggle to do activities on campus. Some of the teachers at the school belittle students or pick on them.
- The gang activities and the fights.
- Make the whole school ag/FFA
- Bathrooms, cleanliness and teachers.
- Food, drinks, student store open more.
- How they handle teachers, making sure teachers can connect with students, being honest.
- Cleanliness, fighting, drama.
- Keeping it clean.
- FFA funding, Agriculture funding, FFA funding.
- Agriculture funding
- Harsh rules focusing on the wrong things, poor food, violence and bullying policies.
- Teaching, cleanliness
- Cleaner bathrooms/classrooms, more cultural activities, and better/healthier lunch options.
- The food, teachers and sports equipment.
- Get better English 11 teachers
- Certain teachers don't respect the students. The food could be better and/or healthier. Teaching kids about things like taxes and how to apply for jobs would be helpful.
- Band, flag team, football team
- THE ENTIRE FREAKING SCHOOL.
- Lunch quality, actually firing the teacher that receive many complaints, and being an outdoor school is kind of uncool.
- Discipline
- The disciplinary system sucks, we need more money for golf team por favor (I want that jacket) hire better teachers
- Protecting this school, controlling fights, drugs, & teachers.
- Bullies, fights, and drug use on campus.
- We need to improve our academic counseling services, non-agricultural classes need to start providing community service opportunities since it is required for graduation, and we would benefit from more targeted classes like psychology and film, etc.
- Security, phone policy, having a structured environment for students to excel.
- Safety. Monitoring areas. Communication.
- People respecting things, people respecting other and more people walking around for safety.
- Better discipline so those kids don't do those things again, more help getting scholarships.
- Student store, attendance office isn't polite, locker use.
- More checking on bathrooms (Kids vape a lot). Cleaner bathrooms (It's excusable because kids are messy. More VAPA options.

- Longer lunches. Being less strict with tardies. Less homework cause of stress.
- Teachers, more assemblies and awarding people of different things.
- Less leeway, better equipment and more organized.
- Security, safety, education.
- More discipline against students, stricter tolerance, and improvement in attitude.
- Better cleanliness, bathrooms open more, not much more I can think of.
- Teaching, behavior, respect.
- Security, safety, better teachers.
- Lockers, security, that pretty much it.
- Safety, teachers that actually listen, and not wanting other people to fight one another.
- Cleanliness, specifically in bathrooms.
- Food and safety policies.
- I don't think anything needs improving.
- Actually holding people accountable for their actions, making decent food, keeping kids in class.
- Less work because we have extra-circulars, more security and better restrooms.
- Trash, bathrooms, and food.
- Bathroom policies.
- More rallies, get more hype, and make the school more fun.
- Listening to student problems around the campus, ensuring public safety, and improve on some communication teachers to students.
- More flexible with school activities, more field trips and more exiting activities.
- Safe and make sure everyone is treated like they are family.
- Not having a gate around school. That's it.
- Better foods (not expired, fresh), the cleanliness, and unlocking the bathrooms.
- More supervision, more diverse classes, more school events.
- I think that my school needs to open up most of the bathrooms because it gets too crowded with only one bathroom open in the school.
- Bells, Chromebooks.
- Some students concerns about switching classes, staff, and the school lunches.
- Dealing with students that do not follow the rules, making sure bathrooms are used appropriately, making sure students don't damage school property
- Only the Restrooms
- Bathrooms and how there are so many people that are in it at a time.
- Helping people when they ask, being fair and making the class environment better.
- Caring about the protection of female students because y'all barely do anything about sexual assault or harassment.
- Stop letting the bullies play victim, stop blaming victims for their reaction to being harassed or bullied, suck up your tears and realize that if u have a school rule it applies to all classes.
- More supervisors, welcoming school, and make it more safe.
- Taking "jokes" seriously.
- They need to improve supervision over students.
- Mini days are not mini days pleas change that to make us leave early not wake up late.
- Our sports program, fighting prevention, and schedule.
- Fights, bully, and hate.
- Going to classes, getting grades up, being able to talk to others.
- There are way more then 3.
- Getting kids in trouble for things that don't really matter. Being biased. Being dirty.
- More staff near the bathrooms.
- Keep the hallway smelling good and clean, have flowers and a garden.
- Teacher strictness, club availability, quality of life changes.
- Don't fire teachers all of sudden.
- Athletic events being sponsored. Controlling or preventing fights in school. School lunches.
- Teacher consistency, cleaner bathrooms, and earlier school start time.
- Food, Teachers, Time.

- Have an open campus again, the gate next to the gym ruins peoples schedule.
- Not helping us when we actually need it. Teachers not giving to proper support or help about homework. Stop expecting us to have a high GPA to get into prom because some students struggle.
- Cleanliness, time management, and having the right materials
- Getting more Staff/teachers, have a cleaning crew to pick up trash around schools, and maybe neighbors. Better control of bathroom chaos.
- The amount of bad students there are.
- More sports, actually helping the students improve in their class, trash supervision.
- The campus and some of the teachers need to be replaced.
- Three things my school needs to improve on is the food, more activities, and more spirit and fun weeks.
- Food. Teachers.
- Maybe give the school more electronics to take notes.
- I need to improve more on Biology, Geography, and Math.
- One thing that needs to be improved at the school are clearer instructions when talking to a student.
- Increase the size of our school due to the amount of students we have, better sport equipment or a new field with turf, better electives, more bathrooms around campus.
- Teachers taking students concern about other staff seriously.
- Bathroom rules. If we need to go we need to go like why are you keeping us from doing a basic human function?
- In depth teaching, respectful teachers, the school food.
- More efficient ways to stop school fights from happening, more spots to get in and out of campus, especially during lunch and if you're tardy in the morning, taking better care of the halls because some of them stink.
- Clubs, school teams, grading.
- I would say bring interest in people, like some people would like to have a sport which is not part of the school sports system. Also on how safe it would be and lastly to keep the bathroom more open but not many people in there.
- I don't really think a lot of my issues is the schools fault.
- Thing that this need to improve are security to prevent fights, more break time for people to eat, and if it rains they provide some umbrellas.
- Safety, cleanliness, better money spending.
- Better bathroom polices, attendance, and better classes.
- I think the schools have to improve student behavior, workloads, and the vaping problem. Students here are some of the rudest, most disrespectful people I've ever met and they're one of the biggest reasons I dread coming here. Workloads given by teachers are A LOT, a lot of us get it done in class but the packets of 7 pages we need to get done in a day? No. Vaping has to be the biggest problem of all however, I'll go to the bathroom, looking to relieve myself, and there are 9 girls in the bathroom, gossiping and vaping. I'm honestly terrified I'll get jumped just by being in there.
- The fight, school times, and more teachers that cares for your mental health.
- Students, the lack of school spirit, bathrooms.
- We need bigger portion sizes for food. Open up the bathrooms. More lunch time.
- Have stricter rules for people who go to the bathroom.
- Better training for AP exams, more options for electives, and more clubs.
- The counselors and the way the schools schedule is. And as well as the parking a lot and food options that are given.
- I think that our school needs to work on our BIG THREE. Being SAFE, RESPECTFUL, and RESPONSIBLE.
- Food, SEL days, and bathrooms policy.
- The bathrooms, have stable teachers, have teacher's room actually cleaned!
- Things my school need to improve on are keeping the bathrooms open, more food, and bathroom safety.
- Environment, bathroom always being closed, give juice at lunch.

- Staff members need to chill. They take jokes and playing way too serious and make school not fun.
- Sports
- The food, books. and more janitors.
- Spirit days, rally days, teachers
- The food, and making sure things are filled in the bathrooms.
- Bathroom, lunch, school behavior.
- Response time, judgement of character or situations, and listening when students have a concern.
- Improve the foods, improve the classes, improve the school.
- The bell times not enough time for people from south campus get to North in time to get to class.
- The Ticket System is flawed. It favors the students who always have problems and the ones who don't have any problems are usually ignored or rarely get the tiger tickets. Another thing is that the way that students can safely get on and off of campus at all times with alerts in place to tell who has left. Lastly the bathrooms keep getting closed so sometimes it is hard to find an open bathroom, It would be good to have a few more places to go on campus instead of having to across campus to find a bathroom.
- Taking action when it comes to bullying and assault. Better accommodations, and more lenient on certain rules
- They need to add more time for lunch, having fun times, more clubs.
- Food, teaching, and safety.
- More bus transportation vehicles, open available bathrooms, stop gatherings in school bathrooms during class.
- Their choice in where they are investing the school funds, the school food (I do see an improvement though). I can't think of a third reason.
- Drug use, behavioral issues, ditching.
- Time we are dismissed, substance use in the bathrooms, keeping the campus clean.
- Computer science classes, finance classes, and business classes
- Having more teachers available, homework and tests, managing loud or disrespectful students.
- Discipline, work, understanding of students.
- Food quality, water and power.
- Environment, boredom, cleanliness.
- Get people to stop vaping in the bathroom and stop firing teachers.
- Not be so ghetto, be better at sports, better education.
- More sports, more staff, longer lunch.
- The school needs to improve on making every classroom feel safe. It also needs to improve on making sure that every kid even those that are in independent study or in CC know about what is happening on campus and around campus. Another thing that I think could be improved is not making school feel like a "prison" or feel like we are trapped or enclosed like zoo animals.
- I've stated it above, but another thing is to actually hire a janitor to clean every room at the end of the day THOROUGHLY. If no one will do it, then raise the pay until someone will. You have a Ceramics classroom with Silica dust floating around that NEVER gets cleaned. That's a safety hazard.
- School sanitation. Half of the time... no, 98% of the time, I feel like I'M the one cleaning after my classmates outside. Just me. Literally just me. I've seen trash sit around for weeks at a time. They're at low-key locations, but they're not out of sight. Like, come on man. At this point, pay me. We also need better, more practical or interesting courses. And then... that's all I can write for now. I'm runnin' out of time.
- The student's attitudes. I am not sure how to do this but I don't think the kids should be babied either. They are young adults and should be expected to act that way. I think that we can't help everybody and that there are some students that we should let go and let them fall off their feet in order to learn from their mistakes. Also I think we should do clothing drives because I've noticed for years now that there are some students who does not have the resources to be able to buy new or decent clothing and I know it isn't the district's responsibility but this goes along with the students being taken care of. There are a lot of parents that have abandoned their kids or aren't able to support for them so I think clothing drives are a helpful way to give more to these kids that are in need. Also with that being said, we should have a stricter dress code and abide by them. I see a lot

of females showing up with half their bras showing or whole stomach and I just don't think that is an appropriate way to be dressing around school because this is like a practice for when they are in the work force. That also goes for the males walking around with their pants down to their knees. It may be uncomfortable for the staff to have to correct the students about this but if it doesn't stop here, they might never learn decency.

- First of all, focusing on the mental welling being of students. I don't mean make a class based around it, most of us have own mental issues and know what the problem is. We need support from teachers and staff members. Just a simple "What's wrong, talk to me" would be enough. Secondly, the bathrooms. You can't just shut down all the bathrooms but one and expect the students to be like "fair enough". I get that there is maintenance issues to fix and he bathroom needs to be shut down because of it, that's completely fine. However, to close the bathrooms down to prevent graffiti, vaping, and ditching class is just flat out stupid. Graffiti will happen no matter where you go, so will vaping and ditching. What you could do is increase security, meaning putting a camera outside of the bathrooms and having regular check-ins with the staff members to monitor the bathrooms. One time I had to go all the way to main campus because the one south campus bathroom was locked. That's not right at all. Some students have really bad bladders and colons and they're now suffering more and hurting themselves even more because their basic need is being suppressed because "Oh we caught someone vaping in here so we're shutting the bathroom down". I've already said this but it's flat out stupid to think that that's okay. Finally, some of the teachers and their way of teaching. There are plenty of good teachers that know how to teach well. Others, not so much. Teachers that give you material, brief you on the gist of it, and then sit in their chair on their phone or computer, not explaining the material. That's not teaching, that's being lazy and setting up your students for failure. Teachers should engage with their class. Like asking questions, making sure the work makes sense, talking together, going over the material, and etc. They shouldn't blame their entire class for failing instead of figuring out what went wrong with what they were teaching and why it didn't translate to the students.
- We need the bathrooms fixed we need a better athletics program, we need trash to be picked up, students deserve respect.
- Discipline
- They need to send more funding to the sports teams so we can get better equipment, stopping students from destroying the bathrooms.
- Firing good teachers during a teacher shortage and complaining about not having subs.
- The school is super dirty, they don't open the bathrooms even after that trend, the principal barely exists.
- The teachers targeting as well as staff.
- Sports, More Clubs (Volleyball club, Esports club, etc.)"
- Kids behavior
- Better teachers.
- The bathroom situation is terrible right now. Please open more up. The newly put up fences have far more cons than pros. I don't understand why they were put up in the first place; they make me feel like we're in a prison.
- I only got one thing that need to improve at my school is tracking down the students who are vaping in the bathroom during class periods so that the other responsible students who needs to use the bathroom. Privilege doesn't go away for everyone for examples, all the bathrooms are closed except for only one bathroom which is open but on the other hand, the responsible students who need to use the bathroom would have to walk farther to the bathroom from their classes

34. Is there any other information you would like to share with us?

- Everything at Oroville High is well done in my opinion, we have great staff (shout out to Bill) and our campus always looks great. There is only small things I think need to be worked on. :)
- Lunch needs to be longer than just 30 minutes. My fifth period teacher does not allow students to go to the restroom due to "us just getting out of lunch." But only if they knew that I had to go retake my tests during that time and could not go be in two places; the classroom and the bathroom. This problem could be solved by giving students longer lunches or it be would be nice if teachers are more understanding. Bring back the hour long lunch.

- I just wish this school made smarter choices. They tend to just makes choices and not think about the effects of them. I think this school could be so much better with everything but they hire people who don't know anything like sports. We have terrible sports because they get these coaches who don't know anything. I just hope once I graduate the younger classes will have more hope.
- That I need a Williams act complaint form ASAP.
- Some students are really annoying especially when the teacher isn't very strict.
- LP agriculture classes are great.
- We need the surveillance
- No. Better lunch food please.
- The FFA is a great program to have at school it helps a lot of people with career and skill development
- School is not that bad.
- We need a new athletic director.
- Please fired my English teacher.
- Thanks for listening!
- Is there a way that we could teach people to respect their peers and teachers there is so many people out here saying slurs about multiple people, so many people also disrespect people who have a preferred name or preferred pronouns including some teachers on campus. I get everyone having their own beliefs but it doesn't mean they have to go out of their way just to be disrespectful because they don't agree.
- My English teacher is a very rude/disrespectful teacher and she loses all our work and blames it on us. Also she is very biased.
- My English 11 teacher doesn't teach anything and puts fake assignments into the grade book and another English teacher yells at kids every day and doesn't finish any assignment or book we started, we haven't finished any of the 10 books we supposedly read this year.
- Have a better time schedule for buses.
- Get your head out of the sand district.
- I've never been on a field trip and we don't have a senior trip. LP is going to Sara Cruz, let that sink in
- Get push gates not this big gate that we can't open.
- The schools should not lock the bathrooms and if they do then they should announce it so us students know which ones are opened. I think we should have more than only 6 Chromebooks per classroom. They should leave the gates unlocked so we can actually get into school and get out and not have to walk around the school just to get in or out.
- I think we should get out earlier on Wednesday instead of start later.
- No, just stop letting bullying and harassment slide. I wanna comfortably walk the halls with my head up.
- No but thanks for asking. JUST CHANGE THE WEDNESDAY SCHEDULE.
- This school sucks. They don't care if girls get harassed by dudes and there has to be something they blame on the boys but idk.
- Can we change Wednesday short.
- District sucks
- Keeping one teacher for a whole year
- The fences are annoying.
- Please just take what I wrote into consideration. I mentioned the GPA thing. I am one of those students who don't have a high GPA and I find it really hard to find the motivation to do school but I try and it's my senior year and I want to go to prom and I'll try to find the motivation but I'm unsure because of the GPA requirement.
- When hiring a teacher, don't make students feel attach to them, and then letting them go.
- Hear students out about complaints, how the school can be better, and what has to be done to make this school a safe a comfortable environment.
- Please help Oroville High School. We could use the help in trying to better this school. A sports director that actually treats our sports teams equally. The boys team for sports are often not put on that much of a pedestal as the girls are. They don't get funded as much as the girls team normally does because of the sports director. Better teachers, sports, and so much more.

- Why do certain sports get more funding than others?
- The school should stop favoring certain sports, football, girls basketball, etc. all spend way more money compared to smaller sport which are still using dirty stuff since the director isn't letting any coach push through new stuff, it's only a quarter of the price compared to the clothes and accessories that other sports spend.
- I a lot of time I feel unsafe and unseen at school.
- Do better at promoting and announcing news also if it's anything money related to buy tickets, etc. announce ahead so people have time to prepare the money. Put vape detectors in bathrooms, I'm tired of having a whole classroom in the bathroom doing weird stuff to skip class, etc. when I need to use the bathrooms.
- Lunch at 1 is too late
- School puts a lot of stress on students. Even at home students are stressed out. Whether it'd be family problems or constantly being bombarded about doing good in school. School has caused a lot of depression in teens as well as anxiety and stress. If school were a good thing students wouldn't dislike it. Overall I feel that the environment and the teaching techniques should be changed.
- KEEP OUR BATHROOMS OPEN, PLEASE! It's so bad to the point where we are having to walk across campus to get to the SINGULAR open bathroom. That is not okay. Also this school NEEDS to get better with communicating things to the students. So often there are events or situations I miss because they are not properly communicated to the students; if information is posted somewhere the students generally don't know where to find it.
- Those who are good are ignored but those who are bad that have a good day get rewarded and it is very unjust to those who actively work to do good.
- A longer lunch and consultation before and after school.
- Please make Volleyball team for boys
- I think I said everything that I needed to. I appreciate your time for reading my response and working through my rants. Thank you and I hope the rest of your day is fantastic.
- CAASPP testing is pointless, stop doing that please.
- Things like SA and abuse are far more common than the school thinks it is. I believe information regarding what to do in those situations would be very helpful for other students.

22/23 Parent LCAP Survey Responses
(99 responses)

1. I am a parent/guardian of a student who attends:

80.8%	Las Plumas High School
15.2%	Oroville High School
2%	Prospect High School
2%	Independent Study
1%	Adult Transition Center

2. Grade level of my student:

24.2%	9 th
30.3%	10 th
32.3%	11 th
23.2%	12 th
2%	Adult

3. Please indicate all programs that your student participates in:

10.1%	504 Plan
30.3%	AP or Honors Courses
55.6%	Athletics
32.3%	Clubs
2%	Counseling/Social Worker Services
1%	English Learner
0%	Foster Youth Services
0%	Homeless Services
2%	Special Education
23.2%	None of the above

4. In an effort to ensure that the district receives input from a variety of stakeholders, please indicate your race/ethnic origin.

5.1%	American Indian/Alaskan Native
1.1%	African American
4%	Asian
0%	Filipino
16.2%	Hispanic/Latino
1%	Pacific Islander
45.5%	White
13.1%	Two or more races
14.1%	Declined to state

Goal 1 - Provide equitable educational opportunities to every student.

5. How satisfied are you with the level of instruction your student(s) has receive from their teachers this year?

18.4%	Very satisfied
68.4%	Satisfied
13.3%	Not satisfied

6. What can we do to improve instruction?

- Nothing everything is great at ATC.
- View boards have been awesome. Offer a variety of courses.
- It's unfortunate that some teachers are permanent substitutes this year and do not have much experience in the subject they are teaching and are not providing quality instruction for advanced classes.
- Ok so far.
- Challenge students with more difficult homework assignments.
- Better communication with parents when grades start slipping.
- School need teachers that are qualified to teach the subjects and not have long term substitutes in AP classes.
- Communication could be improved.
- Everything is good do far.
- Real coaches (not parents or family members of students).
- Stop teaching CRT Principles in your schools. Go back to basics. Math, English, Science and the truth about our nation's history. The good the bad and the ugly.
- Hire more Ms. Shaina's.
- Teach the kids to not call names and bad mouth each other. They are all there for the same reason. To get an education.
- Our experience has been good. Based on communication with my son, he is happy with all of his teachers. He noted that many students in his classes don't take their education seriously which can make it difficult for teachers.
- Make the kids read and write more in preparation for college.
- Teachers are not challenging students.
- Provide some. When my child comes home and I ask what he learned or did in class he says nothing. We just sat around.
- Keep qualified teachers in the Independent Study Program.
- Consequences for students for being disrespectful, disruptive, Counselors that will actually help students with classes/schedules. Not quick to write something down. No explanation. Slow email response and short.
- Math help.
- More educators.
- Alerts
- Engage students in activities that challenge them to stretch and grow. Probably in a variety of activities to engage more of the class that students might have preferred ways to learn and encourage engagement of more students.
- N/A - You offer tutors, teachers are available to students needing help.
- Teach the subject without adding social agenda that dilutes or distracts from the actual subject being taught. Stop the overly intrusive surveys and using precious class time for monthly SEL stuff. If teachers are getting to know there students they will be aware of kids that may benefit from these topics more than other students that exhibit healthy habits and social skills. Students that are behaving appropriately regarding SEL type subjects are having their schedules cluttered with topics that are too personal and many times blatantly inappropriate. When kids don't even know what some of the questions mean that means he or she probably should be able to enjoy the untainted age that they are in. If your staff keeps pushing issues regarding sexuality kids think they are behind the curve if they aren't already experiencing these activities or ideas. That's not helpful at all. They get enough out in the rest of the world. They should be getting the encouragement to focus on the academics, that's why they are at school.
- Provide educational standards high enough to prevent shock from the average workload at a state college, minimum.
- Provide the grades each week so I can make sure my child is doing his very best.
- Keep striving for better.

- Studying tools to prepare for testing.
- Senior English teacher is awful.
- Make teachers accountable making sure they at least teach during school hours.
- Replace my student's English teacher.
- Teach life skills.
- I think the school as a whole is headed in a great direction. But we could have better internet and I believe the athletics need to be helped more so we can reach the full potential of what our students are capable of. Teachers having the first opportunity at coaching to me shouldn't happen. If it has too then we need to hire some teachers that are specific to the needs of the school. When we have good people in those positions, we need to find a better way at times to support them.
- More qualified teachers.
- Reach out to those struggling.
- Talk clearly.
- Better help when students are absent.
- Expand options for college connections.
- Have good teachers.
- Just keep doing what you're doing.
- Speak more on the things that could help us.
- Enforce school rules.
- Get better English teachers.
- Everything is going well.
- Some teachers seem to want to socialize more than teach. I think administration should sit in some classes, maybe with no warning, to see what's going on.
- Keep kids engaged.
- Make sure that the teachers are most understanding due to home issues and illnesses.
- Have the 11th grade English teacher "teach" the students English terms, sentence structure and all other English related items instead of using it as a study hall. My child would benefit.
- Allow the administrators to implement their modern programs they have created and are being shut down by the board.
- Cut the school days down to 4 days a week lock the entire campus down and only entrance would be the office and they would literally have to be buzzed in and Mondays should have a late start. 930 or 10am also the kids are in school all day long unless they have work they did not finish in class they should not have homework. Homework should have been done away a long time ago in California within reason there are some subjects that they will need to study more than others this would be a good start... Also the biggest problem there should be a no tolerance for violence policy after your third altercation and violence is involved they should have to go on homeschool or something to this effect maybe even School in juvenile hall for the day depending on the violation would be 1 to 5 days in this juvenile Hall School.
- Have extra help in every class to help students that struggle.
- Teachers need to be more involved.
- Help students feel comfortable to ask for help.
- Keep Aeries info up to date and accurate.
- Have teachers email students back when students are trying to email about schoolwork.
- Teachers who leave out their opinions.
- Hold teachers accountable.
- Communicate with parents better.
- Update parents if student is not passing or not doing assignments.
- Reduce homework load.
- Clearer institutions.
- Hire teachers who love their job.
- Let people know more about things that are available at Las Plumas High School.
- Be more clear and give those who need extra help.

- Be more vocal.
- Make it easier for kids to make up work they miss due to sporting events held during school hours.
- To be more clear.
- Hold students and teachers accountable, offer classes with real world value.
- Improve teacher effort and consistency.
- Give better instruction.

7. Are you aware of the tutor.com program which provides free help to students 24 hours per day?

51.5% Yes

21.2% No

27.3% I didn't know the program existed

8. Las Plumas High School and Oroville High School offer classes in the following career pathways: agriculture, engineering, food service and hospitality, graphic design, transportation and welding. Does your student plan to go into any of these career fields?

28.6% Agriculture

9.2% Engineering

5.1% Food service and hospitality (Culinary Arts)

2% Graphic Design

3.1% Transportation (Automotive)

11.2% Welding

40.8 % None of the above

9. Are there any academic or career courses not currently offered that would be beneficial to your student's college or career plan?

- JROTC (not my child currently enrolled but my previous OHS student could have benefited).
- Hmong language class.
- Engineering
- Coding
- Life, home economics, care taking.
- Classes in the area of Health, Computer Science, and Business would really diversify the district's career pathways as well as meet industry and workforce needs for our area.
- More arts and humanities
- He's interested in geology.
- My student is in Independent Study, however I/he would like the ability to take hands on electives such as auto or ceramics as those are the kinds of classes that are in my opinion best taught in person. Additionally I believe that the opportunity for Independent Study students to take electives in person can and would help them emotionally too.
- Another foreign language option.
- Architecture
- All students would benefit from a consumer math/personal finance course. And film appreciation would be a great addition.
- The district is a patchwork of classes spread between two sites. Students are not provided all of these at either of them. Further, there are no business and marketing or entrepreneurship classes.
- Kids are asking about an ROP program again.
- Nursing
- Child development
- More language opportunities.
- Beginner medical classes

- Business ownership
- Education on being an electrician
- Maybe business management would be good.
- Nursing classes
- Maybe something that helps the kids pursue athletics
- Computer science
- Sign language
- A nursing program or ROTC program would be beneficial for students interested.
- Sports medicine.
- Classes need more periods. My son could never get into culinary. By adding Ag to welding and others makes is not be able to take because you have to be involved in Ag or travel for animals.
- Veterinarian, computer programming, fiber optics.
- Computer software programs to help learn office work and accounting classes would be beneficial for students.
- School doesn't teach the basic anymore.
- Business classes would be nice.
- Real world self-care, and daily life challenges i.e.: check book balancing, investing, resume building, hygiene and baseline morals.
- Wood Shop

10. How does your student get to school?

- 9.4% Rides the bus
- 76% Parent or other family members drives them
- 8.3% Carpools with another family or friend
- 2.1% Rides a bike/skateboards
- 4.2% Walks

11. We are seeking ways to improve student attendance, including tardiness. If your student is often tardy to first period, what is the cause?

- 26.8% Transportation issue
- 23.2% Oversleeps due to staying up too late
- 50% Lack of motivation or uninterested in school

12. Attending school daily and being involved in activities keeps students on target to graduate. Although this year has been difficult, how satisfied are you with the district's efforts to maintain/increase attendance and encourage students to participate in activities?

- 15.2% Very satisfied
- 57.6% Satisfied
- 13.1% Not satisfied
- 14.1% I am not aware of the district's efforts

13. What can we do to improve attendance and involve students in activities?

- Offer bus transportation.
- Offer choir.
- Students have to be made responsible for their school work and be turned in timely. Right now if they don't go to school, its ok they can turn in work later.
- Instead of having the students constantly be on their Chromebooks, have them do more without them. If the kids do more hands on activities they won't be so bored.
- Keep things interesting and reward for good attendance more frequently.

- These are really great questions. This is such a tough issue for our area. In my opinion, students need to be asked this question. Another possibility is reaching out to other school districts to see what they are doing to improve attendance and get more student involvement in activities. Although every high school has a unique student population with their own needs, it can be extremely helpful to have a community of practice and learn from one another. Especially in socioeconomically disadvantaged communities.
- Make everything free
- Teachers are playing movies for students when they don't want to teach.
- My child is involved, but I think you are doing well with informing them and us about activities and opportunities.
- This survey seems to be focused only on traditional school opposed to Independent Study. My student is never tardy and is quite frankly responsible for getting up and getting ready on their own, and they know the importance of being prompt. As stated above the district says they put effort into encouraging students to get involved in activities, but Independent Study students are actually not given the opportunity or encouraged to take elective classes in person. I think that if they had an opportunity to get involved and pick an elective it would help them in so many ways such as, socially, emotionally, and with hands on learning experience. Sadly the downside of Independent Study is that children's social needs are not always met. I would like to see the district tackle this problem.
- Again, having consequences and being able to enforce consequences. Having students being respectful.
- Maybe have a peer mentor program.
- Ask them, don't ask me. I don't go to school there. Listen and act on their answers. If you're not getting feedback it's a clear indication of either a lack of trust or confidence in your leadership.
- Better breakfast
- Parent involvement
- Staff getting more involved with kids. You will never cure this up 100 percent but I do believe the more involved kids are with people that care the better off they will be.
- Make school have a longer lunch
- Better attitude from staff and teachers. Motivation rather than telling the students you don't care if they fail.
- Independent study for vacations etc.
- Do recruitment meetings.
- Find a reason to keep the students in school.
- School being not fun and interesting.
- Makes the lessons more hands on.
- Have transportation availability for students that are not in the district, example Thermalito.
- Make school more exciting and don't pile so much work onto the students.
- Promote activities of student interests - do a poll.
- I think singling students out who attend sports games and making them leave is inappropriate. Also hunting them down to pay their \$1 is as well. It's better than them being out on the street running amuck. I have witnessed the AD kick students out for behavior days prior, and hunt students down to collect \$1 when they very clearly did not have \$1 to pay.
- Students who refuse to attend classes and cause campus disruptions should be moved off campus to an alternate facility.
- Probably nothing sadly. With senior threaten walking in graduation...and make parents aware.
- What you can do is provide my student with a bus to be able to get to school on time as it is now we have to rely on other people it's not fair to her either because she really wants to be a good student and wants to be at school and wants to achieve she has expressed this to me and it breaks her soul that she can't get to school on time I don't understand why they can't provide a ride for her especially the way she was treated at the other school the other high School because I will not send her back there LP's are much better school that's why we are willing to struggle at least she's there and not Oroville where she gets bullied and videos that are vulgar and inappropriate even for an adult a ride for her would be really awesome if we could get her a

bus also soon I will be getting my license back I'm just about over the effects of the stroke from the COVID shot it will be a couple more months so by next year this will all be taken care of and I do apologize then I am concerned

- Have teachers double check attendance because my kids get marked absent a lot later in the day and they are usually always at school unless they're sick.
- Make classes more interactive
- Have a more options for electives/work experience.
- Compensation for teachers who advise student activities. District support of the activities.
- Get parents/guardians involved
- Reduce homework load so kids aren't up so late.
- Make school later in the day.
- I feel like it depends on how the student is, if they lack the motivation I don't know of any other ways to involve students.
- Start later
- You are doing all you can. We live in a difficult area to motivate children living with unmotivated adults.
- Recognitions for good grades. Positive attitude.
- Allow teachers to hold people accountable, and parents accountable for their students actions.

Goal 2 - Provide a safe, nurturing and supportive environment to every student using Culturally Responsive Positive Behavior Intervention Supports as a framework.

14. Having students feel safe on campus is a top priority. How safe do you feel your student(s) is at school?

13.1% Very safe
71.7% Safe
15.2% not safe

15. What can we do to improve school safety?

- Open up more ingress/egress at beginning/end of school day. The kids feel like they are in an intercity prison.
- Uphold consequences for any violent behavior.
- Doing well.
- Request for more law enforcement.
- Officer at school. Stricter discipline policies.
- Close campus.
- Better security officers.
- Keep having the resource officer present.
- Teaching kids to be respectful.
- I'm not sure what the answer is but one concern I've heard is that students can do just about anything with little to no consequences. This can make students and the entire staff feel unsafe.
- Close the main road during school hours.
- More security.
- Bring back campus security officers and law enforcement.
- My concern is the vaping on campus and in bathrooms. All of my kids have come home stating that throughout their years at LP other students vape on campus but mostly in the bathroom. This practice subjects anyone around them to the unhealthily vapors. I'm not sure how to elevate this problem because you can't have cameras in the bathrooms.

- Unfortunately given the times and school violence around this country, I don't think I would ever feel completely safe sending my child to school on a daily basis. This is a benefit of the Independent Study Program as my child is not subjected to school violence and/or bullying.
- More security.
- This is not a topic that fits in a 3 option survey. They district definitely needs to improve the way the handle and communicate about potentially unsafe situations. Hearing about lockdowns and hostage situations in the neighborhood via Facebook is not acceptable. When the school is aware of a hostage situation in the neighborhood, the sheriff's department advised the community to avoid the area, allowing children to be dropped off and buses to deliver kids to school is NOT AT ALL ACCEPT. Implementing lockdowns after kids have walked to school, been stopped off and have wandered out in the open, unknowingly around campus is nothing less than dangerous!
- Still don't have cameras or reliable SRO who stands there and watches while students are bullied.
- Don't let them leave for lunch
- There are far too many students out walking around during class time not going to class. Someone needs to talk to all those kids and get them either to class or off campus!
- Block off Las Plumas Ave like Oroville does.
- Have a sheriff on campus.
- More communication on real time events as they happen on campus.
- More security.
- More discipline.
- Unfortunately we can't control our new crazy environment.
- Punishing the kids better.
- Make it cleaner.
- Security on campus.
- Camera's always help. Does the school have cameras?
- I don't think there is anything that schools haven't done already that will improve school safety.
- Discipline students appropriately when behavior is not upstanding. Students who care about their education suffer when other students are disruptive and no real consequences are given.
- Remove the students who cause disruption.
- I would make them enter one entrance metal detectors. It would keep kids from walking out off campus without parents notified.
- First you can get a TV room where an armed guard can view all the camera shots of the entire School and when they see an incident they can take care of it right away once the students realize that they cannot get away with anything it will not be so bad but until something is done with these hoodlums that keep beating everybody up and all they get is an ankle bracelet and a slap on the hand and they're back at school within a week there's got to be a solution and I mean the solution is locking that school down cameras everywhere the entire School the doors will be locked from the inside also the only way you can get in or out of the school is by an intercom at the office and cut the school days down to 4 days a week and have a late start on Mondays till 10:00 a.m. try that see how that works. It works pretty good in Washington State we should follow their example.
- Have security cameras and security guards on campus.
- Don't be late on letting students know what's going on with threats in the area or school.
- Monitoring for bad behavior and bullying more and punishing students who bully more.
- How do kids that aren't current students get to come on campus? Bullying needs to stop.
- Actually give consequences.
- The cross walk is a huge issue!!! Kids are always in danger of getting hit. Whether it's negligence from the driver or the students.
- Consequences that are consistent for students who do not follow school rules.
- Remove the danger, including students.

- Many fights, too much violence.
- Nothing, it's good.
- Stricter rules with students on harsher punishments on those who disobey them.
- Again. You're doing all you can I feel
- On duty police on property during school hours.
- No cell phones, expel physically abusive students. My child is safe due to his physical stature and knowledge acquired outside of school. Allowing fights to go basically unpunished, and students the ability to communicate en masse result in a losing strategy for control of volatile situations. For God sake, get someone down by your baseball field dugouts once in a while.
- Armed guards

16. Does your student feel connected to their school by having an adult mentor they can talk to or participating in school activities?

73.7% Yes
26.3% No

17. Are you aware that LPHS, OHS and PHS students can earn "Bucks" for being safe, responsible and respectful on campus that can be used to enter monthly drawings for awesome prizes?

74.2% Yes
25.8% No

18. Are you aware that there are Social Workers, Targeted Case Managers and a wellness center at LPHS, OHS and PHS this year to assist students and their families?

69.7% Yes
30.3% No

19. Do you feel your school is responsive to your concerns?

36.4% Yes
22.2% No
41.4% I haven't contacted them with any concerns this year.

20. Which resources/services at your student's school do you think best support a positive school climate?

47.9% Social and emotional learning
50% Positive culture programs
72.3% Extra-curricular activities
57.4% A safe school environment
17% Collaboration with community resources
4.3% Other

21. If you ranked "other" in the top three of the previous question, please share your thoughts.

- As the parent of an Independent Study student I'm unfamiliar with the above programs.
- Increase, encourage, and support educators' in PBIS training.
- Agriculture helps my student stay connected to the school
- I think if kids were exposed to more law enforcement on an interactive level periodically throughout the year to understand they are not the bag guys. They are just a human being like them. Mentorship with presence on campus.

- Sadly, most kids don't care about being help nor do parents follow up with all the extra efforts LP has to offer.

Goal 3 - Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities.

22. What does your student plan to do after high school?

27.3% Attend a UC/CSU
 51.5% Attend a junior college
 12.1% Attend a trade school
 0% Enlist in the military
 9.1% Enter the workforce

23. If your student plans to attend a UC/CSU, are you aware of the entrance requirements?

71.4% Yes
 28.6% No

24. If your student plans to attend a UC/CSU, have you and your student met with their counselor to ensure they are taking the appropriate high school classes to meet the entrance requirements?

54.5% Yes
 45.5% No

25. If your student will be attending Butte College, are you aware of the Butte College Promise Program, which offers up to four semesters of free tuition and fees for first-time, full-time college students?

70.9% Yes
 29.2% No

26. Are you aware that seniors can attend the Butte College Reg-to-Go in the spring to get assistance with the assessment test, applying for admission and applying for financial aid?

59.6% Yes
 40.4% No

27. Are you aware of available scholarships and how to apply for financial aid?

59.6% Yes
 40.4% No

28. Are you and your student able to meet with their counselor regarding class changes, college and career planning and personal issues?

53.5% Yes
 8.1% No
 38.4% My student and I have not asked to speak to their counselor this year.

29. How can we improve communication with families regarding college information?

- Parents need to work with their students on the FAFSA form, it's overwhelming! Trust the kid when they say it's done.

- Send out a college path guide to all parents and students at beginning of year to help keep track of deadlines and requirements.
- Email/phone call.
- Counselor need to be more educated on classes and requirements, they also need to return phone calls timely to work out class schedules.
- Continue to post information in District/High School newsletters. Repetition can be helpful. There are still many parents who don't access apps or read emails so paper communications may be needed as well.
- Email, I as the parent should be getting every email the students get about college preparation and even field trips. I as the parent should be making these decisions not just solely the student and as a parent I can't make the decisions without the relevant information. For example the Berkeley college tour. I found out about it after the fact. Had I known about it beforehand, my student would have attended.
- We aren't aware of scholarship opportunities. Maybe helping with a list of these and requirements to qualify.
- Again not sure this survey appropriately applies to all students, for example Independent Study students.
- Having the counselor more readily available definitely can help students. I have left a message twice last year. No response. My daughter gets little to short responses. Still fees left in dark in end.
- More alert for students.
- I feel like my child does not even know if they are on track to be able to attend college and is afraid to ask the counselor. Counselor need to have better communication with students.
- Provide it to all students in every program, not just in-person classroom non-duplicateds. Provide it to SEL and independent study.
- Get more information out about scholarships.
- Call with automated messages verses email.
- Text or email.
- Paper format, internet does not always work or things get sent to spam and/or junk mail.
- Newsletters to parents.
- I went through the expectations.
- Email them.
- Only if the family wants to.
- Reaching out.
- Contact us parents.
- Send out papers through the mail.
- Email
- Send out emails, phone calls, and maybe mail.
- Not everyone uses social media. Snail mail still works for some of us.
- More information to prep for college. It is not really communicated by counselors to parents.
- A personalized letter custom to That child...not just universal then things fall through cracks
- Send a packet out to each family that needs the information.
- Send out more emails.
- More counselors.
- Send emails to parents.
- Telephone call
- Sending out emails.
- Being more vocal.
- Perhaps a clear email.
- Back to school night with college info and associates.
- Send home some information for parents to review.

30. Each parent/guardian can request a login to the Parent Portal from the counseling office in order to monitor their student's attendance, grades and missing assignments. How often do you login to the Parent Portal?

47.5% Regularly
36.4% Occasionally
13.1% Never
3% I didn't know about the Parent Portal

31. The district offered a Chromebook to all of our students this year. How satisfied are you with the equipment and our technical support?

32% Very satisfied
61.9% Satisfied
6.2% not satisfied

32. How can we improve in this area?

- Parent Portal needs improvement in my opinion. Are there different dashboards to choose from? I'd look into a better option.
- During the 2020 year he failed classes because he couldn't get online and stay online even with his hotspot. He never even uses the Chromebook which may be due to the fact he's a senior.
- I do not like that all work/assignments are done via Chromebook. When my child has to leave for sports. She isn't able to do assignments on bus because she has to have wifi. If it were a book or paper it would be less stressful trying to get her home and cramming in late nights.
- Better technology services.
- Grades in parent portal are never up to date. Sometimes, I am not sure if my child is missing assignments or it has not been graded.
- My students know more than your techy. They fix their own stuff.
- The Chromebook that was assigned to my daughter her freshman year is junk by now into her senior year. Talking to her friends and teachers, new chrome books need to be assigned. Chargers are broke, teachers don't have enough to loan to kids and the sweet librarian lady in trying, but hers to loan out are either broke or doesn't have enough. She tells kids that she has tried to get work orders out for them and is unsuccessful at getting help!
- Hold students accountable for computers and chargers, have a charging station.
- Tech needs to get better. Tech is shaping us every day and kids being able to learn about it is important.
- Get cases
- It's already fine
- Get Chromebook's with longer battery life
- Material availability when lost and broken
- They are doing a good job but putting a lot of responsibilities on students because accidents do happen and sometimes they don't have the money to pay for the damages.
- I would like to see more handwritten assignments.
- Repairs/replacements could be more timely.
- Have more Chromebooks available.
- I think you've handled the tech jump rather well.

33. The District has made great strides in the past year to improve communication with our families. We email two newsletters per month, update our Facebook page daily and update our website regularly in order to keep people informed. Do you read the information we email and post?

79.2% I read the newsletters that are emailed to me.
42.7% I follow the District on social media

25% I check the District website
 3.1% I don't read the District newsletters
 14.6% I don't check the District's Facebook page or website.

34. How can the District improve communication with you?

- Doing well
- It's very good
- Email
- The newsletters that I get in my email are not appearing correctly and impossible to read
- Send more emails and messages
- Post something other than self-serving staff of the year and popular kid programs. Your posts remind me of the yearbook where the same 20 popular kids were (are) on every page.
- Who's doing well in independent study, SEL and Prospect?"
- Does a good job now.
- Let people know about pages and social media to follow
- Brief summary bullet points in body of email
- Email or call me in the office
- Making more sense
- call me
- Email always the best way
- I think the district sends out lots of announcements. I think you're doing a good job. Sometimes it seems like it's too much but I do appreciate the effort.
- Allow communication with the district itself.
- Sending out dance and football game schedules to people on Independent Study so it's easier for those kids to socialize.
- Phone calls
- Good already
- Telephone calls and messages
- It's great as is
- Texting/calling

35. Our schools are working to improve communication with their families. What can your student's school do to improve their communication with you?

- Respond to email request. Some do some don't.
- Improve functionality of Aeries
- Call
- I want to be on email chain with every teacher my student has each year. With such access to technology, we as parents should know what is going on in the classes of our students weekly.
- If a teacher notices work that isn't getting turned in, an email to us could be useful.
- My child updates me daily. I don't need to check grades because she checks hers after each class. Watching her percentages. She is on top of her academics
- Email me
- Respond to my emails, Cory.
- They need to go back to calls home for meeting reminders etc.
- It sufficient
- Get extra credit for parents confirming they have relayed any information.
- Text more
- Physical letters sent through mail and phone calls.
- Email me
- Respond appropriately if the parent has questions.
- Talk to us.

- Send more things through the mail.
- Letters on physical papers.
- They are doing a good job.
- You do a good job
- Allow staff input
- The kids aren't interested in letting parents in. Should just be direct and more teacher reaching out to parents. I have never met one teacher in my son's 4 years there. Even if they're good kids, let us parents know, not just guessing with they're grades that there fine.
- Send notifications in a timely fashion
- Host parent nights
- Good already
- Talk to me
- I think they are doing a good job communicating.
- Text messages
- The communication is great
- Attendance office could use phone and customer service courses. Very short and slightly rude on the other end of the line at times.
- Send home information, or mail paper communications.

36. What three things does your student's school do well?

- Communication, productivity, and cleanliness.
- The teachers care.
- Communication, verbally praises students for good behavior/academics, trying to improve by seeking input with surveys.
- Excellent Ag curriculum, good support in Ag for students, teachers in Ag really care about students.
- Attend class every day, turn in homework on time and score high on tests.
- Some of the teachers communicate well. Vice principal available upon request.
- Attendance staff
- Communication and athletics.
- Principle has good relationships on campus. Sends out information several ways. Asks community opinions.
- Auto Tech, PE, English
- Our IEP team is awesome. The teachers have done a really good job helping us and our son.
- It is clean and I appreciate the newsletters.
- College credit opportunities, athletics, administrators and teachers who care.
- The band program is very involved with its students. Mr. Bruce is an asset to the school. The fact that the school uses valuable resources to provide AP calculus is admirable.
- Love Dr. Collins and some of the teachers.
- Communication phone call in person meeting.
- The principal is excellent at engaging students and motivating them.
- Monthly emails, sports programs, principal is very interactive with the students and involved with their sporting activities.
- My student's ability to get involved in the Independent Study Program has been a huge benefit for them and they are continuing to improve with the help of Ms. Sharp. The Independent Study Program has made it possible for my student to continue their education at home while unfortunately having to deal with medical issues that made attending traditional school difficult and stressful. Relieving the stress of having to attend school every day while not feeling well gives my student the ability to learn in the comfort of their own home, while focusing on their health. This is only possible because of the Independent Study Program and we are grateful for that!

- This year has gotten better with a little more control and consequence for cell phone usage during class.
- Security
- Informative, consistent, improving
- Has a lot of extracurricular activities, good transportation, good walking environment.
- Instruction, club and sports are good.
- Asking for input from community, Informing community of updates, giving students opportunity to learn
- Academics, providing meals, safe environment.
- Campus is clean and well maintained. Teachers are usually up to date with posting on Aeries. I think most of the individual teachers work towards their students' success.
- Math, computers, finances.
- Clean school, safe school, two teachers email grades each week so I can keep up on them...need all to do this please.
- Comunicacion segura enseñanza
- Communicate and understand team work.
- She is a straight A student and a 3 sport per year athlete. She is also very involved with the FFA chapter here on campus.
- Agriculture, sports and Principal genuinely cares about students.
- Support almost all students/fun activities.
- Agriculture program, sports program, communication.
- FFA, Athletics, Support.
- Ag department is good. Sports have improved some but still can go farther. Communication with parent is good.
- Sports, Ag.
- Track tardies and absences.
- Love Dr. Collins! There are also some amazing teachers. Chef V, Albrecht, and Isenberg are amazing and made a very positive impact on my child.
- Spanish, PE, Math
- Provide Free School Lunch. Provides good education. Gives some good courses to start a career.
- Inclusion, career path electives, safe social opportunities.
- Math and Ag Chem
- Sports, Ag and teaching.
- PE, freedom at lunch, and some teachers are good.
- Activities, math, reading.
- Sports, school spirit, and participation.
- Communication, helpful teachers and staff, programs that prepare them for college.
- Communication, athletics, class offering.
- They have a lot of clubs and activities to keep kids engaged.
- Career pathways, school spirit, communication.
- Future Farmers of America (FFA). My kid loves it and looks forward to it and talks about at home.
- They have very good communication, very clean campus, and are very involved.
- Ag Program. Culinary Program. Art Dept.
- Social events and sports.
- Communication, offer activities
- Principal communication, athletic (sport specific) communication, aeries communication.
- Communication, care to specific student problems, motivation.
- Sports
- Communication, safety.
- Safety, agriculture education, welding program.

- Get ahold of me when she misses school.
- Goes to school. Keep their class work and grades up.
- Ag program, sports, communication to parents.
- Socialize/sports/academics
- Communicates in a variety of ways.
- Communication, teaching, and involvement.
- Good communication, provides most learning equipment, and provides good help/support.
- Communication, Ag program is great, inclusive.
- Patrol. Acknowledge academics through sports. They have a great FFA program. Handle emergencies well.
- Communication, good teachers and coaches, activities.
- Keep parents informed thru the portal, keep students safe, provide ample food.
- Provide safe environment, foods for all, communicate when there's a safety issue/incident.
- Staying in contact with parents.
- Agriculture, Clubs, Learning
- Notices. Teach activities
- Communicate with parents, athletic program, Ag program.
- Safety, clean, culture
- Communication, activities, positive culture
- Get the kids to participate, school athletic promotion sign ups. Supporting the kids at sporting events, it's nice to see the principal or teachers out there cheering for students.
- All of her classes. She is very smart and intelligent and is in many different sports.
- It maintains its physical location pretty well, it showcases very well an inability to retain a sufficient volume of happily employed teachers that show up to actually teach, and has an uncanny ability to direct funds toward providing more chances for multiple offenders to offend.... again.
- A lot
- Athletic dept. FFA and elective classes.

37. What three things need to improve at your student's school?

- The administration needs to be more willing to look for dynamic solutions. Student safety is a priority but when you make them feel they are in a prison, that's when you've stepped over the line. Administrators should not say "I have no solution for you". That's wrong.
- Provide quarterly awards for academics, provide transportation for all sports, add JROTC program for military familiarization.
- Some teachers are very difficult to work with.
- Need more programs, train students on technology and remodel old building.
- Timely response to parents request for communication.
- Counseling staff
- Campus security (is improving can always be better). Work on closing Campus. More vocational options.
- Real coaching staff (not parents or relatives of students)
- Give my counselor a personal assistant and a lighter case load. He is being stretched too thin.
- Open the gates before school
- Career exploration, more strict student discipline foe unacceptable violence/behavior.
- Support system for kids going straight to a 4 year college, safety and offering non-dairy food options for lunch.
- It would be nice if teachers and other staff members not only attended 504 meetings, but also followed the accommodations in the 504 plan, mainly the communication between home and school.
- Dress code, bullying, we need a crossing guard.
- Quality of education, challenge students, prepare them for college or their career.

- The coaches don't play players equally or even close to equally. Some students never get to play, but they keep them on the team. Discipline for vaping. Caught cutting and hanging in the hallways. Enforcement of dress-codes (especially girls' lack of clothing coverage). Checking on how much the kids are being taught and keeping the teachers from indoctrinating them with their political views. No student should know how a teacher stands on a political view or flying flags for any group aside from our country's flag.
- Independent study students would benefit greatly from the ability to get involved at their own pace through the opportunity to participate with elective courses in person. As the parent of an Independent Study student several questions on this survey seem to leave out or not be addressing the Independent Study children and their needs, although the mission is to provide for every student!
- Dress code enforcement. The disrespectful students (whom also are the disruptive ones) in class need punishment. Teachers need to have more control. The students in my daughter's AP honors classes are so much better behaved and focused than the students she has in regular classes. The bathrooms NEED to be accessible. Locking them up and NOT allowing my child to have a place to use is ridiculous. She is AFRAID to drink too much water because she won't be able to use a bathroom. Punish those who choose to smoke or vandalize. Not the ones who need a normal bodily function.
- Academic help
- Communication, holding students accountable, teacher retention.
- Treating every Student fair and respect them. Don't judge them for who they are. Work on bullying and harassment.
- College and career planning. Better communication from counselors when a parent asks if their child is on track to graduate and/or attend college.
- Not sure, just moved here, this survey is a good source to find what needs to be done better from the community.
- Not sure - continue to encourage parent involvement.
- The same things I've written on every survey for the last three years: professionalism, leadership and standards.
- Food, attention more personal
- Better attitudes from the students.
- Hire teachers that really want to be there. Some of her teachers this year are awful! Hire teachers that are also GREAT coaches. Not just someone who says they coach! Maybe give these people an incentive to want to teach at LP and also coach, hiring bonus etc., to get good ones to come. We have so many great athletes here, and coaching in some areas is absolutely poor. Blaming athletes for a poor season instead of looking at the coaching. Also hire an Athletic Director that is there for the kids not just to get the paycheck. The current one thinks he's the best coach ever, when in turn is awful! He is driving out the good coaches we have because they don't want to work for him.
- Block road, hold students accountable.
- English teacher, Dr. Collins' communication with parents.
- Teach life skills, better transportation for athletes, teachers excusing absences when it's school or class related.
- Maintenance on school grounds, Internet band width, Security in the Ag department. There have been numerous thefts. I would think we should be able to fix this. It is taxpayer property.
- Communication during situations.
- Communication.
- Teachers attending 504 meetings and having regular communication with families of kids with 504 plans. Helping students who struggle to fit in have friends.
- ELA, Math, Ag Bio
- More career courses. More staff involvement. Better Discipline for bad behavior.
- Independent studies
- To be there on time
- Education, elective options, variety of classes

- Some teachers, want to come to school, and grading system
- Paying attention and getting to class on time.
- Cleanliness, teaching, and school environment.
- Safety, transportation, and materials.
- Supervision and assistance in class.
- Teacher to parent communication is basically zero. Teachers need to teach, not be my child's buddy.
- Parent involvement.
- The fights, drugs use, and bullying.
- My child feels "students' get away with bad behavior and it affects their learning. Find other activities for the "ungeneralized" students. Not everyone likes sports and such. Does consultation really work - or is it a free period for teachers and students? Public funds not well spent.
- Monitor quality control of teachers.
- Inclusiveness, focus on other educational aspects beyond FFA, promote clubs (like black student union) more effectively to increase participation.
- Leave the current staff alone, they are amazing.
- Always BATHROOMS I know you get sick of kids that suck and mess things up but the good kids are like yuck. Urinals have no dividers. Do you want easy bullying...just add regular stalls.
- Smaller class size, more help for teachers.
- Safety - feeling safe and being safe.
- Safety, extra help, more classes to help with getting a job in the work force.
- Student store, attendance office rude, lockers PE and hallway.
- Teachers/security/principal.
- Bullying issues, teaching more relevant subjects and getting rid of bathroom passes for kids that don't abuse their restroom privileges.
- Safety, treat ALL sports equal.
- Offer more STEM classes or other pathways.
- The sick policy for seniors to walk in the graduation ceremony. My child has been sick a lot and gets migraines a lot. So, she has missed a lot of school, and is worried that she will not be able to walk in her graduation ceremony.
- Cleaner environment, allow more bathroom breaks, and provide healthier lunches.
- Better coaches, teachers who do not share their views on politics etc., more options for electives/funding.
- CROSSWALK! DRESSCODE!!! Sports transportation.
- Enforce consequences for bad behavior, higher expectations for all students, encourage and support students and teachers who go the extra mile.
- Better tasting food, some teachers do not have email on the portal, have counselors communicate with students and parents better.
- Students wandering around during class, social workers update parents on their students when counseling took place.
- Homework load/school hours.
- Fights, Motivation, Teachers.
- Parking
- Safety, teachers teaching, subs.
- Communication with parents, Teacher to student interactions, and be less strict
- I really can't think of much other than more grace given to schoolwork missed because of sporting events.
- Wish I knew more about volunteering or even just bunco nights, Fundraisers. Coaching in certain boy's sports could be handled better, like baseball and soccer. Need a more effective way of school dismissal. Kids just walk right out into the street. And kids from student parking drive as fast as possible when leaving.
- Food

- The record for expelling the derelicts that hamper growth, impress upon teachers the need to utilize the tools provided to keep students on track. "
- Food services such as better selection of food instead of the same things and offer better food for the kids to purchase. Teachers (some) need to be dedicated.

38. Is there any other information you would like to share with us?

- It would be nice if they designated a Doordash drop off designated area for safety concerns.
- If a student is being counseled with emotional/personal issues, update parents that it took place and doesn't need to be detail and do not leave parents in the dark.

22/23 Staff LCAP Survey Responses
(62 responses)

1. What is your work location

48.4%	LPHS
43.5%	OHS
8.1%	PHS
6.5%	OAE/ATC/CIS
1.6%	Maintenance, IT, Transportation
0%	District Office

2. What is your classification?

11.3%	Administration
72.6%	Certificated
17.7%	Classified
0%	Confidential/Supervisory
0%	Other

3. In an effort to ensure that the district receives input from a variety of stakeholders, please indicate your race/ethnic origin.

58.1%	White
14.5%	Declined to state
11.3%	Hispanic/Latino
8.1%	Two or more races
1.6%	Asian
3.2%	African American
3.2%	Native American/Alaskan Native
0%	Filipino
0%	Pacific Islander

4. How satisfied are you with the level of instruction given to students this year?

13.1%	Very satisfied
62.3%	Satisfied
24.6%	Not satisfied

5. What can we do to improve instruction?

- Have individual books for all students.
- Become equitable for all learners, embrace knowledgeable individuals.
- Stop employing teachers who don't teach and/or care about student's academics.
- Pay for more PLC Conferences, pay for summer collaboration meetings, get Building Thinking Classroom training.
- The PLC reboot will greatly improve instruction.
- Provide some in service days for IS sped teachers to research curriculum for lower functioning students.
- Providing updates and purchasing new curriculum materials and necessities. Reimbursing teachers for their subscriptions they use for their classrooms, like quizlet, gimkit, blooket, news ELA etc.

- Higher quality teachers that stick with their curriculum, not teachers that once become tenure decide to teach their own curriculum and follow a woke agenda.
- It has been satisfactory.
- We need to get back to teaching basics that help students in their adult lives. And start disciplining the kids that do nothing except disrupt the classroom. We spend a lot of time and staff resources on the bad kids, but there is little reward or incentives for the good ones.
- Making sure that important instructional programs are accessible to all students. We have incorrect licenses for some programs considering students are added to and removed from classes regularly. Device licenses make more sense for the cliental we serve. The removal of prerequisite class is also doing a disservice for students passionate about their chosen electives at it causes teacher to have to teach to the lowest skill level. This also majorly hurts college/career readiness indicators. Additionally 36 students in high consumable classes does not allow the type instruction students need.
- Demand a level of teaching that will prepare our students for their remaining years in high school as well as college education.
- When you spend so much of your time teaching kids to be kind humans with manners it is hard to teach the curriculum.
- The new English teachers need help!
- Hire teachers that are qualified with expectations. Keep flying the position until we fill the position with qualified teachers. Make learning a priority on campus. Follow the PLC process, have admin follow through with high levels of learning. Hire a TOSA that can manage the PLC process on campus....someone that is a trained educator in the PLC process. Please go back to creating a class set of Chromebooks. Students do not bring them, students will not bring them, and too many student's Chromebooks are not working properly. The students will not use the district Chromebook email to get a new Chromebook, charger etc. Please have people in the IT department or in charge of the IT department listen to the needs of those that are educators and work with students every day. Have our leaders on campus care about not just sports and SEL, but also learning in the classroom or the learning that is happening in most of the classrooms.
- Shortened periods and shortened day to optimize student focus and productivity.
- Currently, we are repairing life experiences, knowledge loss, and lack of formal education from the COVID pandemic. In response, rigor has been leveled to student abilities. Rigor (the actual application of information to novel situations) will need to be rebuilt. Additionally, staff shortages, sub shortages, and a lack of "enforcers" on campus decreased the ability of to gain satisfaction with the level of instruction under these circumstances. As improvement, the following: subs, teachers, on campus security (more than what is currently allotted), social workers (more than 2 per site), should be secured and incentivized to remain and repair.
- Greater options for student behavior and cooperation accountability.
- Allow teachers to control the websites their students have access to. Trust our decisions are in the best interest of the students. You already trust us to be alone in a classroom with them. Nothing is more frustrating than creating an engaging assignment only to have the website or YouTube video blocked.
- Improved access to technology. While students are supposed to have their own Chromebook many do not have a functioning one or their Chromebooks no longer hold a charge and they have a difficult time getting help in replacing or fixing it. Often it is more than 5 students who need to borrow a Chromebook. We also have extremely limited access to educational resources via the internet. It seems an overwhelming number of educational sites are blocked for students and students are also unable to watch linked educational YouTube videos. This makes it very challenging to deliver instruction using modern technology. I have often created lesson plans assuming students would be able to access the necessary resources that I have linked in google classroom only to find out that they are not able to.
- Use less collaboration time for other purposes. Give more paid time for planning and grading.
- Give more training and guidance to young teachers

- We need a variety of CTE classes over at Prospect. We would have to hire a couple more teachers.
- We must hire skilled teachers. We also need PLC time implemented with fidelity.
- We can make technology available for all students and allow teacher the opportunity to use the internet /tech resources to teach our students and keep them accountable. Teachers are not given access to a software application to monitor student's Chromebook activity, and we are tasked with either policing Chromebooks, allowing improper use, and straying away from using technology since it's too much of a headache to enforce. Also, we're blocked from a number of websites that are appropriate and useful in class (e.g. biography.com), yet students have access to a number of websites where they can play video games. I've brought this issue up at site council meetings a number of times, and keep being told, ""We'll look into it,"" or, ""We're talking about it,"" but hear nothing further. It's difficult to teach students that are physically uncomfortable. We've put in request after request regarding ergonomically comfortable furniture, yet we continue to be ignored. If students are physically uncomfortable, how can we teach them? It's an equity issue, too. I have a number of students who have a larger carriage, and they cannot fit into the middle school sized desks that our classrooms are outfitted with.
- Teaching a pathway such as AG welding my classes can only be successful when I have funding to purchase metal, gas, welder parts, electrodes, MIG welding wire, and more. Without funding I cannot adequately teach students how to weld, plan and build. A lot of the equipment in my shop is quiet old and needs to be updated to meet the growing demand for my classes. If I have a full class of 36 in my shop I do not have enough welders for each student, the students have to share in groups of three or four. Having the funding to update machinery as needed is what will allow the program to continue to grow and improve.
- Provide professional development events during the school year. Support new teachers with a content coach and paid collaboration time. Retain experienced administrators who support teachers. Hire and train more campus security to help keep students in class so admin can spend more time supporting teachers.
- Enforce consequences for bad behavior, decrease the students wandering around campus (if they won't go to class, they need to be somewhere supervised and not drawing others out of class). Strictly enforce Phone Ban!!!
- Remind students on a daily for any events that are occurring. Repetition.
- Hire highly qualified teachers
- For music, we need combined band classes during the school day. I have to rehearse both bands differently. LP represent 3/4 of the band while 1/4 is OHS. We often have to supplement afterschool rehearsals for everyone to learn the music at both sites. As much as four hours every week afterschool. OHS band students bussed to LP during lunch. We don't currently have the bus infrastructure there right now, but can we formulate a plan to get it there. OHS will have 18 students next year. We could transport the entire OHS band with two vans if bus drivers aren't available. Not sure if we have enough couriers. If we offered more band classes we could split the band by ability level and give new band members time to slow down the music/review fundamentals and a more advanced band period to play more challenging music. Right now we have everyone combined and it's a struggle to address all the ability levels at once. We could also have jazz band be a 0 period class. Currently our jazz band has more students than OHS Band. In other districts jazz is its own class. Currently we run jazz afterschool and have lots of conflicts with sports, work, and family commitments. This is also another four hours a week afterschool that is outside the duty day. Could we look at making jazz band a class (0 period or 7th period)?
- More teachers.
- I think we have already made positive shifts in this area. We could have more para support in higher level classes, not just freshmen.
- Need more long term teachers for English.
- Improve attendance

- Since this isn't my work area I can't confidently say, but I would suggest or encourage teachers who are the great examples and demonstrate passion and leadership to mentor others. They should be able to help each other and make each other better.
- Provide more support to teachers. Hire more aides.
- Stop with giving out packets and having them figure it out themselves. Teachers are snarky and some are not very approachable.
- More inclusion.
- Reinforce the phone policy and have some way to remove them as a factor, perhaps, more administrative support. Students having access to their phone and being on them with little to no consequences take away from the learning environment immensely.
- Better onsite support to all new teachers. On site leadership is lacking. There is no organization or vision from administration. We are doing too many things and not one thing well. Let's have a FOCUS!
- Ensure teachers know the arc of a good lesson, with a curriculum-focused bell-ringer, engaging lesson, and closure.
- Students cannot learn if they do not feel safe. Make the campus a safe place to learn.
- Provide classes/skillset that will be useful after graduation.
- Find a way to recruit better teachers, improve discipline on extreme students.
- Subscribe to an online reading program, provide tutorial class for all students, especially foundations students who are not proficient in reading and writing.
- Provide more high quality instructional coaching for new teachers.
- More content-specific and hands-on training to create/revamp classes to fit a modern, high-performing course of study with a program that is strong and already performing well would be incredibly helpful. This would be a way to see what they are doing in classes, as a campus, and as a district that are creating this success from which to model. With the district moving toward helping classrooms move toward a 21st century, well-outfitted environment with relevant tools at hand, this would be a logical next step as long as there is support.
- Better support for new teachers.
- Please respond to Prospect's request to alter the daily schedule which will not only benefit students, but also provide staff with the afternoon meeting time needed to make significant improvements to instruction, assessment, curriculum and targeted academic interventions.
- Provide students with accommodations, modifications, and supports based on each individual's needs. Rote memorization and busy work is not effective instruction for all. While SEL is offered occasionally, the needs of our students require it be embedded into every lesson, every day. Additionally, SEL needs to be provided for the adults. Many staff are not emotionally healthy and react to small problems and ignore/don't notice successes.
- Provide real training for teachers who are struggling. Provide training for the people who are supposed to be helping new teachers. The lack of clear focus on new teachers and their development is astonishing. Our teacher attrition rate for new staff is astronomical.
- I am not in the classrooms to really evaluate this.

6. Are there any professional development activities you would like to participate in next year to improve instruction?

- CABE, administrative educational trainings, diversity trainings.
- Math PLC in Dec 2023, summer collaboration meetings for Math2 groups and Statistics Groups
- Subject specific PD.
- Subject matter conferences
- AP institutes and national subject area conferences are a good start.
- Yes. But not in the summer and not crammed into the first 2 days of in-service.

- Honestly, although it may seem overly simple using manipulatives to illustrate mathematical concepts. In the sciences, most of our class time is re-teaching mathematic concepts outside of a pure math class background. Students lack a sense of "how many", "if this, then that", and proportional reasoning that hands-on manipulatives could bolster content loss.
- Personally--need to take AP Class training.
- I would like to attend conferences that allow me to build relationships with other teachers and experts that teach my subject.
- I'd love to participate in trainings given by "Building a thinking classroom." We have been implementing these ideas in the math department and it's making a huge difference in student engagement.
- Conference related to my content area.
- Content conferences.
- I feel for our faculty in general, especially new teachers, needs some basic professional develop in the areas of classroom management, lesson planning and assessment development.
- Any alt ed. conference would be beneficial. It is always nice to see what/how other schools are making a difference with students.
- I would be interested in facilitating instructional rounds on site.
- There are many professional development opportunities I'd like to be a part of and attend. Gilder Lehrmen puts on a number of PD's in the summer that would be awesome to attend. EduProtocols puts on a summer PD that a colleague when to last summer that I'd like to attend.
- As a new teacher there a numerous conferences that I would like to take part in. Some of these conferences I would attend alone and they would be based in my subject matter but others I would like to attend with my department (agriculture). We did not all get the opportunity to attend a conference together this year because we were afraid we would not have enough funding. The two of us that did attend NAAE said it would have been a great conference for us all to participate in because of the diverse information.
- Restorative Justice practices for the classroom, Grading for Equity, technology training for new equipment such as laser cutter, 3D printer, CTE credentialing pathway with the district.
- More than anything we need buy in from the whole staff or anything we do is just in our little corner of campus. To many doubters that think that whatever is being asked of them is just a passing thing.
- Training in software that will help teachers create pacing guides and common assessments within their departments
- Yes, TMEA (Texas Music Educators Association) has a wonderful conference in Texas around February every year. Texas bands are some of the best in the nation. I would love the opportunity to attend this conference. I've already gone to the conference in California 8 times and the one in Chicago 3 times.
- More UDL.
- None that I'm aware of. I'm open to attend.
- Capturing Kids Hearts- we need to learn to like each other again.
- Classroom management seminars
- How to reach challenging students and get students to stay off their phones.
- Classroom management, trauma informed teaching
- Training on communication devices. We have more incoming students with speech disabilities.
- Conferences outside our district to gain positive motivation
- Continued UDL coaching, instructional coaching periods on campus or had a site Instructional Coach/TOSA to support new teachers, revamp the PLC process & hold teachers accountable to sticking with adopted curriculum. Develop district wide assessment plan to use 2-3 times a year to gauge progress such as MAP testing.

- Please see above. I believe these activities need to be department AND content-based to be relevant and support teachers and students in the best fashion.
- If the district is returning to emphasizing a PLC model, then Prospect High teachers would greatly benefit from hiring a consultant to walk teachers through the PLC process. Implementing PLC practice on a smaller, alternative site with single teacher departments is much more challenging.
- SEL for adults and How to embed SEL into any lesson
- Anything SEL

7. What can we do to improve attendance and involve students in activities?

- More school pride and access to activities.
- Create a welcoming and hopeful culture that leads to equity not equality.
- Kick kids off campus who don't attend classes or enforce attendance.
- Provide funding for it. We have a plethora of teachers who want to expand on extra-curricular activities but teachers won't want to do them if it means taking money out of their own pocket for subs.
- If the teachers don't understand how an attendance challenge is working then I know the students aren't understanding so it needs to be explained better or it won't motivate anyone.
- Have more lunch time and break activities to try and create more of a "buzz".
- Good question.. effective instruction, student/staff relationships, and good sponsors.
- Provide real consequences at the state level for parents of non-attenders.
- Experiential learning opportunities. We do not offer anything in our programs to reward and excite our students about our subject matter. Unlike the majority of the schools around us, we don't take trips for anything except band competitions and sports competitions. Science is just this year starting to do field trips.
- Teach the parents to PARENT. Most of the attendance issues are not within our control. Some of the OUHSD parents do not care or are not invested in their children enough to pay attention. They would rather blame all the faults on the OUHSD staff and programs! Most of our students have GREAT parents; I just keep praying that all of them were GREAT!! (All of our students deserve it!!)
- Give them a reason to continue, often students realize that mix sections have to plan for lower level sections and they don't like not being able to grow in their learning.
- More fun electives available.
- Make Las Plumas a safer place, allow for more electives that students what to take, and make it a fun place for students to be.
- Incentives
- Seriously not sure we can change this with some of the community and society not believing education is an importance in life or that we are "indoctrinating their children" There are the same 100 students that do not attend class. Should we have a TOSA position dedicated to driving these students to school or walking them to class? Should we educate the community on the importance of attending school and how it relates to attending a job in the future? In regards to activities.....we provide the opportunities, we communicate them....is society just shifting to not want to be involved? Is it the schools responsibility to change society? The attendance challenge that was somewhat started this year was a bust with no "why" or real understanding of the procedures.
- Ask students their input for things that would interest them.
- Close the campus. Gates open before school. When the final morning bell rings, gates are closed. All late students must check in directly with the attendance office, receive a note to get to class, then attend. A consistent "no student out without a note" policy with sufficient enforcement could provide greater attendance and decrease the level of "student wander" on campus. Most rallies are not well attended because students can simply leave campus.

- Offer more elective options and interest tracking--for example, pre-nursing working with a local hospital/ beginning pre-school or elementary or secondary training working with local schools/ environmental training working with local business/ computer training or computer parts manufacturing (actually making something useful that can be sold) / arts/ students need life skills--banking, parenting/ participation in government (they will vote in a few years)/ manners (how to treat others) and how to work with others. Partnering with local business can give real life experience to students. Having the arts brought to the school--plays, poets, dance, music. Involving ALL students in participation and leadership roles.
- More elective classes. It seems like a majority of the electives focus on Ag. There isn't anything inherently wrong with that as we do have a lot of students who are interested in those classes. I think there is a need for additional creative outlets such as an Audio Visual class.
- It would be great if we had funding for more hands on activities and trips. Transportation is such a problem that many don't even want to put in the effort to try and plan a learning experience because it is way too expensive to use our transportation and often it is not even available.
- Help the parents. So many kids tell me they don't show up or don't do extra-curricular activities because they have to babysit or work. If we want better engagement our students need to be able to be students, not employees and caregivers.
- Need more home visits and outreach into the community for truancy.
- We need to educate their parents.
- I'd love to see that attendance certificate show up with five (5) T-Bird Bucks for students with 95% attendance. Or with an invite to a lunch time pizza party in a staff member's room. Another idea: We could run the challenge by grade level...then announce on the morning bulletin which grade level is in the lead as the month goes along...and then let the winning grade level go to lunch 20 minutes early on a specific day at the end of the month. It might be worth asking students what would motivate them to attend school so we could brainstorm other good ideas. Historically the data has shown that our students show up for school...except for the small group who does not, and these students are not motivated by a class pizza party or a certificate. I'd also like to see an attendance challenge for staff!!!
- This is a challenge that schools alone can't completely solve. We need buy in and cooperation from the community. However, there are a number of things we can do at our school to help keep students accountable and in class. The Wellness Centers, while good in theory, have been places where students will flock to when they don't want to be in class. It was made clear to staff at the beginning of this school year that students will ONLY be called into a WC with a referral (via Google Forms) from a staff member. However, students are allowed to show up whenever they want (many of them choose to go there to skip class), they're given notes to excuse them for being 15-30 minutes late from class, and this continues to be allowed. Students will find a staff member that won't say, ""No,"" to them, then manipulate the situation. There needs to be consistency and there needs to be accountability. This also puts the staff members who follow the new protocol in a bad position to be the "bad guy." Mental health is important, needs to be addressed, and resources need to be available to students. However, many students are manipulating this system, they're being enabled and not held accountable, and inconsistency runs rampant.
- I currently feel that I am doing everything in my power to motivate students to come to school and to get involved. I try explain the importance of attending school and try my best to motivate the students to attend by making my class as engaging as possible. Students are not motivated to stay in class because there is no consequences for not coming to class.
- Update instruction & curriculum to prepare students for the job market so students are excited to learn relevant skills and confident they will succeed once graduated. Our students need more project-based learning so they can immediately apply what they are learning, to see how the different contents are relevant in the adult world. Build a stronger community connection with local organizations to support students with housing, clothing, addiction, food challenges. Have a clear protocol for referring students to extra services that frees teachers' time so they can

focus on instruction and assessment. Students need to have basic needs met before learning takes place.

- Greater consequences for truancy and tardiness. Have more opportunity. Athlete Committed program like in Chico Unified.
- Provide incentive, maybe like a game.
- Add more electives.
- We need office staff to monitor student attendance more. We rely on teachers too much to notice when students have chronic absenteeism. Teachers have a lot on their plate. We should try to have that responsibility more on someone in the office who can then ask another certificated staff member to do a home visit to figure out the root of the issue.
- Make school attractive.
- Bring back the TOSA position, make home visits.
- More parents involved.
- Allow students to earn elective credits for participation in extra-curricular activities.
- It starts at home, not at school. Parents raise the children, not the school district. In addition to that when teachers genuinely enjoy their jobs and want to teach it has a greater impact. If the topic in class can be applied to an individual's life it may become more interesting than if they don't know how to apply it to life or how to relate to it. If it's a matter of students not knowing what resources are available then that's an easier fix than trying to get someone to care that doesn't.
- Team building and spirit days.
- Develop relationships with students. Maybe a mentor program. Better bussing system.
- Make the classes a joy to be in and make it more interactive and hands on.
- Make students accountable. They need to get used to good structure and accountability.
- Have a TOSA position to deal with attendance. Your APs are overwhelmed with discipline and they are bombarded with students in and out of the office all day. The district office is clueless as to what happens at the sites on a daily basis. APs do not have time to actually be proactive with attendance issues, we need to be proactive not reactive like we have been for the last 12 years. Home visits!
- Have more positive attendance incentives; Tier II interventions for students who receive letter 1; funding to support Tier III administrative consequences for students who ditch class (like have Structured Day for class cutters)
- Safer campus, involve the students with what they want on their campus.
- Offer different types of classes to help students gain confidence and find what they are good at.
- Provide incentives for positive attendance, support site with offering a wider variety of activities for students, provide an additional classified position to focus on truanies.
- A shift in perspective and a focus on grit? :) In all honesty, perhaps more of an outreach and having more dedicated staff to personally connect with a group of students that also are on campus in the common areas and near the problem areas (bathrooms, etc. where students congregate when they should be in class) to help students feel safe and their areas protected.
- Make school feel safe for students. Create exciting experiences such rallies, spirit days. Make extra-curricular activities more affordable for students
- Provide transportation for those students who are unable to access the district bus (Van driven by TCMs?). Survey students on the types of activities they would be interested in participating in. Provide opportunities that appeal to a wide-range of students--not just the highest functioning students. Provide more career-tech, hands-on, project based learning classes. Train staff on the importance of building relationships with their students. The quality of the staff-student relationship has a huge impact on a student's willingness to show up to school. Finally, consider shortening the school day/class period length at the continuation high school so that attending school feels less overwhelming.
- Offer students pizza and a small gift card for attending. Pay staff extra assignment and provide catering.

- Provide a safe school. Students do not want to be here or be involved because they don't feel safe even walking through the halls.

8. Having staff feel safe is a top priority. How safe do you feel at your worksite?

17.7% Very safe
46.8% Safe
35.5% Not safe

9. What can we do to improve safety?

- Allow individual access to all entry and exit points.
- Have a real enclosed campus, too many areas open with no fencing, add another campus security person, and have admin responsible for universal employees. Having SRD full time. 2nd social worker, training, training, training for all employees involved in keeping our campus safe.
- Employ a FULL TIME SRO on this campus.
- When a student does something like get sent to juvie or gets in multiple fights on campus actually send them to Prospect and CDS. We have students who have legitimately no interest in being successful in school but they have to come here because their parents don't want them at home. Expand prospect and CDS and stop forcing our good children to deal with unnecessary issues from these students.
- Closed Campus. We had students from a different school come on campus yesterday and jump another student to beat him up. Why are they even on our campus? What stops anyone from just showing up on our campus?
- I feel safe. The only thing I would say is if a student threatens a staff member or a student has been in more than one physical altercation they should be up for expulsion. Also students who have been in juvenile hall multiple times are coming back to our campus when we don't even know why they were in there.
- Make it more difficult to get on our campus
- Require mandatory counseling for students who have anger issues or may have violent tendencies.
- More campus supervisors, better discipline policies.
- The school resource officer should be out on campus building more of a rapport with students, they should be a presence that students feel comfortable to talk with.
- Metal detectors and closed campus.
- More obvious and severe consequences when students get in fights, vandalize property, bully, etc.
- Crossing guard at LP.
- Have a consistent level of accountability and campus monitoring.
- Get students who are wandering the campus and not attending classes out of here. More security! Students are fighting and not getting in trouble. Kids who are written up are still attending classes when clearly they should be in trouble.
- All admin and security are new. I hoping for a more well-oiled machine. I am hoping for the team to sit down and follow the process that is in place. We have a district progressive intervention policy. It is not being followed. SWISS is a pain. Yes it creates great data. But are we using it consistently to get a real pulse of the issues on campus? Are we using the data to make change on campus? Are admin even looking at our submissions? Many of the Major Tier 2 interventions are not happening and they are not happening consistently. It looks like many do not know whose role is who and some are pushing their tier level on to others when in fact it could be our leaders job to meet with students after documentation has occurred for Tier 1. It should not just be put on our Targeted case managers, counselors, and social workers. It also seems that some reporting of student concerns are not being investigated like they were in the past. We should take all

concerns or posts on social media from students seriously. Documentation is now lacking. We have two VPs. The process of our intervention policy is not improving, instead it is lacking. There was one day when the district had a threat of a school shooter. That day I saw all of our resources with hands on deck patrolling our campus and being present. Why can't our resources do this daily? Sorry to be blunt, but to have one VP sitting on a golf cart all day and the other in the office with the door closed, concerns me. Are relationships being built among the admin team/security with staff? I do not know if our admin team knows their staff.

- Better locks on doors, I've been waiting weeks for maintenance to come fix my door. Another campus supervisor. More law enforcement presence.
- Our campus is overdue for a safety review. The campus is porous which does not allow for controlled entrance or exits, nor an accurate report of non-authorized visitors or students on campus. We serve a community in which most members are armed or have access to fire arms, yet there is little to no impediment should a live shooter enter the campus with harm in mind: all buildings, classes, and quads are vulnerable. Additionally, communication of events of concern is not consistent. I have been on campus while a student has been chased down for some form of weapon, yet heard no information as to what side of the campus should be on alert. This breakdown allows a lack of communication to further embolden those who would do harm.
- Greater accountability of students.
- We need to figure out a way to close our campus to people who do not belong. It seems like every week there is an incident involving someone who does not belong.
- I think we need stiffer penalties for fighting at school. Students and staff should feel safe walking around campus. There has been an increase in school fights since discipline for fighting has become softer. We need an on campus suspension room - This way we have a place to put students who are threatening or physically fighting other students. If this room is put together thoughtfully, it could be a place where these students could meet with a counselor or case manager during the day they are serving on campus suspension. On campus violence is increasing - students know that we are not allowed to suspend. This contributes to more violence on campus. We need to keep an SRO officer on campus. Campus Security needs to be a priority. I've also heard that universals are encouraged not to break up fights. We need campus security available who can step in to protect students and staff from violence. Maybe the universal's job title needs to be changed. They are in a position to help with campus security, but parents see them as janitors and are upset when they step in. Maybe they need a different job title so parents and everyone understand their important role.
- Honestly I don't even know who on campus other than administration and teachers is responsible for assisting with safety anymore....if we don't have "campus supervisors" then does that mean it is our universals? I feel they need more training and it is challenging when staff doesn't even know what their role or responsibility actually is. Often many of the adults on campus who I would assume are responsible for supervision are hanging out in the quad chit chatting. They don't seem spread out and actively supervising very much of the time. Some of our administration doesn't even seem comfortable dealing with issues that could be a safety concern so that is not helpful. One day when there was a threat at another site in the district it seemed as though all hands were on deck and actively supervising campus. I am not sure why it is not that way every day. We allow way too many students to roam campus during class time. When I have asked about why we aren't requiring these students to go to class or escorting them I am told that "we can't make them". I don't know why we have to allow them to be on campus if they are just going to hang out and not go to class. This is a big safety issue to me as usually students are not doing anything positive when they are cutting class.
- Higher more campus supervision. Create a closed campus.
- Have a disciplinary plan that actually deters students from misbehaving. One that actually strikes a little fear into our students. Our students are not afraid of our disciplinary plan.
- Students need more emotional safety on campus, and this will have to be provided by teaching and modeling respect for all.

- We could get a full time campus security. In this day and age I feel every campus should have one.
- I do not think we should have to exit to the fields for a fire drill. I am terrified of being shot. I think we should turn on our radios, listen to radio traffic, and decide if we need to exit. I also think we should go back to wearing ID badges. Facilities and maintenance should make sure we have working speakers. I have a speaker, but we cannot hear announcements. I've put in a work order, but it's been closed saying it's been fixed. The fans running continuously also make it very difficult to hear in the classroom.
- Our campus supervisors need to be campus supervisors. Many times we observe campus supervisors acting as "friends," as opposed to, "friendly professionals," to students. School discipline and accountability need to be consistent for students. Some students get away with many things, other don't. When I've brought this up to admin, I've been told, "Different people handle it different ways." While discretion is important, consistency needs to occur, too.
- Students can leave campus too easily, meaning that people can easily come onto campus. The students do not fear the punishment they will face if they leave campus. The student parking lot should be locked during the day and only opened for lunch and once school is out. Students are able to leave in their vehicles at any point because they have access to them. I don't want to work at a school that has bars and gates all around it but something needs to be done to help prevent students from getting jumped on campus by students that don't go to this school or by random people pulling up on Las Plumas Ave during passing period or lunch. Las Plumas Avenue should be closed down during school hours, at least from the edge of campus down to the end of the student parking lot.
- Hire more (effective) campus supervisors/security and hold them accountable for moving students to class. Close campus for lunch. Be explicit with students about technology/social media rights and responsibilities.
- Discipline violent and defiant students immediately, and not just put them back in class. Students need to do what adults tell them to do. PERIOD
- Keep the campus closed (during lunch, etc.), more fencing, close gates; Hire a principal that is proactive in safety matters; the district can also hire a district-wide safety officer.
- Send students who are habitual offenders away.
- Not lock all the gates, keep areas well lit.
- Another universal.
- Visible SRO.
- As a bus driver, student behavior on the bus is a huge concern. Bad behavior adds pressure to an already difficult situation.
- Have more security guards and actually have them patrol the school area better and not all together in the quad
- Reinforce rules, have consequences for student's actions (not a "slap on the wrist" that does nothing), follow through with administrative provided detention, suspension, and leading to expulsion. A lot less of allowing students to do whatever they want, pretty much allowing the students to have complete control.
- Listen to your staff and the things they are asking for. Teachers have been asking for more supervision on campus, we have been told "you have 3 supervisors and a police officer." Yes we do and we NEED more supervisors. The discipline issues and fights are outrageous. The police officer is never on campus and when she is, she is in her office to eat her lunch and read. We are wasting money on this contract with OPD, we need to terminate it and hire more supervisors who can be visible on campus. We need smaller class sizes since the DOJ has tied our hands with discipline. Teachers cannot control the behaviors that students are displaying in the classroom. We NEED SUPPORT, WE are SCREAMING for more resources on our campus and you are NOT listening. Please make students a priority and not the reserve. Why do we have money to hire Thrive, to keep a superintendent and hire a new one but not enough money to hire the supports that will make our campus a safe place where students and teachers feel safe and welcomed. This is outrageous. Someone who cares about education please help!

- One more campus supervisor; actually expel students away from the district who have posed a safety risk on our campus.
- Place dangerous students with specially staffed and in a controlled environment.
- We need a consistent discipline plan that supports teachers and promotes a safe learning environment for students.
- Remove direct access to classroom doors from outside campus. Need more campus supervisors. (that report to principal NOT LaGrone) Get the campus cops to get out of their office and mingle with kids. They should be acting like community officers, get to know these kids and quit sitting in the office.
- Provide additional Universals to school site, provide more social emotional support staff.
- Closed campus, a more organized tardy policy across the district, on-campus escort to the rest rooms or office using the walkie-talkies to minimize students loitering during classes and cutting, and teachers with the keys to the gates that are kept locked would be a good start.
- Communicate. More universals for support. Push gates at OHS.
- For the last two school years the DOJ has guided the district to stop making involuntarily placements. As a result, Prospect is no longer able to place students at the Community Day School even when they engage in repeated unsafe behavior that does not improve with multiple interventions. In addition, Prospect is also currently unable to separate students onto different school sites who have ongoing peer conflicts due to family history, rival gang participation, etc. As a result, all students and staff have to function in an environment of ongoing hostility and aggression which greatly disrupts learning and leads to staff burn out. There has to be an avenue to separate students that do not respond to MULTIPLE documented TIER II/III interventions from highly skilled staff. Once PHS has implemented and documented multiple Tier II/III interventions with integrity, we need to be able to transition students to a more supportive environment where they are separated from the source of conflict and more able to focus on learning. Not being able to transition students who need a higher level of support to CDS is interfering with student and staffs ability to feel safe, and interfering with student's ability to graduate.
- Address adult bullying.
- Please close campus. Lock ALL GATES during the school day. There is no reason for staff to not have keys to get in and out of gates on the campus we are employed. Whatever excuse the district is giving for not providing a safe closed campus shows that they are unwilling to put students first. SAFE is the first word in our PBIS goals yet the district has demonstrated numerous times that student and staff safety is not a priority. Someone who is not from this area or district and hasn't gotten their position through nepotism or some "good old boys" club should be in charge of school safety.

10. We've improved our mental health and wellness services to students by employing Social Workers, Targeted Case Managers and having a Wellness Center at LPHS, OHS and PHS. Do you think these services are beneficial to students?

96.7% Yes
0.3% No

11. Is there anything we can do to improve these services to our students?

- Communication between adults.
- Have roles identified, create a structure and training.
- Add more case managers. The ratio of students to SW/TCMs is ridiculous.
- Another social worker and two more campus supervisors minimum.
- We need more structure for our TCMs
- We have provided services, but often the most needy refuse or do not show up to be served. We need to make it a mandatory requirement.

- Do not tie these people up with structured day escorting. Make a streamlined and predictable protocol for access to these people.
- A medical bay for sick students who are unable to get a ride back home if forced to still participate in school
- Unfortunately, many of the students take advantage of these staff members. They use these resources as a way to avoid going to classes they don't like. And the students and parents take advantage of the caring and compassionate nature of these staff members by using bogus excuses for absences, cutting class, not completing class work, etc. There are actually very few students that are diagnosed to need these services. And the targeted case managers spend hours/days/months babysitting the kids on structure day!!
- Make sure students actually feel heard.
- At LPHS I feel that the Wellness Centers lack an identity due to leadership being inconsistent in the vision they have for the rooms. I feel the Wellness Center should be used to help our students who are struggling with mental health as well as a known resource for our foster, homeless and other at-risk youth. The service is beneficial when/if it is provided properly.
- The Nest at LP should be only utilized by those who are in need of mental support. I feel that it is being used for students to not attend classes.
- Sometimes they need immediate help and we're told to fill out a form, not helpful to our student.
- They are doing the best that they can do with what resources we have for our student demographics. I would prefer to not make students fill out a form to be able to go to the wellness center. The disruption this creates with students that want to leave causes issues in the classroom when trying to teach 36 other students.
- The scale of employees charged with this task is incompatible to the need for these services. The amount of students requiring recurrent check-ins, structured days, or mental health services cannot be handled with the current staff capacity.
- These services are excellent, but some students are using the Wellness Center to skip regular class. I have some students that spend every day in Wellness and have a permission note to leave class.
- We need more social workers. We have so many students with social emotional needs and a 1:1300 ratio is not enough. While the targeted case managers help, they are not trained mental health counselors. Our academic counselors are just that, academic counselors. They have a lot on their plate just serving those needs.
- Butte County has the highest ACES scores. Why are there not a half dozen qualified counselors on campus every day?
- We need more psychologists, social workers that can provide counseling for students on campus. The psychologists/social workers that we have are amazing, but they are overworked.
- One of our wellness centers seems more like a hangout for students than an actual wellness center. I believe some more accountability and follow up from administration could help keep it for what its intended purpose is rather than just a place to hang out and avoid going to class. The other wellness center from my observation has been extremely effective in serving students and not allowing those who do not actually need help to just hang out. I am not sure how much training our targeted case managers have had in trauma informed practices but if they have not that might be important. I know we have improved by having a full time social worker at each site but in all honesty we have so many students with severe mental health needs that we still need more. Olivia is amazing but she is only one person. It is hard to meet with all of the students who need her help and support individually and also try to run much needed group sessions. I also don't think our administration has done an effective job of referring students who should be in anger management groups or drug groups from my experience. This used to happen immediately before as an intervention and is not always happening this year.
- More of them. Higher trained individuals. A dedicated school therapist would be ideal.
- Perhaps involve Leadership students in improving school culture and respect for all.
- We need a Prospect High school van.
- Just make sure the funding keeps coming so we don't lose these positions.

- Many students use these services, and that's a good thing in theory. However, many students use these resources as a way to get out of class. Students are then written a pass to go to class to excuse them for being 15-30 minutes late. When I've tried to address this with WC staff, I've been told that although the public image is, "Students only go to the WC with a referral," this is not what's occurring. The inconsistency, manipulation, and enabling makes a good sets of services ones that get used for wrong reasons. Our staff NEED to hold students accountable, be able to say, "No," to a student who's obviously manipulating the system, and send students back to class.
- The wellness centers are great but students take advantage of them. The students do not follow the rule of they need to have a pass to go, they will just leave even if they are told to wait. The wellness centers have great intention but I believe there are still thing that need to be worked on.
- Have a more clear protocol for referrals, referral system that can track data (anonymous) to evaluate its effectiveness, make sure students are not just using services to get out of the classroom (as they currently are doing). They miss a lot of instructional time being in the "Wellness Center".
- More targeted case managers. If this is to really work, we need them to not be overloaded. We also need to continue to weed out the students that just want to avoid class and hang in wellness all day.
- The services are great. The social worker and targeted case managers have created guidelines for referrals; however, it is a work in progress. Their specific services need to be made totally clear to students and staff. Some students think the Wellness Centers are 'hang out spots.'
- More counselors
- Have more accountability for our social worker. Our TCMs see more students and they are not as qualified to deal with some of the issues they deal with but when they are the only ones calling students in because there's no other option. The lack of accountability of our social worker is a lawsuit waiting to happen.
- We could definitely use another TCM.
- Employ more Social Workers and Targeted Case Mangers, add more staff to the Wellness Centers, Have a full time nurse on campus.
- The mental SEL health units that are mandated in class are not beneficial. I can provide more details if need be, but those conversations should come naturally with comfort levels and never forced. (For teachers and kids)
- The student need is VERY high & we currently are not staffed enough to meet the demand.
- Perhaps more social workers? We have a TON of students with mental health needs, and our additions to staff have already been SUCH a help! ^_____^
- More training opportunities for targeted case managers. Have targeted case managers focus on their job instead of doing other things such as escorting structured day students.
- There seems to be an underestimation of the magnitude of mental health issues occurring in the population of students we are serving. Teachers do not have the training to address these issues, nor do they have the time while teaching to perform the needed interventions. The district needs to consider increasing Social Work presence on the comprehensive sites. One Social Worker at each site does not begin to cover the need the schools are currently experiencing. There appears to be an increase in aggressive/violent behavior on campus that needs to be immediately addressed.
- Add more. Wellness center employees should be social workers. Not just somebody who "has a heart for kids". Get somebody in there who will hold kids accountable to putting in the work on their mental health. Someone who can teach strategies, techniques, give real resources to, and has a degree that is meaningful to the demands of the work.
- More communication with Parents. Help Parents do the parenting and leave the learning to the school. I'm sure some kids need mental health 'care'. All teenagers go through things at home and among their peers, some are serious. However, I don't really know what services are offered by these employees, and what training they have to provide them. Kids need to take

some responsibility for their own education. If they just come to school and don't get distracted. We feed them, and provide a safe place to learn from qualified teachers. We are doing the job a school should do. Unless their parents are 'bad' - they do not need parents here - they need a desk and a teacher. If their parents are 'bad' - this should be addressed by a parent mental health advisor... Let the kids come and learn. And, I feel that parents should be involved whenever a student is being counseled for mental health type issues - including - and maybe especially including - such sensitive issues as gender identification, and sexual orientation. I am proud of the parent in Chico that is suing the school district over not informing her of her child's situation. Please do not let this happen in our district. If the parent is so 'bad' that things are hidden from them - this should be taken up in the courts, not in the school.

12. Are you familiar with the cultural shift we are making at each of our schools to use CR-PBIS to guide our discipline practices?

96.7% Yes
3.3% No

13. What can we do to improve the perception that our schools do not treat students fairly?

- Create a unity of both high schools, stop divisive ideology, again this is caused by not understanding equity vs. equality and understand that each campus is different.
- Stop treating students unfairly. Obviously.
- Invite Community members/parents to see lessons in our classrooms?
- I don't believe our staff is treating student unfairly. If someone is that person should be dealt with on an individual basis and not clump everyone together.
- Not sure that we have enough buy-in. Continue to share CR-PBIS principles
- Encourage parents/guardians to communicate with teachers on a regular basis.
- Actually follow these programs with fidelity. We have seen the same training video 4 times and have not moved beyond that.
- STOP talking about race.
- I didn't see a problem before this garbage was shoved down our throats. I am really tired of strangers telling me that I am racist.
- First we need to remember that is wasn't all students, it was Female students, Students of Color, and Special Needs students. From there we need to make sure we are responding to situations in an equitable manner for all students. This is difficult when standards/expectations change when a student's parent gets upset.
- Keep publicizing all the great things happening at the schools, maybe even more aggressively.
- Have consistent consequences for issues. Many times this year I noticed an inconsistency in punishments for certain students.
- I think that the students are treated fairly.
- We've always treated them fairly.
- We do treat students fairly when it comes to race and student demographics. I wish those that think we do not treat students fairly could come on campus more often to see and help us with the type of students our community has. The transition to the PBIS process was a smart move, not sure someone needed to call the DOJ about discipline actions to get to this move. Instead the community needs to see what type of social skills and expectations some of our students are lacking. Those that think we do not treat students fairly should speak to the majority of our students that WISH we could discipline students MORE for their actions. I will say that some of the disciplinary actions for all students were/are not consistent this school year. Some get suspended for damaging a bathroom, but others do not for attacking a student. This is evidence that our admin teams needs to sit down and be on the same page regarding what disciplinary actions needs to occur for what expectation that is not being followed. They seem to be a "fly by

the seat of your pants" type of disciplinary action. We just got an SRO. Can we have her here full time?

- Continue with a tiered intervention system to address student behaviors and supports.
- Include more culturally diverse experiences. I'm not talking about lessons in the classroom, instead provide opportunities for students to have exposure to and learn about different cultures. An example maybe having cultural days at school, where community programs/members can come in and authentically educate students, including culturally diverse music, games, food, arts, etc.
- This is a hard one. The first is a charm offensive: clear celebrations of successes that reach the ears of the parents and community can improve perceptions. As for the concern of fairness, this is a broad topic and needs more granularization to determine which aspects of their experience is "unfair". Then, we would need to address if those "unfair" practices contribute to a systemic problem. Additionally, you could try a student/teacher/parent/admin tribunal: in essence a small group that these issues could be brought to for investigation and adjudication. This would increase the amount of "stake" as well as provide an avenue of recourse for those who feel unfairly treated.
- We simply have to do what is right, regardless of who the student is--students make decisions and have to be accountable for them. In regards to PBIS--by definition, students should be learning appropriate behavior, but I do not see where there is a concentrated effort for them to learn this behavior. A student will simply tell you what they will or will not do because they are completely self-involved, disinterested in much other than friends or what is on their phone, or have not been taught how to treat others. This returns to our ability to teach the life skills they are missing. One way to do this is to give students a greater view of a larger world and greater experience outside themselves.
- Our teachers need to be given the message that cultural responsiveness is not a choice. The roll out of culturally and linguistically responsive teaching and learning was weak and only those teachers that really believed in its value participated. It definitely felt like the district leaders were not on board and the message to teachers was that this was nice but not central to the changes in campus. You can't say we're doing CR PBIS if most of the staff is not on board with the CR part.
- People are going to believe what they want.
- Consistent consequences for all students.
- I would love to see some of those who are concerned actually come to our schools and see with their own eyes. We have lots of students who wish those making constant poor choices would receive more discipline. Our tier 2 interventions are not being utilized effectively and we do not have enough of them established. There is a lack of communication between administration and staff about what interventions are actually being used and assigned when an intervention is put into SWIS. Often referrals in SWIS are not dealt with in a timely manner which is not effective for students. We do NOT have an effective cell phone policy or tardy policy so a large chunk of staff have given up on enforcing either. Our discipline does not always seem consistent. In fact the other day one of our students was placed on structured day because an administrator was covering her PE class that she is a TA in and she asked to use the restroom and then did not return however we have students who cut 5 out of their 6 classes almost every day and they don't have any kind of disciplinary action taken, we don't even escort them to the class they are cutting.
- Treat students fairly. Have real conversations about racial bias in the classroom.
- Invite people to come see for themselves.
- This is a good question. I wish I had an easy or quick suggestion. Perception is reality, they say. If the community believes we are not treating students fairly, maybe we should create a focus group (or ask site council) to study and report.
- This is false information and if people want to believe a false narrative... well, you can't fix stupid. The "cultural shift," has given students the mindset that they can do whatever they want and face little to no consequences for doing so. A student walked in front of my classroom door

recently and began to shout, "FUCKING SHIT IS THIS CRAP?!?!?" When I addressed this language with the student, their response was, "I can do whatever I want." This needs to STOP. Our campuses are not safe, our students and staff do not feel safe, I have been assaulted by two students this year (one was allowed back on campus this Spring after they were expelled last Fall), and there's not a desire to leave my classroom to deal with "feral" children who choose to have zero social skills or give two ***** about what respect is.

- I think making sure that all students are being given the opportunity to participate, awarded for achievements and things of this nature that we are doing a fine job. I truly believe that we are treating all students fairly.
- Be clear and consistent with discipline policies throughout the district, not have to fend for ourselves at each site. Have professional development on implicit biases and cultural sensitivity to understand how different cultures and ethnic groups engage in school systems and learning.
- Be consistent. Deal quickly with the violent and disruptive students. Celebrate publicly the successes and victories of our students.
- More cultural awareness activities are needed. For example, schools can bring in speakers or have programs as assemblies (in person or school-wide video watch at the same time) to make it known and clear to students that they matter and are being treated fairly. Add an advisory period that meets regularly and teach students SEL lessons more than once per month. Have a once per semester or yearly Cultural Fair that allows students to express their cultures. Include parents because clubs like the Black Student Union and LatinX are now defunct since students do not attend meetings. Cultural pride comes from the home and family.
- Get rid of it. Violence has escalated since its inception and there is no transparency.
- Documentation
- Just hold students accountable and understand that we all come from different backgrounds and environments.
- It's difficult to change perception. Just be consistent with discipline
- Find a way to be more strict. Students know they won't have consequences and continue to run all over our rules.
- Make it more aware to all instead of just talking about it!
- Hold the students accountable. The students feel entitled and think they can do whatever they want because they get away with everything, as a result even the well-behaved students start acting out. When the students are finally facing some sort of consequence, they state they are being treated "unfair" because they do not like being held accountable for their actions and rather blame it on another reason. All students need to all be held at the same level of expectations and have strong follow through and consequences.
- I did not know people thought this; maybe publicize data that shows we do treat students fairly? (for instance, a higher percentage of white students are suspended than other races)
- Have the students write/present ideas on school improvement.
- This has not been a positive cultural shift. Students seem more out of control and teachers are doing excessive negative documentation. Teachers are quitting... We need to re-evaluate our current direction as it's not working.
- Tell teachers they cannot take away academic participation points for not participating in school spirit.
- Advertise positive events.
- I will have to think about that, because we are working on that every day in our classes to ensure students feel safe and respected.
- Keep meticulous records of Tier 1 and 2 interventions that can be shared with parents to help them understand the extent of the efforts made prior to suspension. Involve parents in the tiered intervention process so that it's not a surprise when a Tier 3 level consequence/intervention is implemented. Enforce classroom and campus rules at the same level for all students.

- Provide all adults with SEL and restorative practices training and expectations. Address the flaws with the current grading system and provide examples of more equitable systems. IE 0-19% = F; 20-39% = D, 40-59% = C, 60-79% = B, 80-100% = A
- Start by hiring a DEAN OF STUDENTS! Someone at each school who makes sure that all students are treated the same for whatever "issue" is going on. Fair Firm Consistent. The students who aren't being treated fairly are the ones who do not ever cause any problems but have to deal with the 2% of students who are allowed to do whatever they want on campus and cause havoc with no lasting repercussions.
- With discipline - Keep telling the truth. Oversight from the top. Monitor. If an employee of any level is treating certain student groups unfairly - get rid of them immediately. With education opportunities -- we certainly bend over backwards to accommodate underperforming kids, but not so much for the students that are sitting in the seat every day, doing the work they are here to do. Yes, I do raise my eyebrows when I see a kid get 'F's all through his Freshman or Soph year -- and then graduate early from PHS or Ind. Study - before his peers.

14. Do you believe we offer the classes students need to be college or a career ready?

50% Yes
50% No

15. If you answered "no" to the previous question, what courses do you think we should offer in the future?

- Just look at our test scores, A-G requirements met, lack of progress of EL students, etc.
- Not all of these kids will go to college. Offer more classes related to careers. Business classes. Cosmetology. Media classes. Things where kids can learn a trade.
- We should offer three levels of each core course. An AP option, a CP (College prepared), and a regular option. Right now our students are either in an AP class or lumped in with every other student. Some students want to be prepared for college without having to take on the workload of a college student right now. CP would fill that void.
- I don't believe it is staff's fault because they are trying to help students succeed but students have become increasingly needy and unmotivated. Students are not prepared for college because they can turn in late work and get 100% on the assignment, that is not college ready.
- We need to offer more courses (ex. physics at LPHS)
- Woodshop
- Our college and career counselor at OHS is not capable of doing the job.
- For college bound students: Medical field pathways; criminal justice pathways; day care pathways. The OHS auto program is wonderful, but it is the only course study that caters to the "blue collar" students. I wish we had construction courses. Or Laborer courses. Plumbers, roofers, electricians are really hard to find in this day and age, and we do not encourage students to follow any passion that may show them these options. (And the state punishes schools that don't have a high university/community college percentage, so I know why OUHSD doesn't push these options.).
- We may want to consider more classes such as digital illustration, hospitality, etc.
- Offer other languages. Offer other pathways other than AG such as computer science, Industrial, health care, etc.
- We need to have more classes geared towards trade schools and college courses. They need to learn about different career options now rather than after high school.
- Real life skills, less and less students are attending college and will need to know how to survive after high school.
- Students should be required to take 3 years of Math...our math scores will never improve with just 2 years of it being required when the CAASPP is a Math 3 level test. We need a tech pathway offered for our students. Graphic design, Media class, coding. Our principal stating

that he wants all subjects to be dual enrollment courses. There needs to be way more information and preparation for this to occur in all subject areas.

- Opportunity for work experience class where students are supported in the process of finding employment and being active in it.
- A vast majority of the students at my school will not be attending college, they need courses that will provide them with experiences that will prepare them to not just be "career" ready but ready to function as an adult in society.
- There has been an increase, but we are still quite far behind. Elective offerings are currently mid-century both in scope and usefulness. Electives such as 3d printing, Autocad, Photoshop, etc. are already made for careers of the future. Additionally, too often "career" focus is on a simple or low level job. These jobs will not be present in the workforce within the next 5-10 years due to automation. But what will not be replaced is resourceful, creative thinkers, who can program, devise and design systems of automation. Too often General Education is frowned upon, but GE allows for the greatest flexibility.
- But we can offer greater choices and more structured programs in an academic or career area.
- A two year math and science requirement does not prepare our students to meet the minimum requirement for UC or CSU schools or most out of state colleges. Further, both the CAASP and CAST tests are designed to assess 3 to 4 years of math and science standards. The message we are giving to our students is that they aren't capable to meeting those standards and still graduate. Our CTE pathways are also limited to a narrow set of career options. Our AG program is fabulous, Chef V is giving students an excellent experience of what being a working Chef is and connecting students with opportunities outside of school, but that's it. Our auto students aren't getting certified for anything or building relationships with employers outside that give them a leg up on their careers. Other schools in the area provide CTE options in education, business, medical tech, and more. If we were serious about both college and career, we would be developing new options.
- Personal Finance. I try and implement a section of Personal Finance in my econ classes to cover basics such as checking accounts, paying taxes and tax forms, credit cards and other loans but I don't have enough time to cover it thoroughly.
- I think we need to be careful as we add new courses to our handbook. If we offer choices that don't help students be college, career ready - they take away enrollment in core classes. I've heard talk that we will be offering a Finance class in math. I'm worried that this class will not line up with college pathways. If students find classes that are easier than core classes that meet graduation requirements, but do not meet college/career pathways, then we are distracting our students from paths that will open more doors. Many freshmen do not know if they want to attend college yet. Having them take core classes that will open the doors to these pathways, allows them more choices for their future.
- CTE courses.
- We need to go to a 7 or 8 period day so that students have more room in their schedule to take courses. We really need classes on financial literacy.
- Not necessarily more classes, but update/modernize current curriculum and instructional practices. Much classroom instruction focuses on how much work is completed (packet work), not mastery of the content. We need honest and open conversations about grading practices. Be more strategic with students enrolling in independent study. Most students seeking IS are looking for the easy way out. Have firm Add/Drop deadlines for course changes like college does.
- It's not the course offerings. It's the culture, whether pervasive or just post Covid of school being primarily social. Students need to come to class to work and learn. Even our top end students seem put out by being expected to work for their grade and are pretty entitled. Consistent expectations of putting phones away, being on time and ready to work from bell to bell, instead of thinking that they can leave class to do whatever and arrive late, leave early and be social during class. When I demand that my students be students, it seems that they

aren't being asked to behave that way on a normal basis and act like meeting expectations or following rules is for others. Hard battle to fight, when you are trying to teach content and advance them academically towards CC Readiness.

- More electives, including technology courses are needed.
- I think more should be offered. A 7 period, 5 periods/day would allow for more elective classes and we could offer more pathways.
- More certification programs in the industrial arts.
- Life skills would be a plus.
- Plumbing, Contractor, Electrical apprenticeship. Data and networking classes. Medical Field, Office skills- data entry, Google Suite, Organizational skills, Excel.
- More CTE and vocational,
- Students need to know how to function successfully in the real world. Provide classes that focus on financial stability and management.
- Of course we need to offer College prep classes but we are not supporting career classes. We need to add and modify.
- First of all, you can't offer new classes if you are going to require 25 students to sign up every year. You have to give time to build it and the reputation. The other big problem is we are giving science credit for Ag classes at LP. The word is out on how easy those classes are and kids will continue to flock to them and our test scores will continue to be horrendous until we wake up and put Ag back where it belongs as an elective. They do not and cannot teach science standards and Ag standards at the same time, there is simply not enough time. Furthermore, the Ag teachers are not qualified to teach science they only hold CTE credentials. The CAASPP test only tests based on NGSS and Ag does not touch these. When these Ag students get to college they will be embarrassed that they cannot keep up in real science because they have no real science basis. This subject REALLY needs to be reassessed, we are doing our kids a huge disservice, fooling them into thinking they are getting a real science education by taking Ag classes. We also need to offer some more CTE classes like a general maintenance class that teaches the basics of plumbing (unclogging a sink, priming and gluing, etc.) Electrical (simple wiring) Tool use (these kids have never used a hammer or even a screwdriver) simple woodworking, etc.
- Life skills.
- Provide STEM opportunities for students, look at additional alternatives for Dual Enrollment.
- More real world skill-based classes. Focus on trades, medical, etc.
- The district offers the classes students need to be college ready, but the district needs to examine the percent of OUHSD graduates who follow through on enrolling in college. If the majority of graduates are not enrolling in college, then the district needs to provide the types of classes students need to be job/career ready. Does OUHSD offer classes to students that teach them how to budget, fill out a job application, practice an interview, create a resume, understand credit cards, write checks, address envelopes, understand taxes? Do students have the opportunity to get work experience and on the job training while still enrolled in high school? Do students have the opportunity to earn elective credits for work experience outside of school?

16. Do you believe we provide enough guidance to students to prepare them to be college or career ready?

42.6% Yes
57.4% No

17. If you answered "no" to the previous question, how can we better prepare students to be college or career ready?

- Again, there needs to be more counselors. The ratio of student to counselor is outrageous and there is no way the counselors can meet with students to give enough guidance to every student as they SHOULD be doing. There is just not enough time with the number of students attending for them to do their job effectively.
- Students whose parents do not have the expectations that their student will go to college tend to think that their teachers do not think they are college material. There is a need to help students understand what their options are towards college and careers and if we incorporated this into SEL lessons like we did during COVID I think that would help.
- There needs to be a college and career team. I think currently the person doing college and career is not educated info in the matter to hold that as a single position.
- Our college and career counselor at OHS is not capable of doing the job. Our counselors do not have time to do pro-active things for our students in this regard.
- Our college bound students do get counselor and teacher preparedness, but not those headed to non-college careers. See the previous question and answer.
- Some kids are not going to be ready to take advantage of the services offered.
- Teachers can't teach when we are dealing with fights and willful failures. I don't find I spend my time teaching, I find I am talking with students and telling them to behave.
- We have a hired position to take care of this and we have 3 academic counselors. What is it that the community wants? Use those answers to help guide our school to provide those wants. Who is going to lead this?
- More work experience opportunities.
- I mentioned before, the vast majority of our students (at my site) are NOT college bound. They need more exposure to different CTE courses, we currently offer a few CTE courses, Construction, Child Development and Recycled Cycles, if students don't have an interest in one of those 3 CTE courses, they are struggling to find something that can help them be "job ready" when they leave high school. We need more CTE courses, in order to do that we need more staffing and more facilities. We need a work-study program where our students can get connected with local businesses as interns/volunteers and potentially hired on. Our students need hands on time in this area.
- Students with high aptitude are forced to remain in courses that are geared from mid to low levels of competency with class sizes of 30+. Teacher cannot stretch to accommodate their learning needs and offer them real extensions of content while scaffolding others. High students become apathetic, and worse, lose sight of their abilities as vital resources to their happiness and the society at large. I recognize the "honors" classes may create a tracking and agree that this is not acceptable, but neither is leaving an entire segment without any consideration of their particular needs nor offering them advanced content a solution.
- We are giving the basics but need to do more.
- Many of our students don't have college educated parents. Navigating FAFSA, college applications, scholarships, etc. is a lot for students to take on even if their parents can guide them based off their own experience, much less those students who are first generation college applicants. It would be helpful to have parent/student workshops that are designed to guide them.
- Most of our students aren't even clear what the requirements are for getting into a state college or UC right out of high school. They hear about the graduation requirements for high school but there is no clear explanation when they are signing up for classes about what other requirements they would need if they plan to go right to a 4 year school. I wish that all of our freshmen would get this information at the beginning of their freshmen year with some kind of goal sheet that they could keep track of how they are doing on. I also don't think they have a clear understanding of what trade school or other career options are available to them. I know we have a college and career tech now but I see a lot of posts using Parent Connect through

aeries and google classroom but not an actual presentation for students that would help them in preparing for the path they are most interested in pursuing.

- Hire counselors who actually know how to show kids their options not tell them, "School is hard join the military" during a class presentation to freshmen for picking the rest of their classes.
- We don't have a robust college and career program. It seemingly is always one step behind rather than presenting info that inspires students to attend a university or trade school.
- Students are more prepared in some programs (like ag) than others. Our counselors do a good job, it just seems like we need more CCR preparation.
- Have assemblies for each grade level reviewing the differences between graduation and college requirements and where each student is in regards to those pathways.
- Provide a career/college day in person, trade schools, students need guidance on what to do for college or careers.
- Some students are going on college/university tours, but there should be more follow-up upon return. And, unfortunately, some students are unaware of the college/university tours. Also, the upcoming Career Fair should become an annual event.
- Although we offer guidance I think the message gets lost. It could be that our students don't take advantage of the information or we don't make it readily available so they know where it is at all times. Maybe class advisors could help with this.
- Make sure students have conversations about after high school, explain the college requirements regularly.
- More diverse course offerings especially for those not planning to attend college
- Students are not disciplined enough because in my opinion high school is too easy on them when dealing with their behaviors.
- College and Career tech doesn't know how to meet with students to get them ready. More technical classes for those not going to college. More examples on the financial side of college, the whole package. Food, housing, tuition... living.
- More college trips for all students.
- Give them more structure and consequences. They think they will be able to do whatever they want in college and not have to be on top of their assignments just like now in high school.
- Our college and career techs are NOT college graduates, they do not have the skills or experiences needed to help our students. Unfortunately at OHS our students are not getting the help needed and this has been brought up many times, no one is listening. I have sent students in to ask about college and trade school, neither got help! We need a person that is prepared and knows what he/she is doing. Many of our students are complaining they do not get the help they are requesting. Again someone look into this position and reconsider reclassifying it.
- I think we could work to design and implement an apprentice/work study/internship program where senior students could job-shadow after lunch for two periods.
- Classes on real job experience and training.
- The College & Career advisor needs more support - it really should be a certificated position.
- Hire a college and career support person who has been to college and has the knowledge and experience to guide students.
- Students should be able to earn elective credits for work experience. Many other high schools do this. The high schools should provide a job placement program for students who have an interest in gaining work experience. Career bound students should leave high school with work experience already on their resume. Students should have more access and exposure to job training programs via presenters and field trips.
- The campus is disconnected and any goal you set out will not be achieved until a leader comes in and puts the students first instead of their own agenda.

18. What three things does your workplace do well?

- Offer different services.
- We care about our students, we are committed to them and support them based on the resources and direction we have been given by the district.
- How sad...I'm having a very difficult time coming up with three. This is something I would have to think about. Oh. Anytime I need a physical improvement, it's approved immediately. I requested some office supplies that were out of budget and they were approved immediately. I do love that.
- Build relationships with students, provide our students a safe space, and that's just about it.
- Care about students, create opportunities for students to visit colleges or go on field trips, create Common Assessments in PLC.
- Care about students. Genuinely want to help students. Want to see students and the school improve.
- Student relationships, involvement in athletics, differentiated instructional practices.
- Treats students and parents with respect, provides appropriate instruction, provides support options.
- Our targeted case managers and social worker are building relationships and helping our students. Our campus supervisors are doing a great job despite being overwhelmed. Our teachers are working hard to provide extra support academically and emotionally to our students.
- Good report with students, staff works well together, our staff does what is asked of them by the district and board.
- The majority of our staff are very friendly and approachable, (although some of the newest hires are a little standoffish - might be shy), and the offices work well together on the OHS campus...we are family. I am pleased with the administration at OHS. There are a few questions and hiccups that pop up now and then, but it is a new staff with little or NO training. Despite what the CR-PBIS garbage tells you, our staff doesn't care about the color of skin or sexual preference. We care about all students, and honestly hope every single one of them becomes a phenomenal adult that does great things.
- Everyone does their best to meet students where they are and are willing to show tough love when it is needed even if they don't always feel supported.
- Handle crises, nurture kids, advise/coach clubs and teams.
- Great AG department and student School Spirit.
- We have some really great teachers! Our band is top notch as well as AG and Academic Decathlon
- Flexibility, individualized, supportive staff.
- Good work environment, friendly students, many good teachers over the years.
- Care about students, do our best with the changes that have occurred in education since the pandemic, and provide positive activities for our students.
- Working together to support each other, supporting the students as a team, supporting the students as people in addition to academics.
- My school works very hard on building relationships and trust with all of our students. We do our best to celebrate our student's diversities and celebrate individual achievements.
- My department is cohesive, we discuss actually topics relevant to our instruction, share what "worked" and "didn't work", as well as all materials.
- Faculty and administration is supportive of each other. My department (English) is completely on track with a long range program for preparing students for testing and improving test scores. We have a great library and librarians. Our staff cares for students in many different kinds of situations. Our staff is experienced and experts in their disciplines/the district sponsors programs that are useful (i.e. Tutor.com, NoRedInk)

- We offer a diverse number of clubs for students to plug into campus culture, we have a staff that really cares about students, our co-teaching model of SPED is doing amazing things to support all learners.
- Collaborate within the department, staff is generally supportive of one another, Pa is amazing, she deserves a raise!
- The math department has been working with ""Building a Thinking Classroom"" methods. These include using vertical whiteboards all around the room and having students work in random groups each day. They stand up to work on the problems. We have seen an increase in student participation. Students have been commenting about how much they like math class. Teachers supporting teachers. I feel like we have a great work environment where teachers can rely on each other. The teachers in my hallway frequently check on me. It feels great to work at a place where we feel very supported by each other. I think our Wellness Center is amazing! Our targeted case managers do a great job of supporting students. I also think our campus universals are respectful and kind to our students. Many times these universals are the ones escorting students on "structured day." I have had students tell me that they felt very respected as they were escorted around campus. Some have formed bonds with our universals and know have another caring adult to turn to in times of need.
- Staff support each other. We care about kids. We are able to overcome adversity
- Care. Connect. Teach.
- We care for students. Teachers are dedicated to their profession.
- Day to day operations.
- We connect with students. We go above and beyond to be sure they have their basic needs met. We modify what we need so that students can start becoming successful.
- LPHS has a good vibe. Teachers respect our diversity. Our ag program is outstanding.
- The bells usually run on time, I like most of the people I work with, the heater works in my classroom.
- I like that we have staff meetings in the mornings, the communication is getting better but is still not great, and highlighting student achievement.
- Support student mental health. Teachers covering each other's classes when subs are not available.
- Care for kids, give them opportunities (whether they take advantage or not), support each other, helpful, team players, and supportive
- Some staff are very friendly and form positive relationships, but as a whole there is no community and the morale is low.
- Financial support through ESSER has created so many opportunities to our band students. I really do believe that the new equipment was a crucial piece in making our ensembles have what they needed to be successful. Now we do need new funding sources in the future otherwise our instruments/uniforms/equipment will not get the repair they need to stay in good condition. Is there a way we could use LCAP funds to create a more sustainable budget. With inflation, 8,000 budget for a high school band is tough. The band program on average uses about \$50,000 a year for new equipment, repairs, choreography, and instructional materials. Our boosters do a wonderful job trying to supplement this, but it is getting more challenging year after year.
- Teachers take care of each other. Teachers take care of students.
- Rigorous curriculum, athletics opportunities, mental health services.
- Offers PD, district sends regular updates, student recognitions online.
- We help students develop and thrive.
- Connect with students on a personal level. Credit recovery.
- Communicates very well with staff/households/community, supports personal development and puts students first.
- Genuinely care for the students, accommodating personal necessities, excellent IT department.

- We are building our academic classes that we offer. We have a great history to build on and strive to find again.
- AG, Culinary and Math.
- They are kind. They try to be accommodating to teachers to a certain extent.
- Teachers are supporting each other.
- Staff supports each other, loves students, and works hard.
- Provide a lovely well maintained campus. Administration is approachable and will offer solutions to various learning situations. We have an amazing cafeteria staff that go out of their way to provide tasty meals for our students and staff.
- Credit recovery, offering independent study to bridge the gap of students we might lose for various reasons, and adding late start.
- Hold staff meetings that repeat the same outdated material over and over all year long.
- Staff coming together to support each other & students, building relationships with students.
- Give understanding, love, and kindness to students.
- Teachers give great support to students. Targeted case manager system is ran well. Universals are a great addition and helpful at school.
- Social Emotional Learning and counseling support, building meaningful relationships with students, providing school-wide culture building activities.
- CRPBIS/Discipline, campus supervision, and Foundations program/staff
- We take attendance, we put in grades, we have a lot of meetings
- When kids are here and not distracted: Teaching, Tracking, and Supporting kids

19. What three things need to improve at your workplace?

- Communication.
- Educational system (need to update), curriculum in some areas and retaining and hiring staff.
- Communication is absolutely lacking. There is not a single person I've encountered that has received training on this campus. (LPHS) You are literally put in a position and given very little instruction. It's daunting. There is no support from admin or higher. NONE. I have a million examples of what I mean but I don't have time to list them all.
- Accountability with athletics (our athletic teams are a joke and it's because our district puts absolutely zero resources or emphasis on them), funding for extra-curricular activities, and discipline for students who just cause problems day in and day out for students and staff.
- Making more data driven decisions, safety-closed campus and knowing more about what happened in SWISS when students are given consequences no one can see them or what is happening, more buy in for t-bird bucks
- Accountability for teachers and students. Overall buy-in. If a student is causing several issues more severe consequences, a student should not have the opportunity to be in multiple fights, cuss out teachers, have campus supervisors following them around when they refuse to go to class and it feels like any punishment takes forever or doesn't hold weight for the student.
- Student/teacher relationships, club involvement, teacher involvement in extra-curricular.
- Access to lower level curriculum and student attendance.
- Safety, communication, organization and planning.
- Discipline, transparency when it comes to master scheduling as well as teacher input.
- Accountability!! There are no consequences for student bad behavior; we tend to reward these students instead. See my last sentence of the previous answer...we are not teaching them to become great adults. We are not training them to take instruction from bosses or to work with other employees in their adult lives. We need to put "fun" and practicality back into the class room. I am afraid we have become boring and have lost the interest of the students. We need to keep subject matter interesting and apply it to the daily duties of adult life. We to always remember that the facts are not always inside the box. First impressions are not always who or what a person is every day. That goes for students and staff. We need to A) Remember to be

patient. B) Remember that respect is usually a two-way street ~ in order to receive it, it needs to be given. If you see something that is wrong, say something about it...going first to the person privately before making it public. Sometimes we tend to hit below the belt.

- Without teachers we don't have a workplace and that means that students AND staff need to feel supported.
- Traffic safety, parent involvement, rallying the kids to improve school culture.
- Consistent discipline, improve staff morale/school spirit, creating pathways to help student engagement.
- Our VP should be doing a job and not riding around with Will on a golf cart telling teachers to do HIS job!!!!!!!
- We need help getting kids to class!
- The kids who are not going to classes need to be moved from LP or we need to go back to having separated campus for those students who need constant guidance and discipline.
- Violent students need to be removed from campus.
- Teachers should be held accountable for teaching! I would like to see more admin supervising teachers and helping them to do their jobs better.
- Someway to raise student willingness to participate in their own education.
- Classroom set of Chromebooks-The IT department to care about classroom needs vs. "putting in a work order for it then to be closed". Trust and build relationships with staff and admin. The Intervention Policy to be followed consistently. Emails need to be responded to in a thoughtful well written timely manner. Install a heater in the Staff bathroom during the winter months, Really know what the staff does day in and day out and celebrate them. Use the staff leaders on campus- only a few are being used when there are many more that can help lead the school. Set the standards of clear expectations and learning in all subjects. Manage the state testing on campus by asking those that were involved in the past
- Schedule change to better support students, more work experience opportunities .
- MORE than THREE - We need to improve student attendance, improve student motivation, decrease student cell phone use, decrease the length of each class and improve our discipline program. Students that are showing up, have very little motivation to work and spend a lot of their class time on their phones. If we could put the phones away (YONDR pouches), there would be less distractions keeping them from being productive in class. Students lose their ability to stay focused on a task after about 30 minutes, let's reduce class time from 55 minutes to 40 minutes. Discipline, there has to be some disciplinary action/change in placement that we can take regarding students that are disruptive, disrespectful, defiant towards teachers and peers on a DAILY basis. Prospect should be able to have a process to be able to shift student placements (only in extreme cases) from Prospect to a more restrictive setting like CDS.
- Safety, Relevant Electives, increasing "buy in" of community, teacher, parents, admin, and students.
- Need to have more faculty discussion of issues--it helps to know you are not the only one that is feeling overwhelmed at times (a Wellness Center for faculty), strategies in common for dealing with students, more understanding through faculty discussion of the psychology of today's teenagers, with a special eye to trauma and the effects of Covid, common cell phone policy (doesn't work for one teacher to allow phones and another to ask students to put them away), Chromebooks that work and hold a charge for the entire day.
- The leadership team needs to work more cohesively to address behavior challenges consistently so students and staff know the boundaries and feel supported, we need to bring back athlete study hall so that our athletes can be supported to keep their grades up when they miss so much class time. We need to see our feedback result in changes. The recent conversation with Thrive was heated because it felt like once again we were pin pointing our concerns but that once again the status quo would continue.
- Add more murals, our school is boring. Let the students design and create murals to brighten up the school and give them a sense of ownership. Give teachers the ability to curate the websites their students have access to. Staff need to stop replying all to emails. The way our school does

the daily bulletin is ineffective. Stop implementing arbitrary rules and then broadcasting them to teachers over the loudspeakers.

- Wellness Center- Although our Targeted case managers do an amazing job, I think they could be supported a little better. Our case carries use their own money to provide water bottles and small snacks to students in need. I think if we are providing a wellness center, water and snacks should be provided. It makes such a huge difference. I provide these in my classroom as well because small gestures like this really shows students we care. Chromebooks- I know students are issued Chromebooks and should be bringing them to school every day. Many students do not. Many students come from homes that don't really support their academics. I feel that the school should have everything a student needs to be successful in the classroom. Even college campuses have carts of Chromebooks for students to borrow during class time. I think if the classrooms could have about 10 loaner Chromebooks in the classroom, it would allow all students to be successful. We are encouraged to use testing programs (computer based) so that we can disaggregate the data from common assessments. I do not feel comfortable giving computer based tests when I know many of my students show up without computers. It's not equitable to give tests that all students don't have equal access to. I'd love to see our campus cleaned up, painted, athletic fields kept up. A well-groomed campus says a lot to our students. We need to make this campus a place students are proud to be a part of. I think clean, well-cared for campuses show students that we respect and value them. I'm excited that some new desks are on order for next year. I think it's sad that it has been difficult to find desks that are not broken for our students to sit in.
- Communication, accountability, leadership.
- Behavior. Discipline. Attitude.
- Communication, leadership that inspires, and a communicated vision of our school.
- School culture, school attendance.
- We need a van. We need a couple CTE teachers. We need a campus supervisor.
- Admin needs to communicate more effectively (last minute notices are the norm). We need to implement PLC with fidelity. We need more Chromebooks for students and a better system of accountability for student Chromebooks.
- Internet / technology is controlled by a power-hungry mogul that refuses to attempt to change any settings to allow us to teach our students better. When I submit work orders, often times they are closed immediately without any attempt to fix the requested item. We need to be treated as professionals in the workplace. Daily announcements are made telling staff, "Don't do this and don't do that." Admin needs to find out who is doing, "this or that," and have a conversation with that individual. We need to be able to have access to a department Chromebook cart, given access to the internet to be able to show our students material, and we also need to be given access to a software app that lets us control what a student is looking at via their Chromebook. Until these things happen, moral will continue to plummet, we won't be able to make our students 21st century learners/collaborators/problem solvers. Our administration needs to be consistent, respond to emails within a reasonable time period (more often than not some administrators simply refuse to respond to the majority of emails), and we need to have follow-through from our administration.
- We need to improve student discipline, holding students accountable for their actions, communication, and a camera system that covers all areas of the school (my shop and room are a blind spot, if items gets stolen there is only one camera that might see the person).
- Data: make school-wide decisions based on data, how to collect data, how to interpret/review data. Campus Security: keeping students when/where they need to be. Student Attendance.
- Discipline (Hate the DOJ, not blaming admin), Consistent Buy In on Campus norms by staff (again, not blaming current admin, long time staff needs to change mindset), Student buy in.
- Communication, policy's, regulation.
- The school needs a stronger leader.

- Scheduling (more band periods/classes by ability levels/combined periods), music staffing (assistant band director, need coaches to be paid the same as varsity coaches and need assistant coaches for drumline/color guard).
- Hiring practices and retention of teachers and staff.
- Consistent discipline, transparency and administrative support.
- Communication, more time for collaboration, website.
- Moving students that don't want to be here into other schools or programs that would benefit them personally.
- Accountability, teaching supplies.
- Maybe more CTE course but I understand you can't create a class that you don't have a teacher for. Students kept in class, not out walking around or leaving campus. Students respecting school staff but that's something that starts at home, teaching children to respect others.
- Better communication from supervisors, consistency, guidance and training for new employees.
- We need to focus on being positive thinkers to staff and students. Cancel negativity."
- Safety, Food choices and community involvement.
- More administrative support (including the district office and higher up), being there for the teachers, making teacher and student environment safer, and expel students that are caught with drugs or vaping.
- Leadership, Communication, Transparency.
- The M building could benefit from new paint; more safety measures in place at the district level to support students' and staff safety; more social media and community presence broadcasting how great OHS is.
- Safety: teacher can't teach and students can't learn if they do not feel safe. Upgrade all technology: students need to have quality equipment if we expect them to produce quality work. Have the staff parking lots monitored. There have been too many preventable accidents in the parking lots.
- Get rid of SEL, change our discipline plan/current mandated program as it doesn't work, build better communication amongst teachers, admin and board members.
- Communication, discipline, safety.
- Structured time to work on basic reading and writing skills for non-proficient students.
- Student behaviors and stronger instructional strategies.
- Safety, updating, and helpful policies.
- Security/safety. Communication. New teacher support/training to retain good teachers.
- Providing job placement/work experience for student, academic interventions for lowest functioning students, bell schedule that more adequately addresses students learning needs and gives staff the time they need to develop effective interventions.
- Harsh grading, lack of accommodations provided even when on an IEP.
- Leadership, student discipline procedure, teacher training
- Attendance, Attendance, Attendance. Get these kids to school, in class, focused. I don't know if it's going to take Tough Love mentality or Coddling mentality. We've tried the coddling - maybe we need to apply some tough love. I think we need to address the Parents. I don't know how to do any of this.

20. Is there any other information you would like to share with us?

- I am very honored to be a teacher in OUHSD.
- Morale is low, schools are dangerous, OUHSD will continue to fall behind the curve if changes aren't made, and staff will continue to leave and look for work elsewhere. Problems CAN be solved if input is taken AND USED from school staff, initiatives are student-driven, students are not enabled / are kept accountable, and false narratives are not given clout.
- The welding classes do require a lot of funding and for some it may seem that it needs too much funding. Please keep in mind that I am teaching students a life skill that can make them ready to

head out into a career but I will need the materials and machines to do so. Funding given my way will be spent on bettering the program for the students.

- I would really like more transparency from the district office down to each school site. Questions and concerns from staff are often unaddressed, emails forwarded to multiple people and still no response. I would like to see more support and collaboration from the district office (superintendent) and board members. They seem to be unaware of campus specific struggles and therefore limit our autonomy to address them as needed.
- Make sure all administrators clearly know their job descriptions.
- When students do something that is of concern to adults/students around them, staff who work with that student should be notified ASAP.
- Pay classified employees better to lessen turnover.
- The last couple of years have been very challenging. I don't envy our leadership with the decisions they've had to make and how limited of time they've had to respond. Through it all they've continued to support staff and students.
- Our staff on all levels need to become more united as a staff.
- Prepare our students and staff for the future, they deserve the very best.
- Restructure tutorial classes to offer a structured time in school day for non-proficient students in reading writing or catch up on work. It's not offered to foundations students who are falling behind in classes. This would be a better option to fill their schedule than to stick them in a non-academic class for an easy A to graduate them.
- The district has multiple new teachers that are not being supported to ensure their success. Administration is too burdened with discipline and process issues that they aren't able to support in the classroom. Something such as an instructional coach (from a teacher), more in-class feedback, or other incentives to hire and retain teachers is necessary for growth.
- Thank you for asking. Together we can become better. :)
- Please do something with the staff surveys. We have received so many this year and while we are glad you want to hear from us, we would like to see our words put into action.

22/23 Community LCAP Survey Responses
(24 responses)

1. Have you ever served on a district/school board or committee?

66.7% Yes
33.3% No

2. We produce a District newsletter twice per month that is posted on our Facebook page and website. The newsletter includes stories about current district and school events, introduction of new staff, school board agendas, athletic information, our Hall of Fame, new programs and more. Have you ever read our newsletters?

66.7% Yes
33.3% No

3. If you have read our newsletters, do you enjoy what we include or have any suggestions for us?

- I read it regularly and think it is terrific!
- Es en español?
- The Boys and Girls Club are located on both Las Plumas and Oroville High campus. Including their upcoming events, announcements, and calendar would be helpful.
- It is very expansive coverage of all.
- The Newsletter covers all the important topics that is currently happening in the District. I enjoy reading each one as it comes out.
- More pictures would be great
- I enjoy what is included.
- It's fine. On an unrelated topic, it would be nice if the local paper published OHS sports scores. Or is the problem with the coaches not reporting the scores?
- I do not read them often but do enjoy the updates when I do
- I enjoy what you include.

4. How often do you check the District's Facebook page (OrovilleUHSD)? You don't need to have your own Facebook account to do this. Just scroll to the bottom of our website (ouhsd.org).

25% Regularly
50% Occasionally
25% Never

5. For those of you who have seen our Facebook page, do you enjoy what we post or have any suggestions for us?

- I check it daily and make regular comments.
- Yes, I am grateful to know what is happening in our community's high schools.
- Es en español?
- The Boys and Girls Club are located on both Las Plumas and Oroville High campus. Including their upcoming events, announcements, and calendar would be helpful.
- An opinion page for students would be interesting
- I do not check it often as I do not have Facebook but when I do I enjoy the posts
- No suggestions and yes enjoy
- I really enjoy what you post.

6. Our District website (ouhdsd.org) includes a lot of information about upcoming events, district announcements, student and staff recognition, our Hall of Fame and much more. How often do you view our website?

33.3% Often
50% Occasionally
16.7% Never

7. How well do you feel that you are informed about what is happening in the district?

37.5% Very Informed
37.5% Well Informed
25% Very Uninformed

8. Unfortunately, getting positive newspaper coverage on our events is nearly impossible. Please share any suggestions you have to help us improve communication with the community.

- Social Media seems to be the best vehicle of communication these days. The daily newspaper, sadly, is not what it used to be. I feel OUHSD is making every effort to communicate with stakeholders. Sadly, we'll never reach all.
- I am retired now. But, when I was a teacher in the Oroville City Elementary School District, I was told when I could provide my own photo and written article, my chances were better for getting my submissions to be accepted. I am wondering if that is helpful information still today.
- Community meetings?
- Partnering with local organizations and the Clubs located on your campus, such as the Boys and Girls Club, would definitely help spread your messages and announcements.
- The newspaper says it is up to the coaches to give them information. It would probably be up to the teachers to also give information to the M/R on whatever they are doing as we have no reporters covering the schools.
- Provide news releases directly to local newspapers, TV and radio stations.
- I feel that OUHSD works diligently to communicate with the community,
- Why is it impossible?
- Doing a good job.

9. How do you feel the district and its schools are perceived in the community?

25% Positively
54.2% Good
20.8% Negative

10. If you answered "Negatively" for the previous question, please provide some examples of why you believe the district or its schools are perceived this way.

- Violence, bullying on campus with little or no accountability.
- Kids are constantly complaining about how teachers don't listen to them. There are fights almost daily at one of the schools in the OUSD. Email responses are nonexistent. Staff don't care about outside sources, clubs, or organizations that continuously, even when ignored, reach out to provide assistance or another outlet for kids.
- Some of the requirement from the DoJ hamper and allow kids to basically be out of control. They decided not to go to class and sit at a table and screw around. Whatever is allowing this to occur should be removed. I have also heard the racial slurs are not punished in some cases. It is sad to think that basically one person did this to most schools in Oroville (Not Staff either.)

- The board has openly stated its intent to “lower the standards.” (Mrs. King said those very words in an open meeting while the rest of the board agreed). Then the board is forcing out what members have called “the best superintendent this district has ever had.” (Heard numerous times over his tenure from Mr. Sehorn, Mrs. King, and Mr. Damon). The board is being secretive, sloppy, and stupid in its intent to push out Dr. Willenberg so it can form some ridiculous “Athlete Academy,” or become a sports powerhouse. Keep going in this direction and you will accomplish the goal of lowering your standards. This board is a sham. It takes direction from the loudest wheel-no matter who they are. Who cares if kids can read, get into college, be functional literate adults-so long as we bring home the pennant- that’s what matters. Isn’t that right? Prove me wrong!
- Teachers don’t live in town talk so poorly about the Oroville kids. I wish that could stop. Stop this dumb superintendent search. Willenberg is an asset to the district and the community. It’s a bad idea to replace him.

11. What three things do you think our district and/or schools are doing well?

- Being transparent, Social Media, Providing safe campuses.
- Advanced courses, athletes and feeding kids.
- The district seems to have administrators who are supported by staff and community. Good coverage of explanations for emergency events that have taken place. The district has some excellent school board members who truly care about students and not just politics.
- Teaching, informed newsletter
- Providing an afterschool lunch, having access to resources (not utilizing them), implementing restorative practices.
- The outside support orgs supplementing the educational programs, the diversity realization of their students, positive support of students, maintaining a learning environment to meet the needs of the students served.
- Quality of the teachers, mood of the staff, good books. Oh, and the food has improved.
- Academic instruction, career focused teaching and encouraging volunteering.
- Spending money
- They work diligently to communicate with parents and the community. They go above and beyond to be there for students. They have caring teachers and a Staff that works to be there for the students and their families.
- There is a high level of commitment from staff, administration and the district. There are good afterschool programs available for students.
- Engaged school board. I understand that teachers looking for teaching jobs are few and far between - in general good teachers.
- Not much right now. This survey is pointless. The board won’t listen. They never do. Unless it’s a deal made during business hours of the lock shop, nothing gets heard.
- Having a resource officer back on campuses daily at some at the schools
- You have an outstanding superintendent in Cory. Getting rid of him is an awful decision. It makes me question the capabilities of the board and the validity of their other decisions.
- The Oroville principal was a good move.

12. What three things do you think we need to improve in our district and/or schools?

- Academic achievement, hire the very best teachers and keep them, have a well-defined strategic plan.
- Lower class size, better discipline, weed out students who bring the whole school down and reduce the level of learning in the classes.
- More effort to improve student attendance.
- Change to a year round school to avoid student learning loss.

- Email response time, including other organizations that reach out in important meetings, listening to the kid voices.
- Better libraries, more current textbooks, higher pay for teachers.
- Discipline
- I feel that everyone in the OUHSD works very hard to be there for the students and their families. They also reach out to the community to keep them informed as to what is happening for the students. OUHSD is a Caring Community!
- Continue working towards restorative practices for youth
- Sports (can be a tremendous plus for overall school spirit). ALL principals SUPPORT COACHES (certainly was a negative at LP in recent years).
- Keep Willenberg and let him lead! Get out of his way and let him do this job! He's led us for over 10 years and with grace he's put up with the board. No other superintendent has shown up for this district the way Corey has. This treatment by the board is shameful. Whoever thought he should be replaced should be ashamed!
- Give us the raises you can fund. This latest raise is a drop in the bucket for what it could have given. The board holds out because it hates teachers and worships athletics. So dumb.
- Fund programs other than athletes. The athletics is fun but it's not all there is. Drop some money into academics. You know, the REASON WE ARE HERE!!!"
- Keep Cory. Have more ROP classes. More campus supervisors.
- Fire the Principal. Fire the racist AD. KEEP CORY!

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186(d)]

District: Oroville Union High School District

Person completing this form: Paula Blaney

Title: Executive Assistant

Quarterly Report Submission Date:

(check one)

☒ April 2023

☐ July 2023

☐ October 2023

☐ January 2024

Date for information to be reported publicly at governing board meeting:

Please check the box that applies:

☒ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Misassignments or Vacancies	0		
Facilities Conditions	0		
CAHSEE Intensive Instruction and Services	0		
TOTALS	0		

Print Name of District Superintendent: Dr. Corey Willenberg

Signature of District Superintendent: 

Date: 4/4/23

Send to: Educational Support Services, BCOE
G. Wilson
5 County Center Drive, Oroville, CA 95965
gwilson@bcoe.org or fax 530.532.5828



**OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING
March 15, 2023**

MINUTES

CALL TO ORDER

Board President, Mr. Damon, called the meeting to order at 5:30 p.m. on Wednesday, March 15, 2023, at the Transportation Conference Room and via YouTube.

ROLL CALL

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

Administrators Present: Dr. Corey Willenberg, Superintendent, Susan Watts, Assistant Superintendent/CBO and Jon Wood, 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 51225.3**
- **Pupil Discipline—California Education Code Sections 48918/35146**

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

RESULTS OF CLOSED SESSION

At 6:01 p.m., the board reconvened to open session. The following action was taken:

#105-22/23: On a motion by Dr. Englund, seconded by Mrs. King, the board conditionally resolved litigation against JUUL Labs, Inc. and other defendants regarding liability and damages related to e-cigarette use and vaping by the following vote:

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

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

#106-22/23: On a motion by Dr. Englund, seconded by Mrs. King, the board accepted an amended Personnel Assignment Order by the following vote:

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

PUBLIC HEARING (None)

MINUTES OF REGULAR MEETING – MARCH 15, 2023

RECOGNITIONS AND PRESENTATIONS

1. Student Achievement/Recognition – Las Plumas High School

Dr. Collins recognized Steven Chue, Steele Flores, Breven Holloway and Laura Reynoso Macias for having perfect attendance so far this year: He relayed positive comments from their teachers and gave a certificate to those in attendance.

HEARING OF INDIVIDUALS ON NON-AGENDA ITEMS (None)

HEARING OF INDIVIDUALS ON AGENDA ITEMS (None)

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

2. Board Comments (None)

3. Superintendent

Dr. Willenberg referred to a summary of the LCAP, which is currently being revised. A meeting was held February 6th via Zoom. An in-person will be held on April 3rd at 5:00 p.m. in the transportation conference room. A draft of the LCAP will be on the May 17th agenda. A public hearing will be held on June 21st and the document will be sent to the board for approval on June 29th. Surveys have been sent to students, parents/guardians, staff and community members so solicit input. Those results will be on the April 19th agenda. The common theme in the surveys received so far is to keep the School Resource Officer/Deputy.

4. Administration (None)

5. PLC Needs Assessment: District-Wide Data

Mr. Wood stated that he surveyed teachers to determine where we are at and where we need to go. The results are broken up into four blocks: 1) What do we want students to know or be able to do; 2) How will we know if each student has learned it; 3) How will we respond if some students don't learn it; and 4) How will we extend the learning for students who have demonstrated proficiency. Each of the foundational pieces are broken down into scores of one to five, with five being done, four being done to a great extent, and three being some do/some don't. Our average ranking is between 3 and 3.5. We definitely have some work to do. Staff is not confident in many assessments and interventions. We also need to figure out how to keep the upper level kids engaged. We will start tackling and fixing these issues over the next few years. He has already met with the SAC's and will be doing a follow up with them to discuss disaggregated data for their departments. They will start focusing on block #1. Mr. Sehorn asked if the Portrait of a Graduate ties in with this data. Mr. Wood responded that it absolutely does and that we need to solidify our practices. Departments will be working on quick wins, like standards, collaboration between the schools and professional development over the summer while funds are available. Staff want training on assessment development and practices, PLC member, roles and responsibilities, and using data to plan for instruction as part of a PLC meeting/process. Teachers have a lot on their plate and were surveyed about what should be on their plate. Responses included analyzing current programs and being willing to let go of things that are not providing a good return on investment, finding a way to work smarter, not harder, needing admin support and expertise, common preps for more collaboration, and less preps (especially in core areas). Staff identified stumbling blocks include not having enough time, the traditional grading system can be inequitable, current master scheduling and calendar not supporting the vision, lack of consistent and strong message and vision, and lack of focus, lack of accountability and follow through, scope of change being too big, resistance to change/lack of buy-in, staffing and sub shortages, low staff morale, how to include singletons, behavior issues and inexperienced staff and administrators. Staff ideas on what to do first include identifying the purpose and why of changing, common preps, minimum days for cross collaborations, training, building leadership capacity, making collaboration time sacred, finding time for district content collaboration, building smaller core teams that report to larger district teams, increasing accountability and follow through from administration, getting a handle on student discipline/behavior, organizing the change process, and creating a guiding council to address changes that need to happen. Mrs. King asked what singletons are and if Mr. Wood generated this information on his own. Mr. Wood responded that singletons refer to one ceramics or home economics teacher at a school. They don't have

MINUTES OF REGULAR MEETING – MARCH 15, 2023

anyone to collaborate with. He created the survey and compiled the data that was presented. Mr. Damon stated that he likes the theme of going deep instead of wide.

6. DOJ Update

Dr. Willenberg reported that Dr. Rubalcaba will be visiting our school sites on March 31st and holding office hours. The DOJ will be in the district on April 20th and 21st. The translations of the Community Bulletin are being finalized and will be released soon.

OLD BUSINESS (None)

CONSENT CALENDAR

7. Minutes from the February 15th, February 21st and March 6th Board Meetings
8. Check Registers Dated 2/7 – 3/6
9. Monthly Financial Statement
10. Hall of Fame Donations
11. Independent Contractor Agreement with North State Audio Services for Graduation Sound Production and Live Streaming
12. Agreement for Consulting Services with the Placer COE for PBIS Tier 2
13. Revised Math Course Descriptions
14. Textbook Adoption for New OHS Courses
15. Emergency Independent Study Plan
16. Graduation Waiver Requests
17. High Risk Activity #1 – OHS FCCLA to the State Leadership Meeting/Competition and Disneyland
18. High Risk Activity #2 – LP/O Band to the Reno Jazz Festival
19. First Reading of Board Policies and Administrative Regulations
 - o BP/AR 0430 (Comprehensive Local Plan for Special Education)
 - o BP/AR 0430 (Comprehensive Safety Plan)
 - o BP/AR 0460 (Local Control Accountability Plan)
 - o BP 3110 (Transfer of Funds)
 - o BP/AR 3460 (Financial Reports and Accountability)
 - o BP/AR 3515 (Campus Security)
 - o AR 3156.2 (Bomb Threats)
 - o BP 3540 (Transportation)
 - o BP/AR 5131.7 (Weapons and Dangerous Instruments)
 - o BP/AR 5142 (Safety)
 - o BP/AR 5148.2 (Before/After School Programs)

#107-22/23: On a motion by Mr. Sehorn, seconded by Dr. Englund, the board waived the second reading of item #19 and approved the remainder of the consent calendar as presented by the following vote:

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

NEW BUSINESS

20. Second Interim Report

Mrs. Watts reported that this report is a snapshot as of 1/31. The CBEDS count is 2347 (down 87 from last year) and the ADA is 1987. There is a negative adjustment to the LCFF calculation. P2 ADA when compared to CBEDS enrollment was usually around 90% pre-COVID but is now trending at 84%. Revenue changes include increased federal ESSER funds, bus replacement grant, ethnic studies grant, BCOE grant and PHS grant. Expenses include raises and benefits, additional teacher and Targeted Case Manager for PHS, Chromebooks, special education, cameras for buses, increased legal fees, contracted positions, Thrive, an electric bed and the School Resource Deputy. The cafeteria and OAE

MINUTES OF REGULAR MEETING – MARCH 15, 2023

budgets are effected by salary and benefit increases. The projected ending balance is \$16.5 million, with some funds being restricted. The Multi-Year Projection is based on information known right now. The District can meet its obligations this year and the subsequent two years.

#108-22/23: On a motion by Dr. Englund, seconded by Mr. Sehorn, the Second Interim Report was approved as presented by the following vote:

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

21. 9.89% Salary Schedule Increase for the Certificated Administrative Group

#109-22/23: On a motion by Mrs. King, seconded by Mr. Sehorn, the salary schedule increase was approved as presented by the following vote:

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

22. 9.5% Salary Schedule Increase for the Confidential/Supervisory Group

#110-22/23: On a motion by Mrs. King, seconded by Dr. Englund, the salary schedule increase was approved as presented by the following vote:

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

23. Approval of a Tentative Agreement with OSTA Dated February 13, 2023

#111-22/23: On a motion by Mr. Sehorn, seconded by Dr. Englund, the Tentative Agreement was approved as presented by the following vote:

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

24. 9.89% Salary Schedule Increase for the Assistant Superintendent/CBO

#112-22/23: On a motion by Mrs. King, seconded by Dr. Englund, the salary schedule increase was approved as presented by the following vote:

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

MINUTES OF REGULAR MEETING – MARCH 15, 2023

25. 9.89% Salary Schedule Increase for the Superintendent

#113-22/23: On a motion by Mrs. King, seconded by Mr. Sehorn, the salary schedule increase was approved as presented by the following vote:

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

26. Arts and Music Block Grant

#114-22/23: On a motion by Dr. Englund, seconded by Mr. Sehorn, the Arts and Music Block Grant was approved as presented by the following vote:

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

27. Two-Year Pupil Transportation Plan

#115-22/23: On a motion by Mr. Sehorn, seconded by Dr. Englund, the Pupil Transportation Plan was approved as presented by the following vote:

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

28. BSSP Amended JPA Agreement

#116-22/23: On a motion by Mr. Sehorn, seconded by Mr. Smith, the amended agreement was approved as presented by the following vote:

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

29. Out-of-State Travel Request

#117-22/23: On a motion by Dr. Englund, seconded by Mr. Sehorn, Dr. Collins was approved to attend the ACSA North State Spring Conference in Reno, NV on April 28th and 29th as presented by the following vote:

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

30. Amended Personnel Assignment Order

#118-22/23: On a motion by Mr. Sehorn, seconded by Mrs. King, the amended Personnel Assignment Order was approved by the following vote:

MINUTES OF REGULAR MEETING – MARCH 15, 2023

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

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

Certificated

Lisa Johnson
Teacher – CIS
Change in salary placement per the
Professional Ethics Committee from 9/II
\$68,777 to 10/II \$70,687 p/yr.
Effective 2022/2023 school year

2022/23 Coaches

OHS

Baseball

Earl Johnson Jr. – Resignation
Adam Tressler – Chang from NP to PD
Tom Gutierrez-Change from Varsity Asst. NP
to JV Head Coach (PD)

Football

Varsity Head Coach-Rick Villanueva (PD)

LPHS

Timekeeper – Jeremy Buis (ASB PD)

Track

Ed Carey – Resignation effective 3/13/2023
Chase Hays-Change from Asst. to Head
Rosa Howard-change from Np to PD Asst.

2022/23 UDL Academy

Ramona Saeturn - \$1000
Jennifer McKim - \$1000

2022/23 Substitute Teachers

Andrew Taylor
Ariel Azevedo
Yannee Thao

Jessica Penney
Teacher – LPHS
Resignation
Effective 6/2/2023

Tasha Cummings
Counselor
Voluntary transfer from LPHS to OHS
Effective 2023/24 school year

Classified

Anastasia Marshall
Food Service Department Secretary
Resignation
Effective 3/17/2023

Regina Sayles-Lambert
Courier
Release prior to probationary period
Effective 3/6/2023

Regina Dees
Food Service Worker
Resignation
Effective 3/3/2023

Conor Morgan
Mechanic
8hrs p/day; 260 days p/yr.
Step/Column 22/C \$22.96p/hr.
Effective 3/20/2023

Ashley Ferris
Custodian
Resignation
Effective 3/8/2023

Autumn Roden
Custodian
Resignation
Effective 3/24/2023

Aderia Napier
Para-Educator II – ATC
Resignation
Effective 3/15/2023

Aderia Napier
Para-Educator II – PHS
7.0 hrs. p/day; SDO (197 days)
Step/Column 122/E06 \$19.79
Effective 3/16/2023

MINUTES OF REGULAR MEETING, MARCH 15, 2023

31. Expulsion Case #13-22/23

#119-22/23: On a motion by Mrs. King, seconded by Mr. Sehorn, the terms of the expulsion case were approved by the following vote:

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

- Be expelled for the remainder of the 22/23 school year and the first semester of the 23/24 school year, and said expulsion be suspended.
- Be returned to Las Plumas High School to continue their education as set forth in the student's Stipulated Expulsion Agreement and Rehabilitation Plan, dated and executed on February 10, 2023.
 - Follow all school rules
 - Make positive academic progress
 - Maintain positive attendance including no cutting of classes and no unexcused absences.
 - Perform 17 hours of community service to work off the cost of the broken window.
 - Check in weekly with a Targeted Case Manager.
 - Cannot leave campus during break or lunch.

32. Expulsion Case #14-22/23

#120-22/23: On a motion by Mrs. King, seconded by Dr. Englund, the terms of the expulsion case were approved by the following vote:

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

- Be expelled for the remainder of the 22/23 school year and the first semester of the 23/24 school year.
- Be referred to Community Day School to continue their education subject to the following terms and conditions:
 - Follow all school rules
 - Make positive academic progress
 - Maintain positive attendance including no cutting of classes and no unexcused absences.
 - Student is not allowed on or near any OUHSD campus, or to attend any extra or co-curricular events, including games and dances

33. Expulsion Case #15-22/23

#121-22/23: On a motion by Mrs. King, seconded by Mr. Sehorn, the terms of the expulsion case were approved by the following vote:

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

- Be expelled for the remainder of the 22/23 school year and the first semester of the 23/24 school year.
- Be referred to Community Day School to continue their education subject to the following terms and conditions:

MINUTES OF REGULAR MEETING, MARCH 15, 2023

- Follow all school rules
- Make positive academic progress
- Maintain positive attendance including no cutting of classes and no unexcused absences.
- Meet with Social Worker regarding anger management and other personal issues.
- Student is not allowed on or near any OUHSD campus, or to attend any extra or co-curricular events, including games and dances

34. Items for Next Agenda (None)

ADJOURNMENT

On a motion by Mr. Sehorn, seconded by Dr. Englund, the meeting adjourned at 6:44 p.m.

(Signature of Board Official)

ATTEST:

Secretary to the Board of Trustees

Checks Dated 03/07/2023 through 03/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-252555	03/07/2023	Nicholas Malone	25-8681	Refund Fees-Permit Cancelled		4,939.08
3005-252556	03/07/2023	Greco, Stephanie	01-4300	Reimb-Class Supplies		152.80
3005-252557	03/07/2023	Siplin Jr., Durrell B	01-5200	ReimbMileage-Tier2TrngPCOERocklin2/7/2023		66.84
3005-252558	03/07/2023	Wood, Jon	01-5200	ReimbMileage/Meal-EdTechConvRFeb2023		101.46
3005-252559	03/07/2023	Amazon.com Llc	01-4300	CleaningCompGas	22.01	
				OfficeSupplies	114.26	
			01-4360	TransOfficeSupplies	506.12	
			11-4300	Battery	33.53	675.92
3005-252560	03/07/2023	AZ BUS SALES INC	01-4363	CrossingElecArm&reflTape		883.49
3005-252561	03/07/2023	WILLIAM PATTERSON BETTER BUILT FENCE	01-5640	Gates&FencingDugouts-LPHS		9,634.00
3005-252562	03/07/2023	BUTTE CNTY OFFICE OF EDUCATION	01-5200	RestorativePractWksp-JCruz	25.00	
				RestorativePractWksp-MJenkins	25.00	50.00
3005-252563	03/07/2023	CA. STATE FLORAL ASSOCIATION	01-5800	FarmToFabuloursWkspRegMar2023SanFr anCA		750.00
3005-252564	03/07/2023	EMST, LLC	11-5800	BLS Course(5)participants		350.00
3005-252565	03/07/2023	GOLD STAR FOODS	13-4700	Foods	4,041.88	
				FoodsStorage	149.15	
				FoodsSuppers	239.20	4,430.23
3005-252566	03/07/2023	KEELY FRAZIER	01-4300	Reimb-AmasonGiftCrd-StudentIncentives	50.00	452.49
				Reimb-T-Bird Bucks-StudentIncentives	402.49	1,050.00
3005-252567	03/07/2023	Live Oak Canvas Shop	01-5640	RecoverAwning		
3005-252568	03/07/2023	MT SHASTA SPRING WATER CO INC	01-4300	DO 3 5GAL BOTTLES	29.52	51.04
			01-4363	TRANSP 2 5GGAL BOTTLES	21.52	
			13-4700	Foods	928.55	
				Suppers	212.66	1,141.21
3005-252570	03/07/2023	PG&E	01-5501	7241342564-5	28,613.27	
3005-252571	03/07/2023	PROPACIFIC FRESH	11-5501	7241342564-5	779.33	29,392.60
			13-4700	Foods	1,060.21	
				FoodsSuppers	104.40	1,164.61
3005-252572	03/07/2023	RIVERSIDE TECHNOLOGIES INC.	01-4300	Chromebooks/EliteTouchSrv(305)		94,212.21
3005-252573	03/07/2023	Sunworks Inc.	01-5800	SubSrv3/1/2023-2/28/2024Contract#1820909		33,286.54
3005-252574	03/07/2023	THERAPY TRAVELERS, LLC	01-5800	SchNurse2/12-2/18/2023	3,960.00	
				SchNurse2/19-2/25/2023	3,168.00	7,128.00
3005-252575	03/07/2023	THERMALITO WATER & SEWER DIST	01-5505	6.173.01 MthlySvr 01/26-02/22/2023	72.96	
				6.206.01 MthlySvr 01/26-02/22/2023	80.02	152.98

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Checks Dated 03/07/2023 through 03/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-252576	03/07/2023	TPx Communications	01-5900	168341 MthlySrv 2/23-3/22/2023	1,259.56	
			11-5900	168341 MthlySrv 2/23-3/22/2023	146.90	
3005-252577	03/07/2023	US BANK CORPORATE PAYMENT SYSTEM	01-4300	AGnotebookSupplies-LLaFayette	432.75	1,406.46
				ATCsupplies-JTatom	157.77	
				BikeShopInstSupplies-MKermen	28.23	
				CulinarySupplies-AvonderMehden	550.74	
				CulinarySupplies-SSmith	207.13	
				PBIS Incentives-MKermen	162.67	
				RplcPartsTubingIncubator-AEarley	55.96	
				ScienceClassSupplies-MKermen	188.19	
				SmEquopHandsLearn-AEarley	392.86	
				StudentAtndIncentives-LCollins	181.26	
			01-4360	B.U.S.Forms-JCasaulong	98.07	
			01-5200	2023CAcontEdRegSanDiego(5)-MKermen	3,131.00	
				CCIS3/2023ComplianceWbmr-JOchs	199.00	
				FuelRentCarEdTechConfFeb2023-JWood	20.50	
				RentalCarEdTechConfFeb2023-JWood	232.58	
			01-5800	2023Region2AwrdGalaReg-KWiedenman	45.00	6,083.71
3005-252872	03/09/2023	Castillo-Siplin, Diana	01-4300	ReimbPBISgftcrds		100.00
3005-252873	03/09/2023	Naiman, Maria M	01-4300	ReimbClassDay of theDeadsupplies		88.60
3005-252874	03/09/2023	Mache, Allison C	01-4300	ReimbClassSupplies		128.45
3005-252875	03/09/2023	Mendoza, Froylan	01-5200	ReimbMileage-CutlerConvAdminTrainReno		180.78
				NVFeb2023		
3005-252876	03/09/2023	Amazon.com Llc	01-4300	Calculators(13)	662.03	
				ClassSupplies	180.76	
				ClassSupplies-Munterfering	268.26	
				ExtensionCord	27.70	
				GeoSciencePoster	51.94	
				HiSetBooks,envelopes	57.58	
				Ink&P- TouchLabelTape	147.74	
				Ink-Corey	51.95	
				LaptopBattery	43.24	
				Printer&accessories-Corey	422.76	
				Toner&cardStock	172.74	
				WirelessNetworkCard(5)	162.30	
			11-4200	HiSetBooks,envelopes	81.13	
			11-4300	Credit-DamagedReceiptBooks	69.36-	
				Headsets(20)	465.20	

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Checks Dated 03/07/2023 through 03/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-252876	03/09/2023	Amazon.com Llc	11-4300	HiSetBooks, envelopes	69.36	2,795.33
3005-252877	03/09/2023	AT&T	01-5900	9391008278 MthlySrvcl/24-2/23/2023	27.11	
				9391008279 MthlySrvcl/24-2/23/2023	27.11	
				9391008280 MthlySrvcl/24-2/23/2023	27.13	
				9391008281 MthlySrvcl/24-2/23/2023	27.13	
				9391008282 MthlySrvcl/24-2/23/2023	594.23	
				9391008282 MthlySrvcl/24-2/23/2023	21.14	
			11-5900	9391047160 MthlySrvcl/24-2/23/2023	376.45	
				9391008282 MthlySrvcl/24-2/23/2023	3.81	1,104.11
3005-252878	03/09/2023	DANIELSEN CO	13-4300	Foods&Supplies	1,248.18	
				Foods&Supplies/Suppers	82.72	
				Supplies/Suppers	27.57	
			13-4700	Foods	536.55	
				Foods&Supplies	6,405.60	
				Foods&Supplies/Suppers	911.94	
				FoodsSuppers	326.70	
				Unpaid Sales Tax	95.64-	9,443.62
3005-252879	03/09/2023	MESA ENERGY SYSTEM INC.	01-5620	AgreementBuilling#50010222	978.00	
				1/1-3/31/2023		
				AgreementBuilling#50010223	4,730.00	
				1/1-3/31/2023		
			01-5640	GymUnitsRepairsOHS	6,653.00	12,361.00
3005-252880	03/09/2023	FOOD MAXX SAVE MART SUPERMARKET	01-4300	ATCSuppliesCUST#-4243		16.42
3005-252881	03/09/2023	GOLD STAR FOODS	13-4700	Foods	9,081.02	
				FoodsSuppers	458.43	9,539.45
3005-252882	03/09/2023	HOBBS PEST SOLUTIONS INC	01-5502	MthlyService-2022 December	80.00	
				MthlyService-2022 November	80.00	160.00
3005-252883	03/09/2023	HOME DEPOT	01-4300	MiscMaintSupplies	59.46	
				RoofSealant	36.35	
				Sealant/DrywallScrews	96.75	
				Shelfs	959.73	
				StapleGun&Staples	35.98	
				Tarp	32.99	
			01-4363	LEDvaportiteFixture(2)	214.34	1,435.60
3005-252884	03/09/2023	NORCAL FOOD EQUIPMENT	01-4300	Vulcan Hotplate&Charbroiler-LPHS	878.00	
			01-4400	Vulcan Hotplate&Charbroiler-LPHS	4,703.18	
			01-6400	Vulcan Hotplate&Charbroiler-LPHS	10,845.92	16,427.10
3005-252885	03/09/2023	NORTHAM DISTRIBUTORS INC	13-4700	Foods	2,044.98	

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3005-252885	03/09/2023	NORTHAM DISTRIBUTORS INC	13-4700	Suppers	174.06	2,219.04
3005-252886	03/09/2023	Novak Educational Consulting	01-5800	InPersonCoachingw/LisaBosio2/23&2/24/2023		8,200.00
3005-252887	03/09/2023	OFFICE DEPOT	01-4300	ClassSupplies-Young	120.84	
3005-252888	03/09/2023	Oroville High School/	01-4300	Printer-Horsley	221.90	342.74
3005-252889	03/09/2023	PRACTI-CAL INC	01-5800	Reimb-PrfctAttendance22/23SY-LXiong,KT		50.00
3005-252890	03/09/2023	S&L Meat Sales Company, Inc.	13-4300	hao		
			13-4700	MedicalBilling		440.35
				Foods&Supplies	385.21	
				Foods	453.81	
				Foods&Supplies	25.64	
3005-252891	03/09/2023	Thrive Public Schools	01-5800	Unpaid Sales Tax	29.36-	835.30
3005-252892	03/09/2023	US BANK CORPORATE PAYMENT SYSTEM	01-4300	Phase2ConsultSrv:ReimaginingHSinOroville		18,653.00
				AutoClassSupplies-DBriggs	237.88	
				ConsClassSupplies-DMilano	163.77	
				OHSculinarySupplies-SSmith	505.73	
			01-5200	Flight2023Fam&CnsumSciConf-ABone	337.96	
				Flight2023Fam&CnsumSciConf-IMartinez	337.96	
				Flight2023Fam&CnsumSciConf-SSmith	337.96	
				FlightDCookAeriesConf-MKermen	427.96	
				IndustryMtnGAG2/23/2023-JFord	32.10	
				IndustryMtnGAG2/23/2023-RDaley	125.19	
			01-5800	FlightMockTrialMar2023inLA-AGutierrez	279.20	
				FlightMockTrialMar2023inLA-AHamrell	279.20	
				FlightMockTrialMar2023inLA-BBill	279.20	
				FlightMockTrialMar2023inLA-BBroadway	279.20	
				FlightMockTrialMar2023inLA-BLawson	279.20	
				FlightMockTrialMar2023inLA-EFletcher	279.20	
				FlightMockTrialMar2023inLA-ESipos	279.20	
				FlightMockTrialMar2023inLA-GLawson	279.20	
				FlightMockTrialMar2023inLA-JGriggs	279.20	
				FlightMockTrialMar2023inLA-KJarnwell	279.20	
				FlightMockTrialMar2023inLA-KPeterson	279.20	
				FlightMockTrialMar2023inLA-LNunley	279.20	
				FlightMockTrialMar2023inLA-MXayavongsa	279.20	
				FlightMockTrialMar2023inLA-NKlainark	279.20	
				FlightMockTrialMar2023inLA-RFernandes	279.20	

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Checks Dated 03/07/2023 through 03/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-252892	03/09/2023	US BANK CORPORATE PAYMENT SYSTEM	01-5800	FlightMockTrialMar2023inLA-VVValdez	279.20	
			13-4300	CateringBlkHistMth-JDeadmore	46.90	
			13-4700	CateringBlkHistMth-JDeadmore	234.48	
				Foods-JDeadmore	14.50	7,269.59
3005-252893	03/09/2023	JACE CROSSWELL NORTH VALLEY WOOD AND	01-4300	Infield Mix3yds		146.14
3005-253203	03/14/2023	Nylander, Stormy R	13-4700	Reimb-Food for Catering		71.67
3005-253204	03/14/2023	Lund, Brad G	01-5800	ReimbPBISTier2TrainingRocklin		75.98
3005-253205	03/14/2023	Cook, Deana M	01-5200	ReimbMtg,mls,HotelTranspAeriesConfMar 2023		560.09
3005-253206	03/14/2023	Macomber, William G	01-5200	ReimbBDmeals-1/16OHS2/2&1/14LPsocc cer,2/18Band toLoomis		134.00
3005-253207	03/14/2023	Rogowski, Ryan K	01-4300	ReimbPBISincentives&gardenSupplies		69.92
3005-253208	03/14/2023	Montanez, Aletha M	01-4300	Reimb-BlkHstyCelebrationEventSupplies		47.07
3005-253209	03/14/2023	360 Degree Customer Inc	01-5800	ParaEd(1)1/1-1/15/2023		3,120.00
3005-253210	03/14/2023	4IMPRINTUSA	11-4300	OAEPolo&Tshirts		43.02
3005-253211	03/14/2023	Amazon.com Llc	01-4300	ATC/CIS/OAESupplies	49.78	
				Transp&KeyBlanksSupplies	38.31	
			01-4360	Transp&KeyBlanksSupplies	32.30	
			11-4300	ATC/CIS/OAESupplies	238.90	359.29
			01-4300	KeySupplies-Padlocks	504.28	
				KeySupplies-Pins	117.34	621.62
3005-253212	03/14/2023	ANIXTER INC	11-5900	Acct#234371-07367366		106.05
3005-253213	03/14/2023	AT&T	01-4363	DefHeader		1,625.57
3005-253214	03/14/2023	BUSWEST	01-5620	26'SissorliftOHSheater	1,098.25	
3005-253215	03/14/2023	CRESCO		30'AerialPlatform-LPHSBsktBall	108.25	
				32'SissorliftLPHS	472.50	1,679.00
3005-253216	03/14/2023	FCSS FAMILY & CONSUMER SCIENCES	01-5200	FACconfRegJune19-22,2023SSmith		310.00
3005-253217	03/14/2023	FLINN SCIENTIFIC INC	01-4300	ScienceClassSupplies-Leih		167.40
3005-253218	03/14/2023	FOOD MAXX SAVE MART SUPERMARKET	01-4300	ATCSuppliesCUST#-4243	30.49	
				LPHSClassSuppliesCUST#-4243	81.07	111.56
3005-253219	03/14/2023	Gnxcor USA Inc	01-5850	NewWorkOrderSystem,Activation,Training& Mthly		697.95
3005-253220	03/14/2023	H.B RESTORATION INC.	01-5640	ExteriorPaintingDObuilding		19,500.00
3005-253221	03/14/2023	HILLYARD INC.	01-4300	CustodialSupplies	2,354.03	
			01-5620	CustodialSupplies	923.85	3,277.88
3005-253222	03/14/2023	JACKSONS GLASS CO	01-5640	ClearLamSftyGlsOHSgymDoor	184.95	
				GaylItelulatedUnit-Q7	396.27	
				PolyCarbOvrWindow-Q7	578.98	1,160.20

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3005-253223	03/14/2023	CENTURY LINK	01-5900	Acc#87101630 BillingMarch2023		.51
3005-253224	03/14/2023	MCKINLEY ELEVATOR CORPORATION	01-5620	MAINTENANCE LPHS-2Elevators	600.00	
				MAINTENANCE OHS-1Elevator	300.00	900.00
3005-253225	03/14/2023	NORCAL FOOD EQUIPMENT	01-4300	GasHoseKitRange/CharbroilerOHS		216.49
3005-253226	03/14/2023	OREILLY AUTOMOTIVE INC	01-4362	MotorOil	213.18	
				MotorOilReturnOrgInv#349578	31.38-	
				OilFilter	5.73	
			01-4363	Funnels	12.75	
				VacTankReturnOrgInv#391128	19.53-	180.75
3005-253227	03/14/2023	OFFICE DEPOT	01-4300	ClassSupplies-STristan	107.78	
				FileFolders&Labels	145.42	
				Printer&toner-RTorres	700.81	954.01
3005-253228	03/14/2023	OROVILLE POWER EQUIPMENT	01-4300	JugWeightTow	239.67	
			01-5620	PullyMandrel & Asm Repair	152.42	392.09
3005-253229	03/14/2023	PAPA CITRUS LLC	13-4700	Foods-Navel OrangesLPHS	72.00	
				Foods-Navel OrangesLPHS&OHS	192.00	
				Foods-Navel OrangesOHS	72.00	336.00
3005-253230	03/14/2023	NCS Pearson, Inc	01-4300	Basc3AdolescentRecordForms		362.59
3005-253231	03/14/2023	PG&E	01-5501	6255577568-3 1/21-3/1/2023	1,320.03	
				8353087371-6 1/31-3/1/2023	1,072.92	2,392.95
3005-253232	03/14/2023	Pitney Bowes Bank Inc Purchase Power	01-5900	CreditLinePstgMeter&SendProDO	708.28	
3005-253233	03/14/2023	RAY MORGAN COMPANY	01-5602	Cont#15466-01Lease2/17-5/16/2023	1,900.58	
				Cont#CN17982-01Lease2/17-5/16/2023	191.65	2,800.51
			01-5603	Cont#15466-01Usage1/17-2/16/2023	1,227.37	
			01-5506	8100123160 MthlySrvFeb2023	2,421.13	
				8100123161 MthlySrvFeb2023	1,113.57	
				8100123162 MthlySrvFeb2023	30.54	
				Acc#8100123160 GenWastMix	20.00	
				Acc#8100123160 Organics	134.68	
				Acc#8100123161 GenWastMix	194.86	5,142.15
			11-5506	8100123160 MthlySrvFeb2023		2,012.25
3005-253235	03/14/2023	RT'S AUTO BODY, INC	01-5620	Repairs Bus94	17,737.85	
3005-253236	03/14/2023	SPURR	01-5501	Acc#24002MthlyBilling	751.05	18,488.90
			11-5501	Acc#24002MthlyBilling		3,411.45
3005-253237	03/14/2023	SUTTER BUTTES COMMUNICATIONS	01-5800	GPStrackingAprMayJun2023-57trackers		
3005-253238	03/14/2023	TRANE US INC	01-4300	Fan	257.96	
				Motor&Capacitor	568.90	

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3005-253238	03/14/2023	TRANE US INC	01-4300	ThermostatLimitSwitch	75.75	902.61
3005-253239	03/14/2023	VERNIER SOFTWARE & TECHNOLOGY	01-4300	SamplingChambersSciCIs-AWEliver		208.45
3005-253240	03/14/2023	VOLTAGE SPECIALISTS WILLIAM L BUNCH JR	01-5640	LPHSwestGymServiceCall3/7/2023		550.00
3005-253762	03/21/2023	Gilbert, James L	01-4300	ReimbPropaneExchangeGrill-PHS		23.79
3005-253763	03/21/2023	Hawj, Kou	01-4300	ReimbAsianClubLPHSstfAppreciationTreats		122.85
3005-253764	03/21/2023	Ochs, Jeffrey M	11-5200	ReimbMtgJan23Ukiah&Mar23ReddingCAE Pwksps		272.48
3005-253765	03/21/2023	Weliver, Alisha M	01-5200	ReimbCapKidsWkspMontereyHotelTrvlMeals		2,032.07
3005-253766	03/21/2023	Cleary, Patrick	01-5200	ReimbCapKidsWkspMontereyMeals		108.00
3005-253767	03/21/2023	360 Degree Customer Inc	01-5800	LVN HSadrin 2/1-2/15/2023	4,699.00	
				ParaEd(5)2/1-2/15/2023	16,536.00	
				SpTherp ZYusufov 2/1-2/15/2023	9,416.00	30,651.00
3005-253768	03/21/2023	Amazon.com Lic	01-4300	DOsupplies	438.10	
				OfficeSupplies/Paper	1,947.64	
				Supplies-JCruz	184.01	
				Supplies/Ink-Nichella	128.81	2,698.56
3005-253769	03/21/2023	ARC ALTERNATIVES	01-5800	ProfSrvAB841Support/CalSHAPElicensed	1,075.00	
				ProSrvElectricBusSupport	2,472.50	3,547.50
3005-253770	03/21/2023	BETTER DEAL EXCHANGE	01-4300	3/4"bearings	6.48	
				AAbatteries	43.28	
				BrassStuds	37.87	
				DrywallAnchor,Tube,compTee	36.34	
				FlatFreeWheelbarrowTire	67.10	
				Gloves	139.57	
				MiscBoltsNutsWashers	35.86	
				mole&goehrPoison	19.45	
				NutSetters	27.02	
				RubberPaste&Brush	49.76	
				Rzrblades#9	10.81	
				SpryPaint	19.45	
				TextureSpray	21.64	
				ToiletSeat	32.46	
			01-4363	MiscBoltsNutsWashers	32.77	579.86
3005-253771	03/21/2023	BOYS & GIRLS CLUBS OF THE NORTH VALLEY	01-5800	April2023ContractPymt		17,400.00
3005-253772	03/21/2023	BUTTE COUNTY SHERIFF	01-5804	Feb2023LiveScans(4)	117.00	
			13-5804	Feb2023LiveScans(4)	39.00	156.00

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Checks Dated 03/07/2023 through 03/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-253773	03/21/2023	BUTTE ROOFING COMPANY	01-6200	Materials-LPHSWestgymRoofing	52,317.45	103,286.85
3005-253774	03/21/2023	CALIF WATER SERVICE COMPANY	01-5505	Materials-OHSgymRoofing	50,969.40	
3005-253775	03/21/2023	AP Seminars Silicon Valley	11-5505	9931655860 2/2-3/1/2023	54.12	
3005-253776	03/21/2023	COMERS PRINT SHOP	01-5200	8767360151 2/2-3/1/2023	249.41	303.53
3005-253777	03/21/2023	DAN'S ELECTRICAL SUPPLY	01-4300	RegAPweek2,7-24-7/27/2023PCleary	854.09	795.00
3005-253778	03/21/2023	DANIELSEN CO	01-4300	#10windowEnvelopes-LPHS	110.96	965.05
				JobFairFlyers-250ct		
				2LampBallast		38.34
				Foods&Supplies	931.62	
				Foods	304.64	
				Foods&Supplies	5,703.75	
				FoodsSuppers	350.85	
				Suppers	873.79	
				Unpaid Sales Tax	64.07-	8,100.58
3005-253779	03/21/2023	Davis Joint Unified SchoolDist Attn: Tanyin Tyrell, YSCTC	01-5800	CaAgTeachersInductionPrgm-MRredding&J Ford		4,500.00
3005-253780	03/21/2023	Dannis Wolliver Kelley	01-5801	ProfSvcs Feb2023		24,059.50
3005-253781	03/21/2023	AERIES SOFTWARE DBA EAGLE SOFTWARE	01-5200	Aeries2023SpringConf-DCook		899.00
3005-253782	03/21/2023	GOLD STAR FOODS	13-4700	Foods		10,150.47
3005-253783	03/21/2023	GOPHER	01-4300	PECClassSupplies/Equipment		2,518.27
3005-253784	03/21/2023	GRAINGER INC	01-4300	BlankKeys	19.25	
				CntrlTransformer&wallSensor	234.98	
				SafetySign	22.43	
				TrimmerLine&Drag	752.94	1,029.60
3005-253785	03/21/2023	Harvest Right	01-4400	Freeze Dry Bundle		3,748.39
3005-253786	03/21/2023	K-GAS	01-4361	LPGGas-Transportation		84.76
3005-253787	03/21/2023	McDougal Boehmer Foley Lyon Mitchell & Erickson	01-5801	ProfServicesFeb2023		6,809.00
3005-253788	03/21/2023	MJB SALES & SERVICE	01-4300	MeduimDutyTorchKit (1)	397.69	
				MeduimDutyTorchKit (2)	795.39	
				MeduimDutyTorchKit (3)	1,193.08	
3005-253789	03/21/2023	NORTHAM DISTRIBUTORS INC	01-4400	PKGmultimatic255runningGear(2)	9,186.67	11,572.83
			13-4700	Foods	2,184.60	
				Suppers	328.94	2,513.54
3005-253790	03/21/2023	OFFICE DEPOT	01-4300	ClassSupplies-Lee	339.01	
				ODP- Wong Lee	86.65	425.66
3005-253791	03/21/2023	OLIVER PACKAGING & EQUIPMENT COMPANY	13-4300	Supplies		1,747.08
3005-253792	03/21/2023	OROVILLE ADULT ED REVOLVING	11-8671	FebruaryReiambCK#1481-1488		1,798.00

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3005-253793	03/21/2023	OROVILLE FORD	01-4363	Brake Kit/Pad Veh18-1		137.98
3005-253794	03/21/2023	Oroville High School/	01-4300	1stSemPrfttAttendHoodie-SStanek		25.00
3005-253795	03/21/2023	OUHSD REVOLVING FUND	01-5800	FebruaryReimbursement		252.00
3005-253796	03/21/2023	OUHSD SCHOLARSHIP FUND	01-5800	FebruaryServiceCharge		25.00
3005-253797	03/21/2023	PAPE' KENWORTH	01-4362	Test-Fluid Engi	372.55	
			01-4363	Clearblue-Def	291.62	
				KitCoolant NewPartRertumOrg#11654257	256.62-	407.55
3005-253798	03/21/2023	Pete's Music Center	01-5620	MiscInstrumentRepairs		900.00
3005-253799	03/21/2023	POLICYFIND	01-5800	808474ArchaeologyServicesTime &		1,443.97
				Materials		
3005-253800	03/21/2023	PROPACIFIC FRESH	13-4700	Foods	1,573.02	
				Foods&Suppers	587.99	
				Suppers	178.77	2,339.78
3005-253801	03/21/2023	PSI Services LLC	11-5800	HiSetTestFees		541.25
3005-253802	03/21/2023	RAMIRO RUBALCABA	01-5800	Feb2023Services	962.50	
				Jan2023Services	1,237.50	2,200.00
3005-253803	03/21/2023	RIVERSIDE TECHNOLOGIES INC.	01-4300	Chromebooks(120)		37,067.10
3005-253804	03/21/2023	S&L Meat Sales Company, Inc.	13-4300	Foods&Supplies	465.57	
			13-4700	Foods&Supplies	599.50	
				Unpaid Sales Tax	34.85-	1,030.22
3005-253805	03/21/2023	SCHOOL SPECIALTY, LLC	01-4300	ClassSupplies-JTookerPO22-00623		143.72
3005-253806	03/21/2023	School Steps Inc.	01-5800	BChavarria2/5-2/28/2023 1on1para	3,476.00	
				BMastonPSY 2/1-2/28/2023	10,500.00	
				DBenishWilcott2/5-2/28/2023 1on1para	3,366.00	
				RBreevaart2/5-2/28/2023 1on1para	3,190.00	20,532.00
3005-253807	03/21/2023	SEVEN UP BOTTLING COMPANY OF CHICO INC	11-5601	LeaseSuites#B&C		3,600.00
3005-253808	03/21/2023	STATE OF CALIF DEPT OF JUSTICE	01-5804	Cust#140602 Feb2023Billing (4)	96.00	
			13-5804	Cust#140602 Feb2023Billing (4)	32.00	128.00
3005-253809	03/21/2023	THE MUSIC CONNECTION SALLY S MACMILLAN	01-4400	RolandKeyboard		643.49
3005-253810	03/21/2023	US BANK CORPORATE PAYMENT SYSTEM	01-4300	AgAdvMngFood-RDaley-TheUnion	288.64	
				AgScSupplies-MRedding-FamDollar	12.50	
				AnmlSciSupplies-AEarley-BoonesFrmFeed	89.90	
				Sply		
				CisSupplies-JFord-Walmart	36.40	
				ConstSply-DMilano-HomeDepot	478.37	
				Culinary-SSmith-FoodMaxx	52.35	
				Culinary-SSmith-Smrt&Final	313.42	
				CulinarySupplies-SSmithWalmart	152.93	

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3005-253810	03/21/2023	US BANK CORPORATE PAYMENT SYSTEM	01-4300	FarmGas-RStafford-KGas	165.70	
				FarmSupplies-MIRedding-TractorSply	128.69	
				FTApromoFlyer-MIRedding-Corners	44.38	
				HatchingEggs-AEarley-MyPetChicken	186.15	
				ImersionBlinder(3)-JDeadmore-Conair	868.69	
				Incentives-LCollins-Walgreens	29.18	
				Sorter-JWood-Amazon	33.79	
				Stdnt/Stfincentives-CWillenberg-DutchBros	600.00	
				Tom&HuckMovieNovel-KWiedenman-TPT	11.75	
				WBLpromoPamltS-RStafford-OvernightPrnt	255.63	
				WebCamW/MicrophoneJWood-Amazon	46.63	
			01-4360	Manual-JCasaulong-Corners	91.74	
				VehInspRpt-JCasaulong-Corners	278.77	
			01-5200	ACSA ConfSMuntifering-KWiedenman	2,369.00	
				CCACAregrApr23-KWiedenman	175.00	
				CoopTeacConfPking-RStafford-HiltonHotel	6.00	
				SchDistVrtualConf-SWatts-CalCPA	300.30	
				WkspFedCompl-SWatts-SchSrvs	275.00	
			01-5620	ScaleheadApRefund-AEarley-Gallagher	256.54-	
			01-5800	TrvFeelMockTrIFights-LCollins-GrtEscapeTr	400.00	
				HPallInOnePrinter-JDeadmore-OfficeDepot	159.80	7,594.17
3005-254311	03/28/2023	Holsington, Donna M	13-4300	ReimbIDcardclpsAmazon		12.55
3005-254312	03/28/2023	Jenkins, Leighton R	01-4300	ReimbBDmIs3/2BsbISutter/LPTrk3/18Lincoln3/25Rocklin		129.50
3005-254313	03/28/2023	Davis, Michael J	01-5200	ReimbBDmIs3/4BndArmijo,3/18BandAntel		129.50
3005-254314	03/28/2023	Aichele, Sarah L	01-5200	ReimbBDmIs3/4BBISutter,3/18TrkLincoln,3/21SftblPaloCedro		97.00
3005-254315	03/28/2023	Jenkins, Joel A	01-5200	ReimbBDmeals3/3BandStTheater,3/15LPTrkLincoln		59.25
3005-254316	03/28/2023	Carey, Dale J	01-5200	ReimbMlg, Toll, Meals-EscapeConfOakland CA		243.20
3005-254317	03/28/2023	Galev, Mihai R	01-5200	ReimgBDMIsBaseball3/17chico3/18Grass Vly		52.00
3005-254318	03/28/2023	White, Dawn	01-4300	ReimbClsrmlnstMaterials-HomeDepot		125.88
3005-254319	03/28/2023	Diaz, Nancy	01-5200	ReimbMlg, Hti, MisFebCPMMathconfSanFra		1,134.76

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3005-254320	03/28/2023	Lee, Thay	01-5200	ReimbBDMIs3/2ButteCrkPres3/9ButteCig3/24LPOBandRioAmerHS		58.00
3005-254321	03/28/2023	Redding, Madison	01-5200	ReimbFuel&MIsCAFFASTConf/IndustryTour MIs		266.79
3005-254322	03/28/2023	Sproles, Chelsea M	01-5200	ReimbBDMIs-Band to ButteCollege		41.00
3005-254323	03/28/2023	Wood, Jon	01-5200	ReimbMlg&MIs2023CABRconfLongBeach		245.84
3005-254324	03/28/2023	Amazon.com Llc	01-4300	CannonPrinter-Diaz	189.43	
				VisionScreeningMaterials	139.61	
			01-4360	TranspSplys	304.85	633.89
3005-254325	03/28/2023	WILLIAM PATTERSON BETTER BUILT FENCE	01-5640	Repairs&HarrisonStdM Fencing		13,724.00
3005-254326	03/28/2023	California Agricultural Teachers' Association	01-5200	Reg&FeesCATA SummerConf		2,745.00
3005-254328	03/28/2023	CALIF WATER SERVICE COMPANY	01-5505	Acct#0556577777 Includes2/2-3/10/2023		2,010.78
3005-254329	03/28/2023	CAROLINA BIOLOGICAL SUPPLY CO	01-4400	FreeStdUrinarySystemModel-Leih		734.66
3005-254330	03/28/2023	Dannis Woliver Kelley	01-5801	ProfSvc9/30/2022		7,192.68
3005-254331	03/28/2023	MESA ENERGY SYSTEM INC.	01-5640	NewHeater&CondensingUnit@DO		11,741.00
3005-254332	03/28/2023	FOOD MAXX SAVE MART SUPERMARKET	01-4300	ATCSuppliesCUST#-4243		70.86
3005-254333	03/28/2023	HOBBS PEST SOLUTIONS INC	01-5502	MthlyService-2023 March	478.00	
			11-5502	MthlyService-2023 March	55.00	533.00
3005-254334	03/28/2023	HOME DEPOT	01-4300	BathroomSink	83.18	
				Cleaner&wtrprfRepair	53.61	
				MaintSupplies	63.78	
				Paint&Supplies	124.55	
				RoofingSealant	181.75	
				VentCap	54.59	561.46
3005-254335	03/28/2023	FASTRAK INVOICE PROCESSING DEPARTMENT	01-5200	LPOband2022toLivermoreBus72	7.00	
				LPOband2022toLivermoreBus93	7.00	14.00
3005-254336	03/28/2023	MT SHASTA SPRING WATER CO INC	01-4300	DO 5 5GAL BOTTLES	45.52	
			01-4363	TRANSP 3 5GGAL BOTTLES	29.52	75.04
3005-254337	03/28/2023	NORCAL FOOD EQUIPMENT	01-4400	JazzCafe-UtityCart,Freezer&FridgeOHS	698.96	
				UtityCart,Freezer&FridgePHS	698.96	
			01-5620	FreezerRepairs-HarrisonStadium	1,975.23	
			01-6400	JazzCafe-UtityCart,Freezer&FridgeOHS	19,994.43	
				UtityCart,Freezer&FridgePHS	19,994.43	
			13-4300	Shelf Clip	165.73	43,527.74
3005-254338	03/28/2023	Novak Educational Consulting	01-5800	InPersonPDw/LisaBosio3/20&3/21/2023		8,200.00
3005-254339	03/28/2023	OREILLY AUTOMOTIVE INC	01-4362	CapWrench	8.65	
				Oil IncludesReturn OrgInv#399678	32.47	
				OilFilters	136.87	

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3005-254339	03/28/2023	OREILLY AUTOMOTIVE INC	01-4362	OilFilters&Oil	297.92	
			01-4363	FleetRunner	62.57	
				HeaterHose	60.92	599.40
3005-254340	03/28/2023	OFFICE DEPOT	01-4300	ClassroomSupplies-Cleary		323.73
3005-254341	03/28/2023	OLIVER PACKAGING & EQUIPMENT COMPANY	13-4300	Supplies		3,110.84
3005-254342	03/28/2023	OROVILLE FORD	01-4363	Switch-Window VIN#1FMZK1ZM5FKA38510		23.41
3005-254343	03/28/2023	PG&E	01-5501	0290829210-1 1/23-2/21/2023		1,413.58
3005-254344	03/28/2023	Semingson Architects Inc	01-5800	OHSculinary Project22232		6,863.75
3005-254345	03/28/2023	SFWP - ACCTS RECEIVABLE	01-5505	007833-000 March2023Water	101.99	
				007847-000 March2023Water	239.13	
3005-254346	03/28/2023	TEACHER CREATED MATERIALS, INC	01-5800	3/20/2023GtngShoesTheFitOneSize	2,500.00	341.12
				3/20/2023WebinarBringToLifeW/Pri	2,500.00	
				3/20/2023WebinarHighImpactPractices	2,500.00	
				3/20/2023WebinarImplem5Emodel	2,500.00	
				3/20/2023WebinarInspStdntCurocity&Eng	2,500.00	
				3/20/2023WebinarMkgIntegELDeasy	2,500.00	
				3/20/2023WebinarMndsetMatters	2,500.00	
				3/20/2023WebinarMngClassroom	2,500.00	
				3/20/2023WebinarSmGroupInst	2,500.00	
				3/20/2023WebinarSpptgNewcomers	2,500.00	
				3/20/2023WebinarUnpackMoreLikeGiftWra	2,500.00	27,500.00
				ppling		
3005-254347	03/28/2023	THERAPY TRAVELERS, LLC	01-5800	SchNurse2/26-3/4/2023	3,960.00	
				SchNurse3/12-3/18/2023	3,960.00	
				SchNurse3/5-3/11/2023	3,960.00	11,880.00
3005-254348	03/28/2023	TRANE US INC	01-4300	Cable	42.43	
				Control	271.14	
				Kit	118.01	
				Motor	427.07	
				Sensor&Ignitor	55.21	
				Thermostat	123.16	1,037.02
3005-254349	03/28/2023	US BANK CORPORATE PAYMENT SYSTEM	01-4300	ConstCisDply-DMilanoHomeDepot	148.71	
				CulinarySpIy-AvonderMehddenChefStore	426.39	
				CulinarySpIy-AvonderMehddenGroceryOutle	98.90	
				t		
				CulinarySpIy-AvonderMehddenSmrt&Final	84.41	
				CulinarySpIy-SSmithFoodMaxx	162.67	
				CulinarySpIy-SSmithSmart&Final	59.33	

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3005-254349	03/28/2023	US BANK CORPORATE PAYMENT SYSTEM	01-4300	CulinarySply--SSmithWalmart	168.27	
				PBISincentives-MKermenCostco	261.44	
				RycClassSply-MKermenHomeDepot	69.70	
				SpnKlrSply-RDaleyHomeDepot	858.23	
				StrbksGftCrds-CWillenberg	1,189.44	
				YETItumblers-CWillenberg	4,319.18	
			01-4363	RadiatorRprB72-JCasailong-AbilityRadiator	147.75	
			01-5200	Indust2023ToursHotelRms-JFordBWRose	500.00	
				GrdnInn		
			11-4300	FireSafePrfts-JOchsCabinetParts	52.40	
			13-4300	KtnSply-JDeadmoreWebStore	187.43	
				StdBowls-JDeadmoreGoodStrPkg	254.50	
			13-4700	FoodsSuppers-JDeadmoreSmrt&Final	51.22	
				RotaryClbCtgr-JDeadmoreRaleys	277.76	9,317.73
			01-5640	ServiceCallOHSIncom,clocks.Library	800.00	
			01-5800	MonitorSiteOHSsouthCampus4/28/2023-4/27/2024	750.00	1,550.00
3005-254350	03/28/2023	VOLTAGE SPECIALISTS WILLIAM L BUNCH JR				
3005-254704	03/30/2023	Earley, Andree M	01-5200	ReimbMIs&HotelFrmFabFlowerTour	347.26	
3005-254705	03/30/2023	Greco, Stephanie	01-5200	ReimbCABEConflgBchHotesPkgTranspMIs	1,442.90	
3005-254706	03/30/2023	Lafayette, Laura	01-5200	ReimbMIs&pkgSnrMedTripStConf	230.00	
3005-254707	03/30/2023	Macomber, William G	01-5200	ReimbBDmIs3/9BanBC3/25FFAModesto	85.25	
3005-254708	03/30/2023	Swartz, Susan G	01-5200	ReimbBDMealLPStTheater	15.00	
3005-254709	03/30/2023	Stafford, Regina	01-5200	ReimbMIs&Hotel3/2023SeniorMed/StateCon	4,351.12	
3005-254710	03/30/2023	Redding, Madison	01-5200	nf		
3005-254711	03/30/2023	Ford, Jannie L	01-5200	ReimbHotel3/2023IndustryToursDriscolls	587.08	
3005-254712	03/30/2023	ENLOE MEDICAL CENTER	01-5804	ReimbMIs&FuelStateFFAConf&DriscollIndu	321.02	
				stryTour		
			01-5804	PRE SCREENING(4) Acct#743 Feb2023	236.00	
			13-5804	PRE SCREENING(4) Acct#743 Feb2023	236.00	472.00
3005-254713	03/30/2023	Active Internet Technologies, LLC.	01-5850	AudioEyeManaged/SubscWebsiteAccess		1,337.00
3005-254714	03/30/2023	Geary Pacific Supply	01-5640	TranspEquip/Supplies		79,226.93
3005-254715	03/30/2023	GRAINGER INC	01-4300	Coveralls	57.73	
				DiaphPump	181.03	
				DoorClosure	263.36	
				InlineStrainer	42.25	
				PVC BallValve	26.78	
			01-4400	DoorStrgTryReturnORgin#9600678842	1,652.00-	

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3005-254715	03/30/2023	GRAINGER INC	01-5620	HoseReel	1,318.46	237.61
3005-254716	03/30/2023	HUNT AND SONS INC	01-4361	FUEL-RegUnleaded&Diesel		31,124.82
3005-254717	03/30/2023	JACKSONS GLASS CO	01-5640	CirLamStfGlsLPHSOldgym	247.64	
				GrySftyGlassOHS Cwing	471.16	718.80
3005-254718	03/30/2023	LG ENVIRONMENTAL	01-4361	MthlyInspection- March2023		150.00
3005-254719	03/30/2023	School Nurse Supply	01-4400	AudiometerTablet-easyTone		1,871.64
3005-254720	03/30/2023	Taren Allen	01-4300	ReimbClassMosaicSuppliesHomeDepot		455.58
3005-254721	03/30/2023	TEHAMA TIRE SERVICE	01-4364	Tires B78	1,420.06	
				Tires B83	1,420.06	2,840.12
3005-254722	03/30/2023	US BANK CORPORATE PAYMENT SYSTEM	01-4300	ATCsnbxSpIy-JTatomCostco	305.80	
				ATCsnbxSpIy-JTatomSmrt&Fnl	292.98	
				CulinaryCi-AvondenMehdenGrcOutlet	113.22	
				CulinaryCi-AvondenMehdenSmrt&Fnl	33.65	
				CulinaryCIs-SSmithSmrt&Final	561.60	
				FloralWkSpSnks-AEarleySafeway	51.93	
				RecyCyclesCIsMKermenQualityBicProd	1,517.70	
			01-5200	2023CABEconf-JWood	1,054.23	
				2023CABEconfUberRide-JWood	19.03	
				2023CABEconfUberRide-JWood&SGreco	133.15	
				2023CCEA+ConfFlghKinney-MKermen	21.00	
				2023CCEA+ConfFlghRogowski-MKermen	10.00	
				n		
				2023CCEA+ConfFlightBHall-MKermen	317.96	
				2023CCEA+ConfFlightCotis-MKermen	317.96	
				2023CCEA+ConfFlightKinney-MKermen	296.96	
				2023CCEA+ConfFlightRogowski-MKermen	307.96	
				n		
				FlightACSAsmrLdrshpConfKWiedenman	217.97	
				PkgFloralTrip-AEarley	20.00	
			01-5800	StdntRmFloralWkSp-AEarley	688.72	6,281.82
3005-254723	03/30/2023	WEX BANK	01-4361	Acct#0496-00-828381-4 MthlyFuelCharges		717.39
3813-254327	03/28/2023	CALIFORNIA'S VALUED TRUST FINANCE DEPARTMENT	76-9544	RetireeBilling April 2023	45,491.61	
			76-9560	ActiveBilling April 2023	428,824.94	474,316.55
645492	03/10/2023	Johnny Holmes	Cancelled			640.84 *
		Cancelled on 03/15/2023, Cancel Register # PM230317				
Total Number of Checks					193	1,450,884.31

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

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Checks Dated 03/07/2023 through 03/31/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
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Cancel	Count	Amount
	1	640.84
Net Issue		1,450,243.47

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	167	900,954.97
11	AdultEducationFund	18	10,156.10
13	CafeteriaSpecialRevenueFund	24	60,100.69
25	CapitalFacilitiesFund	1	4,939.08
76	Warrant/Pass-ThroughFund	1	474,316.55
Total Number of Checks			1,450,467.39
Less Unpaid Sales Tax Liability			223.92
Net (Check Amount)			1,450,243.47

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 2022/23 Through April 2023

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	LCFFStateAid-CurrentYear	16,286,339.00	16,935,203.00	12,200,987.00	4,734,216.00	72.05
8012	EduProtectionAccountStdAidCurYr	4,351,212.00	7,145,294.00	3,453,200.00	3,692,094.00	48.33
8013	LCFFTransportation		468,192.00		468,192.00	
8019	LCFFRevenueLimitStateAidPriYrs		653,471.00	361,952.00	291,519.00	55.39
8021	Homeowners'Exemptions	105,608.00	94,737.00	47,752.80	46,984.20	50.41
8022	TimberYieldTax	31,438.00	71,890.00	14,546.53	57,343.47	20.23
8029	OthrSubventionsIn-LieuTaxes	3,855.00	4,009.00		4,009.00	
8041	SecuredRollTaxes	8,009,622.00	8,702,961.00	5,080,390.95	3,622,570.05	58.38
8042	UnsecuredRollTaxes	510,947.00	499,754.00	534,354.96	34,600.96-	106.92
8043	PriorYears'Taxes	13,955.00	15,853.00	13,222.76	2,630.24	83.41
8044	SupplementalTaxes	148,879.00	182,874.00	137,623.63	45,250.37	75.26
8045	EducatoRevenueAugmentationFund	1,918,871.00-	1,716,549.00-	681,856.49-	1,034,692.51-	39.72
8047	CommunityRedevelopmentFunds	1,588,769.00	1,548,508.00	696,115.13	852,392.87	44.95
8096	Trns2ChtrrSchlInLieuOfPropTaxes	193,321.00-	203,800.00-	125,260.00-	78,540.00-	61.46
	Total LCFF Revenue Sources	28,938,432.00	34,402,397.00	21,733,029.27	12,669,367.73	63.17
Federal Revenue						
8181	SpecialEducation-Entitlement	539,790.00	548,709.00		548,709.00	
8182	SpeEdu-DiscretionaryGrants		102,531.00		102,531.00	
8290	AllOtherFederalRevenue	3,226,486.00	3,787,418.00	1,774,681.13	2,012,736.87	46.86
	Total Federal Revenue	3,766,276.00	4,438,658.00	1,774,681.13	2,663,976.87	39.98
Other State Revenues						
8520	ChildNutrition		100,000.00		100,000.00	
8550	MandatedCostReimbursements	136,000.00	136,000.00	136,106.00	106.00-	100.08
8560	StateLotteryRevenue	482,945.00	502,000.00	161,995.45	340,004.55	32.27
8590	AllOtherStateRevenue	1,971,464.00	2,917,156.00	3,057,034.70	139,878.70-	104.80
	Total Other State Revenues	2,590,409.00	3,655,156.00	3,355,136.15	300,019.85	91.79
Other Local Revenue						
8650	LeasesandRentals	6,000.00	6,000.00	8,137.78	2,137.78-	135.63
8660	Interest	83,000.00	83,000.00	94,185.72	11,185.72-	113.48
8677	InteragencySrvcsBetweenLEAs	1,248,498.00	1,550,021.00	1,117,280.31	432,740.69	72.08
8699	AllOtherLocalRevenue	158,975.00	238,975.00	190,675.25	48,299.75	79.79
8792	TrnsfrApportionmentFrmCntyOffcs	1,734,241.00	1,733,995.00	1,053,264.00	680,731.00	60.74
	Total Other Local Revenue	3,230,714.00	3,611,991.00	2,463,543.06	1,148,447.94	68.20
	Total Year To Date Revenues	38,525,831.00	46,108,202.00	29,326,389.61	16,781,812.39	63.60

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)

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Fund 01 - General Fund

Fiscal Year 2022/23 Through April 2023

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Certificated Teachers Salaries	8,850,975.00	9,611,246.00	2,562,190.95	6,947,554.05	101,501.00	72.29
1101	Teacher Sub Pay	198,379.00	264,228.00		211,424.00	52,804.00	80.02
1102	Teacher Extra Pay	301,559.00	384,162.00		177,881.73	206,280.27	46.30
1200	Certificated Pupil Support Salaries	1,193,298.00	1,262,071.00	335,715.87	901,837.90	24,517.23	71.46
1202	Pupil Support Extra Pay	14,500.00	14,500.00		20,914.16	6,414.16	144.24
1300	Certificated Supervisor Administrative Salary	1,468,901.00	1,618,026.00	415,588.27	1,192,382.93	10,054.80	73.69
1301	Cert Admin Sub				1,904.00	1,904.00	NO BDGT
1302	Cert Admin Extra Pay	48,840.00	55,964.00		22,735.60	33,228.40	40.63
1900	Other Certificated Salaries	86,212.00	93,115.00	27,152.97	68,305.92	2,343.89	73.36
1901	Cert Other Sub				480.00	480.00	NO BDGT
1902	Other Certificated Extra Pay	291,336.00	348,237.00		55,669.98	292,567.02	15.99
Total Certificated Salaries		12,454,000.00	13,651,549.00	3,340,648.06	9,601,090.27	709,810.67	70.33
Classified Salaries							
2100	Classified Instructional Salary	1,346,328.00	1,350,114.00	304,775.91	838,663.25	206,674.84	62.12
2101	Para Ed Sub Pay	21,500.00	21,500.00		2,842.54	18,657.46	13.22
2102	Para Ed Extra Pay	14,000.00	22,978.00		9,486.30	13,491.70	41.28
2200	Classified Support Salaries	2,261,569.00	2,451,311.00	571,496.07	1,609,822.83	269,992.10	65.67
2201	Class Support Sub Pay	91,000.00	91,000.00		66,417.58	24,582.42	72.99
2202	Class Support Extra Pay	102,000.00	102,000.00		74,645.83	27,354.17	73.18
2300	Class Supervisor Administrative Salary	270,189.00	332,236.00	99,824.83	236,733.34	4,322.17	71.25
2400	Clerical Technical Office Staff Salary	1,426,596.00	1,551,928.00	374,211.33	1,092,436.01	85,280.66	70.39
2401	Clerical Sub Pay	6,500.00	19,500.00		17,988.89	1,511.11	92.25
2402	Clerical Extra Pay	24,376.00	33,322.00		21,295.21	12,026.79	63.91
2900	Other Classified Salaries	45,777.00	49,911.00	12,418.95	33,449.10	4,042.95	67.02
2902	Other Classified Extra Pay				141,327.50	141,327.50	NO BDGT
Total Classified Salaries		5,609,835.00	6,025,800.00	1,362,727.09	4,145,108.38	517,964.53	68.79
Employee Benefits							
3101	STRS Certificated Positions	3,747,264.00	3,983,874.00	616,963.42	1,700,554.29	1,666,356.29	42.69
3102	STRS Classified Positions	8,319.00	15,646.00	3,877.02	10,501.68	1,267.30	67.12
3201	PERS Certificated Positions	104,467.00	97,902.00	26,700.48	72,034.19	832.67	73.58
3202	PERS Classified Positions	1,310,861.00	1,389,775.00	328,272.53	916,499.02	145,003.45	65.95
3301	OASDI Medicare Alternative Certificated Positions	25,301.00	23,427.00	6,395.22	22,350.12	5,318.34	95.40
3302	OASDI Medicare Alternative Classified Positions	319,911.00	340,126.00	80,618.91	243,662.52	15,844.57	71.64
3311	Medicare Certificated	177,565.00	194,553.00	47,585.43	136,922.02	10,045.55	70.38
3312	Medicare Classified	79,400.00	85,080.00	19,157.34	58,668.43	7,254.23	68.96

Fund 01 - General Fund

Fiscal Year 2022/23 Through April 2023

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3401	HlthWfrBenefitsCertificPositn	3,376,351.00	3,245,632.00	876,583.26	2,336,252.72	32,796.02	71.98
3402	HlthWfrBenefitClassifdPositn	1,815,018.00	1,630,373.00	408,297.87	1,131,876.09	90,199.04	69.42
3501	StUnemplmntInsumcCertPositns	64,466.00	67,305.00	16,439.70	47,708.17	3,157.13	70.88
3502	StUnemplmntInsumcClassifdPos	27,402.00	29,346.00	6,606.02	20,237.17	2,502.81	68.96
3601	WCInsuranceCertificatdPositns	269,011.00	300,376.00	72,158.34	207,400.03	20,817.63	69.05
3602	WCCompensnInsumcClassPositn	121,167.00	131,602.00	29,434.96	89,617.40	12,549.64	68.10
3701	OPEBAllocatedCertificatdPositn	484,426.00	532,749.00	129,951.45	373,349.12	29,448.43	70.08
3702	OPEBAllocatedClassifiedPositn	218,210.00	235,922.00	53,009.93	163,261.50	19,650.57	69.20
Total Employee Benefits		12,149,139.00	12,303,688.00	2,722,051.88	7,530,894.47	2,050,741.65	61.21
Books and Supplies							
4100	ApprvdTxtbookCorCurriculaMterl	368,000.00	557,493.00	46,795.22	136,751.65	373,946.13	24.53
4200	BooksandOtherReferenceMaterial	500.00	42,735.00	173.74	13,328.99	29,232.27	31.19
4300	MaterialsandSupplies	1,163,732.00	1,913,630.00	404,154.35	896,365.04	613,110.61	46.84
4360	TransportationGenSupplies	18,000.00	18,000.00	12,701.37	8,054.76	2,756.13	44.75
4361	TransportationFuel	155,000.00	155,000.00		109,407.29	45,592.71	70.59
4362	TransportationOilGrease	6,000.00	6,000.00		2,401.55	3,598.45	40.03
4363	TransportationParts	40,000.00	40,000.00	16,015.31	49,061.29	25,076.60	122.65
4364	TransportationTires	10,000.00	10,000.00	2,126.12	9,409.67	1,535.79	94.10
4400	NoncapitalizedEquipment	265,140.00	384,229.00	170,865.81	160,909.60	52,453.59	41.88
4700	Food	6,000.00	3,000.00			3,000.00	
Total Books and Supplies		2,032,372.00	3,130,087.00	652,831.92	1,385,689.84	1,091,565.24	44.27
Services and Other Operating Expenditures							
5100	SubagreementsforServices		39,345.00			39,345.00	
5200	TravelandConferences	297,008.00	737,323.00	8,876.86	136,464.72	591,981.42	18.51
5300	DuesandMemberships	27,600.00	27,600.00		30,680.77	3,080.77	111.16
5450	OtherInsurance	652,000.00	695,189.00		696,423.31	1,234.31	100.18
5501	GasElectricity	433,000.00	433,000.00	17,138.65	474,109.39	58,248.04	109.49
5502	PestControl	5,900.00	5,900.00	2,596.00	4,302.00	998.00	72.92
5503	SewerFees	73,000.00	73,000.00	17,223.96	60,847.62	5,071.58	83.35
5505	Water	75,000.00	75,000.00	18,473.83	61,725.58	5,199.41	82.30
5506	WasteDisposal	50,000.00	50,000.00	24,604.55	41,078.31	15,682.86	82.16
5601	FacilitiesRent	6,000.00	6,000.00		1,211.88	4,788.12	20.20
5602	CopierPostageMeterRents	61,300.00	65,600.00	30,139.97	28,764.28	6,695.75	43.85
5603	CopierMaintenance	19,940.00	19,940.00	4,152.00	9,281.53	6,506.47	46.55
5620	EquipmentRentalsAndRepairs	183,500.00	202,368.00	28,640.78	194,988.68	21,261.46	96.35

Fund 01 - General Fund

Fiscal Year 2022/23 Through April 2023

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5630	ComputerMaintenanceRepairs	22,000.00	22,000.00		3,925.56	18,074.44	17.84
5640	BuildingAndSiteRepairs	565,117.00	842,117.00	352,615.17	698,689.34	209,187.51-	82.97
5750	TransfersDirectCostsInterfund	50,000.00-	30,200.00-		8,796.14-	21,403.86-	29.13
5800	ProfConsultingSrvcsandOperExpend	1,083,251.00	1,766,579.00	507,951.38	1,322,292.79	63,665.17-	74.85
5801	LegalFees	135,000.00	200,000.00		168,383.16	31,616.84	84.19
5802	ElectionFees	30,000.00	30,000.00		1,289.22	28,710.78	4.30
5804	PreEmploymentTesting	14,000.00	14,000.00		15,684.15	1,684.15-	112.03
5806	Advertising	4,000.00	4,000.00	178.69	966.74	2,854.57	24.17
5850	SoftwareMaintenanceAndLicences	343,900.00	781,267.00	105,982.30	647,458.63	27,826.07	82.87
5900	Communications	72,000.00	72,000.00	3,554.62	96,363.50	27,918.12-	133.84
	Total Services and Other Operating Expenditures	4,103,516.00	6,132,028.00	1,122,128.76	4,686,135.02	323,764.22	76.42
Capital Outlay							
6170	LandImprovements		220,000.00	489,221.83		269,221.83-	
6200	BuildingImprovementOfBuildings		544,000.00	416,920.33	154,218.60	27,138.93-	28.35
6220	DSAPlanCheckFees			1,182.50		1,182.50-	NO BDGT
6400	Equipment	120,559.00	1,293,662.00	872,040.63	294,454.75	127,166.62	22.76
	Total Capital Outlay	120,559.00	2,057,662.00	1,779,365.29	448,673.35	170,376.64-	21.81
Tuition							
7141	OtTutExsCstDfctPmt2DisChntrSch	33,000.00-	23,000.00-		16,950.00-	6,050.00-	73.70
7142	OthultnExcsCstsDfctPy2CntyOff	916,000.00	965,435.00		491,854.01	473,580.99	50.95
	Total Tuition	883,000.00	942,435.00	.00	474,904.01	467,530.99	50.39
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	114,690.00-	101,806.00-			101,806.00-	
	Total Transfers of Indirect/direct support costs	114,690.00-	101,806.00-	.00	.00	101,806.00-	
Debt Service							
7439	OtherDebtService-Principal	294,737.00	294,737.00		147,368.43	147,368.57	50.00
	Total Debt Service	294,737.00	294,737.00	.00	147,368.43	147,368.57	50.00
	Total Year To Date Expenditures	37,532,468.00	44,436,180.00	10,979,753.00	28,419,863.77	5,036,563.23	63.96

Fund 01 - General Fund

Fiscal Year 2022/23 Through April 2023

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	38,525,831.00	46,108,202.00		29,326,389.61	16,781,812.39	63.60
B. Expenditures	37,532,468.00	44,436,180.00	10,979,753.00	28,419,863.77	5,036,563.23	63.96
C. Subtotal (Revenue LESS Expense)	993,363.00	1,672,022.00		906,525.84	11,745,249.16	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	993,363.00	1,672,022.00		906,525.84	11,745,249.16	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	12,445,956.00	13,487,371.00		13,487,371.22		
Other Restatements (9795)						
Adjusted Beginning Balance	12,445,956.00	13,487,371.00		13,487,371.22		
G. Calculated Ending Balance	13,439,319.00	15,159,393.00		14,393,897.06		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	13,439,319.00	15,159,393.00				
Other				10,979,753.00		

Fund 08 - StudentActivityFund

Fiscal Year 2022/23 Through April 2023

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue	AllOtherLocalRevenue					
8699		585,000.00	585,000.00		585,000.00	
	Total Other Local Revenue	585,000.00	585,000.00	.00	585,000.00	
	Total Year To Date Revenues	585,000.00	585,000.00	.00	585,000.00	
Expenditure Detail						
Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
Books and Supplies						
4300	MaterialsandSupplies	585,000.00	585,000.00		585,000.00	
	Total Books and Supplies	585,000.00	585,000.00	.00	585,000.00	
	Total Year To Date Expenditures	585,000.00	585,000.00	.00	585,000.00	

Fund 08 - Student Activity Fund

Fiscal Year 2022/23 Through April 2023

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	585,000.00	585,000.00			585,000.00	
B. Expenditures	585,000.00	585,000.00			585,000.00	
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses						
Sources	.00	.00		.00	.00	
LESS Uses						
E. Net Change in Fund Balance	.00	.00		.00	.00	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	309,563.00	351,081.00		351,080.98		
Other Restatements (9795)						
Adjusted Beginning Balance	309,563.00	351,081.00		351,080.98		
G. Calculated Ending Balance	309,563.00	351,081.00		351,080.98		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	309,563.00	351,081.00				
Other						

Fund 11 - Adult Education Fund

Fiscal Year 2022/23 Through April 2023

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8290	All Other Federal Revenue	170,474.00	186,585.00	83,845.00	102,740.00	44.94
	Total Federal Revenue	170,474.00	186,585.00	83,845.00	102,740.00	44.94
Other State Revenues						
8590	All Other State Revenue	38,745.00	45,023.00	45,023.00		100.00
	Total Other State Revenues	38,745.00	45,023.00	45,023.00	.00	100.00
Other Local Revenue						
8660	Interest	5,900.00	9,066.00			
8671	Adult Education Fees	100,000.00	100,000.00	3,482.24	5,583.76	38.41
8677	Interagency Svcs Between LEAs	1,273,097.00	1,287,964.00	138,911.46	38,911.46	138.91
8699	All Other Local Revenue	35,491.00	43,536.00	965,973.00	321,991.00	75.00
	Total Other Local Revenue	1,414,488.00	1,440,566.00	1,108,366.70	332,199.30	76.94
	Total Year To Date Revenues	1,623,707.00	1,672,174.00	1,237,234.70	434,939.30	73.99

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Certificated Teachers Salaries	357,785.00	387,142.00	1,091.00	228,227.03	157,823.97	58.95
1101	Teacher Sub Pay	2,000.00	2,000.00			2,000.00	
1300	Crtificd Suprvsr Admnstr Stry	45,636.00	50,111.00	12,518.28	37,592.42	.30	75.02
	Total Certificated Salaries	405,421.00	439,253.00	13,609.28	265,819.45	159,824.27	60.52
Classified Salaries							
2100	Classified Instructional Salary	48,041.00	68,131.00	17,330.76	47,639.92	3,160.32	69.92
2102	Para Ed Extra Pay	150.00	150.00			150.00	
2200	Classified Support Salaries	31,420.00	35,903.00	8,199.21	24,617.61	3,086.18	68.57
2201	Class Support Sub Pay	3,100.00	3,100.00		125.19	2,974.81	4.04
2400	Cleric/Technical Office Staff Stry	184,545.00	203,797.00	47,687.40	140,998.82	15,110.78	69.19
2900	Other Classified Salaries	9,856.00	9,856.00		7,240.15	2,615.85	73.46
	Total Classified Salaries	277,112.00	320,937.00	73,217.37	220,621.69	27,097.94	68.74
Employee Benefits							
3101	STR Certificated Positions	77,014.00	83,475.00	2,591.09	50,739.48	30,144.43	60.78
3102	STR Classified Positions	1,883.00	1,883.00		745.95	1,137.05	39.61
3202	PERS Classified Positions	66,418.00	73,552.00	17,149.41	49,265.73	7,136.86	66.98
3302	OASDI Medicr Altmtv Clas Position	16,997.00	19,807.00	4,518.33	13,176.59	2,112.08	66.52

Fund 11 - Adult Education Fund

Fiscal Year 2022/23 Through April 2023

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3311	MedicareCertificated	5,878.00	6,523.00	239.17	3,878.10	2,405.73	59.45
3312	MedicareClassified	3,973.00	4,632.00	1,056.69	3,182.91	392.40	68.72
3401	HlthWlfrBenefitsCertificPositn	143,475.00	158,419.00	54,960.42	90,700.18	12,758.40	57.25
3402	HlthWlfrBenefitClassifdPositn	93,657.00	82,655.00	20,205.46	58,057.46	4,392.08	70.24
3501	StUnemplmntInsurmcCertPositns	2,028.00	2,249.00	66.66	1,312.89	869.45	58.38
3502	StUnemplmntInsurmcClassifdPos	1,371.00	1,597.00	364.35	1,097.52	135.13	68.72
3601	WCInsuranceCertificatdPositns	8,757.00	9,488.00	293.99	5,754.60	3,439.41	60.65
3602	WCCompensnInsurmcClassPositn	5,985.00	6,932.00	1,581.48	4,765.42	585.10	68.75
3701	OPEBAlocatedCertificatdPositn	15,771.00	17,087.00	529.36	10,363.61	6,194.03	60.65
3702	OPEBAlocatedClassifiedPositn	10,780.00	12,485.00	2,848.17	8,582.24	1,054.59	68.74
Total Employee Benefits		453,987.00	480,784.00	106,404.58	301,622.68	72,756.74	62.74
Books and Supplies							
4100	ApprvdTxbkCorCurriculaMterl				3,893.40	3,893.40-	NO BDGT
4200	BooksandOtherReferenceMaterial				4,611.36-	4,611.36	NO BDGT
4300	MaterialsandSupplies	15,894.00	15,802.00	2,674.13	9,290.32	3,837.55	58.79
4400	NoncapitalizedEquipment	13,000.00	13,000.00	876.83	6,208.95	5,914.22	47.76
Total Books and Supplies		28,894.00	28,802.00	3,550.96	14,781.31	10,469.73	51.32
Services and Other Operating Expenditures							
5200	TravelandConferences	5,000.00	5,663.00		2,084.82	3,578.18	36.81
5300	DuesandMemberships	3,760.00	3,760.00		1,843.82	1,916.18	49.04
5501	GasElectricity	23,935.00	23,935.00		13,857.78	10,077.22	57.90
5502	PestControl	700.00	700.00	275.00	495.00	70.00-	70.71
5503	SewerFees	1,400.00	1,400.00		1,562.76	162.76-	111.63
5505	Water	6,000.00	6,000.00	269.98	3,230.02	2,500.00	53.83
5506	WasteDisposal	3,000.00	3,000.00	820.24	1,581.38	598.38	52.71
5601	FacilitiesRent	42,000.00	42,000.00	7,200.00	36,640.00	1,840.00-	87.24
5602	CopierPostageMeterRents	1,000.00	1,000.00	84.12	250.32	665.56	25.03
5603	CopierMaintenance	5,370.00	5,370.00	645.90	4,954.10	230.00-	92.26
5620	EquipmentRentalsAndRepairs	950.00	950.00			950.00	
5640	BuildingAndSiteRepairs	40,000.00	35,238.00		15,153.24	20,084.76	43.00
5750	TransfersDirectCostsInterfund	18,000.00	18,000.00		2,175.00	15,825.00	12.08
5800	ProfConsultngSrvcsandOperExpend	109,000.00	109,000.00	18,301.35	84,147.43	6,551.22	77.20
5806	Advertising	45,000.00	43,000.00		29,963.12	13,036.88	69.68
5850	SoftwareMaintenanceAndLicences	30,689.00	19,466.00		18,725.87	740.13	96.20
5900	Communications	41,956.00	41,956.00	656.03	22,094.80	19,205.17	52.66

Fund 11 - Adult Education Fund

Fiscal Year 2022/23 Through April 2023

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
	Total Services and Other Operating Expenditures	377,760.00	360,438.00	28,252.62	238,759.46	93,425.92	66.24
Capital Outlay							
6400	Equipment	20,000.00	12,000.00			12,000.00	
	Total Capital Outlay	20,000.00	12,000.00	.00	.00	12,000.00	
Transfers of Indirect/direct support costs							
7350	Trans Indirect Costs Interfund	65,435.00	69,121.00			69,121.00	
	Total Transfers of Indirect/direct support costs	65,435.00	69,121.00	.00	.00	69,121.00	
	Total Year To Date Expenditures	1,628,609.00	1,711,335.00	225,034.81	1,041,604.59	444,695.60	60.87

Fund 11 - AdultEducationFund

Fiscal Year 2022/23 Through April 2023

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,623,707.00	1,672,174.00		1,237,234.70	434,939.30	73.99
B. Expenditures	1,628,609.00	1,711,335.00	225,034.81	1,041,604.59	444,695.60	60.87
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses	4,902.00-	39,161.00-		195,630.11	9,756.30-	
Sources						
LESS Uses						
E. Net Change in Fund Balance	4,902.00-	39,161.00-		195,630.11	9,756.30-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	690,144.00	794,198.00		794,197.87		
Other Restatements (9795)						
Adjusted Beginning Balance	690,144.00	794,198.00		794,197.87		
G. Calculated Ending Balance	685,242.00	755,037.00		989,827.98		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	685,242.00	755,037.00				
Other				225,034.81		

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2022/23 Through April 2023

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8220	ChildNutritionPrograms	1,215,000.00	1,081,258.00	641,105.79	440,152.21	59.29
	Total Federal Revenue	1,215,000.00	1,081,258.00	641,105.79	440,152.21	59.29
Other State Revenues						
8520	ChildNutrition	70,000.00	430,000.00	194,371.92	235,628.08	45.20
	Total Other State Revenues	70,000.00	430,000.00	194,371.92	235,628.08	45.20
Other Local Revenue						
8634	FoodServiceSales	13,000.00	13,000.00	6,042.63	6,957.37	46.48
8660	Interest	1,000.00-	1,000.00-	1,189.32	2,189.32-	-118.93
8699	AllOtherLocalRevenue			10,139.50	10,139.50-	NO BDGT
	Total Other Local Revenue	12,000.00	12,000.00	17,371.45	5,371.45-	144.76
	Total Year To Date Revenues	1,297,000.00	1,523,258.00	852,849.16	670,408.84	55.99

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Classified Salaries							
2200	ClassifiedSupportSalaries	305,494.00	328,422.00	81,481.95	223,197.27	23,742.78	67.96
2201	ClassSupportSubPay	17,000.00	17,000.00		11,149.52	5,850.48	65.59
2202	ClassSupportExtraPay	8,100.00	8,100.00		10,983.62	2,883.62-	135.60
2300	ClassSupvrAdmistratorsSlry	68,741.00	75,430.00	20,498.52	54,662.72	268.76	72.47
2400	ClericITechnicOfficStaffSlrys	19,450.00	14,285.00		7,374.83	6,910.17	51.63
	Total Classified Salaries	418,785.00	443,237.00	101,980.47	307,367.96	33,888.57	69.35
Employee Benefits							
3102	STRClassifiedPositions	1,910.00	1,910.00			1,910.00	
3202	PERSClassifiedPositions	90,079.00	92,086.00	23,040.78	62,486.83	6,558.39	67.86
3302	OASDIMedicrAltrmtvClasPosition	25,307.00	26,767.00	6,151.06	18,232.35	2,383.59	68.12
3312	MedicareClassified	5,919.00	6,259.00	1,438.58	4,357.92	462.50	69.63
3402	HlthWlfarBenefitClasfIdPositn	98,620.00	110,863.00	30,335.49	80,527.98	.47-	72.64
3502	StUnemplmntInsurncClassfIdPos	2,041.00	2,158.00	496.05	1,502.69	159.26	69.63
3602	WCCompenstnInsurncClassPositn	9,025.00	9,552.00	2,202.78	6,638.99	710.23	69.50
3702	OPEBAIlocatedClassifiedPositn	16,291.00	17,242.00	3,966.99	11,956.59	1,318.42	69.35
	Total Employee Benefits	249,192.00	266,837.00	67,631.73	185,703.35	13,501.92	69.59
Books and Supplies							
4300	MaterialsandSupplies	50,000.00	50,000.00		39,002.32	10,997.68	78.00

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2022/23 Through April 2023

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Books and Supplies (continued)							
4700	Food	433,000.00	583,000.00	138,758.31	393,076.98	51,164.71	67.42
	Total Books and Supplies	483,000.00	633,000.00	138,758.31	432,079.30	62,162.39	68.26
Services and Other Operating Expenditures							
5200	TravelandConferences	500.00	700.00		397.99	302.01	56.86
5300	DuesandMemberships	500.00	1,050.00		669.44	380.56	63.76
5750	TransfersDirectCostsInterfund	1,000.00	2,200.00		2,135.95	64.05	97.09
5800	ProfConsultngSrvcsandOperExpnd	3,000.00	3,500.00		3,131.00	369.00	89.46
5804	PreEmploymentTesting	1,700.00	900.00		1,987.00	1,087.00-	220.78
5850	SoftwareMaintenanceAndLicences	4,000.00	2,450.00		2,432.00	18.00	99.27
5900	Communications				37.42	37.42-	NO BDGT
	Total Services and Other Operating Expenditures	10,700.00	10,800.00	.00	10,790.80	9.20	99.91
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	49,255.00	32,685.00			32,685.00	
	Total Transfers of Indirect/direct support costs	49,255.00	32,685.00	.00	.00	32,685.00	
	Total Year To Date Expenditures	1,210,932.00	1,386,559.00	308,370.51	935,941.41	142,247.08	67.50

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2022/23 Through April 2023

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,297,000.00	1,523,258.00		852,849.16	670,408.84	55.99
B. Expenditures	1,210,932.00	1,386,559.00	308,370.51	935,941.41	142,247.08	67.50
C. Subtotal (Revenue LESS Expense)	86,068.00	136,699.00		83,092.25-	528,161.76	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	86,068.00	136,699.00		83,092.25-	528,161.76	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	41,702.00	201,424.00		201,423.63		
Other Restatements (9795)						
Adjusted Beginning Balance	41,702.00	201,424.00		201,423.63		
G. Calculated Ending Balance	127,770.00	338,123.00		118,331.38		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	127,770.00	338,123.00				
Other				308,370.51		

Fund 25 - Capital Facilities Fund

Fiscal Year 2022/23 Through April 2023

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	9,100.00	13,000.00	6,549.13	6,450.87	50.38
8681	Mitigation/Developer Fees	423,000.00	162,000.00	98,992.00	63,008.00	61.11
	Total Other Local Revenue	432,100.00	175,000.00	105,541.13	69,458.87	60.31
	Total Year To Date Revenues	432,100.00	175,000.00	105,541.13	69,458.87	60.31

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Services and Other Operating Expenditures							
5750	Transfers Direct Costs Interfund	31,000.00	10,000.00		4,485.19	5,514.81	44.85
	Total Services and Other Operating Expenditures	31,000.00	10,000.00	.00	4,485.19	5,514.81	44.85
Capital Outlay							
6200	Building Improvement Of Buildings				10,802.50	10,802.50-	NO BDGT
	Total Capital Outlay	.00	.00	.00	10,802.50	10,802.50-	NO BDGT
	Total Year To Date Expenditures	31,000.00	10,000.00	.00	15,287.69	5,287.69-	152.88

Fund 25 - Capital Facilities Fund

Fiscal Year 2022/23 Through April 2023

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	432,100.00	175,000.00		105,541.13	69,458.87	60.31
B. Expenditures	31,000.00	10,000.00		15,287.69	5,287.69	152.88
C. Subtotal (Revenue LESS Expense)	401,100.00	165,000.00		90,253.44	74,746.56	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	401,100.00	165,000.00		90,253.44	74,746.56	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	705,633.00	937,351.00		937,351.12		
Other Restatements (9795)						
Adjusted Beginning Balance	705,633.00	937,351.00		937,351.12		
G. Calculated Ending Balance	1,106,733.00	1,102,351.00		1,027,604.56		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesign/Unapprop (9790)	1,106,733.00	1,102,351.00				
Other						

Fund 26 - RDAFeesFund

Fiscal Year 2022/23 Through April 2023

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8625	ComRdvlpmntFndNotSubjct2LCFFDd	221,000.00	239,000.00	145,422.30	93,577.70	60.85
8660	Interest	7,500.00	15,500.00	7,993.09	7,506.91	51.57
	Total Other Local Revenue	228,500.00	254,500.00	153,415.39	101,084.61	60.28
	Total Year To Date Revenues	228,500.00	254,500.00	153,415.39	101,084.61	60.28
Expenditure Detail						
Capital Outlay						
6170	LandImprovements		1,372,426.00		272,426.00	
	Total Capital Outlay	.00	1,372,426.00	.00	272,426.00	
	Total Year To Date Expenditures	.00	1,372,426.00	.00	272,426.00	

Fund 26 - RDAFeesFund

Fiscal Year 2022/23 Through April 2023

Description

Revenues, Expenditures, and Changes in Fund Balance

	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
A. Revenues	228,500.00	254,500.00		153,415.39	101,084.61	60.28
B. Expenditures		1,372,426.00	1,100,000.00		272,426.00	
C. Subtotal (Revenue LESS Expense)	228,500.00	1,117,926.00-		153,415.39	171,341.39-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	228,500.00	1,117,926.00-		153,415.39	171,341.39-	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	1,105,715.00	1,143,926.00		1,143,925.78		
Other Restatements (9795)						
Adjusted Beginning Balance	1,105,715.00	1,143,926.00		1,143,925.78		
G. Calculated Ending Balance	1,334,215.00	26,000.00		1,297,341.17		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,334,215.00	26,000.00				
Other				1,100,000.00		

Fund 51 - BndIntRdmpntFndA

Fiscal Year 2022/23 Through April 2023

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtcdnesLeviHtmownrExmptn	3,100.00	3,100.00	2,667.26	432.74	86.04
8572	VtdIndbtcdnesLevOtrSbvntnsInLuTx	1,500.00	1,500.00		1,500.00	
	Total Other State Revenues	4,600.00	4,600.00	2,667.26	1,932.74	57.98
Other Local Revenue						
8611	VotedIndebtednssLevieSecurdRol	496,000.00	496,000.00	223,143.73	272,856.27	44.99
8612	VotdIndebtednesLevieUnscurdRol	25,000.00	25,000.00	23,673.24	1,326.76	94.69
8613	VotdIndebtednesLeviePriYrTaxes	1,100.00	1,100.00	897.20	202.80	81.56
8614	VotdIndbdnssLevieSuplmntlTaxe	8,100.00	8,100.00	8,904.79	804.79-	109.94
8660	Interest	6,000.00	6,000.00	3,677.43	2,322.57	61.29
	Total Other Local Revenue	536,200.00	536,200.00	260,296.39	275,903.61	48.54
	Total Year To Date Revenues	540,800.00	540,800.00	262,963.65	277,836.35	48.62

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

Fund 51 - BndIntRdmpFndA

Fiscal Year 2022/23 Through April 2023

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	540,800.00	540,800.00		262,963.65	277,836.35	48.62
B. Expenditures	530,000.00	530,000.00		530,000.00		100.00
C. Subtotal (Revenue LESS Expense)	10,800.00	10,800.00		267,036.35-	277,836.35	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	10,800.00	10,800.00		267,036.35-	277,836.35	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	875,684.00	855,226.00		855,225.95		
Other Restatements (9795)						
Adjusted Beginning Balance	875,684.00	855,226.00		855,225.95		
G. Calculated Ending Balance	886,484.00	866,026.00		588,189.60		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	886,484.00	866,026.00				
Other						

Fund 52 - BndIntRdmtFndB

Fiscal Year 2022/23 Through April 2023

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtdnesLeviHmownrExmptn	2,800.00	2,800.00	1,615.31	1,184.69	57.69
8572	VtdIndbtdnsLevOtrSbvrtnslnLuTx	1,000.00	1,000.00		1,000.00	
	Total Other State Revenues	3,800.00	3,800.00	1,615.31	2,184.69	42.51
Other Local Revenue						
8611	VotedIndebtdnssLevieSecurdRol	383,000.00	383,000.00	136,100.49	246,899.51	35.54
8612	VotdIndebtdnesLevieUnscurdRol	18,100.00	18,100.00	14,349.61	3,750.39	79.28
8613	VotdIndebtdnesLeviePrYrTaxes	800.00	800.00	770.81	29.19	96.35
8614	VotdIndbtdnssLevieSuplmtlTaxe	6,200.00	6,200.00	5,397.65	802.35	87.06
8660	Interest	4,300.00	6,000.00	2,971.83	3,028.17	49.53
	Total Other Local Revenue	412,400.00	414,100.00	159,590.39	254,509.61	38.54
	Total Year To Date Revenues	416,200.00	417,900.00	161,205.70	256,694.30	38.58

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

Fund 52 - BndIntRdmpFndB

Fiscal Year 2022/23 Through April 2023

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	416,200.00	417,900.00		161,205.70	256,694.30	38.58
B. Expenditures	390,000.00	390,000.00		390,000.00		100.00
C. Subtotal (Revenue LESS Expense)	26,200.00	27,900.00		228,794.30-	256,694.30	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	26,200.00	27,900.00		228,794.30-	256,694.30	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	645,488.00	673,822.00		673,822.06		
Other Restatements (9795)						
Adjusted Beginning Balance	645,488.00	673,822.00		673,822.06		
G. Calculated Ending Balance	671,688.00	701,722.00		445,027.76		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unappropri (9790)	671,688.00	701,722.00				
Other						

Fund 53 - BndIntRdMptFndHarrison

Fiscal Year 2022/23 Through April 2023

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtdnesLeviHmownrExmptn	7,000.00	7,000.00	3,264.23	3,735.77	46.63
8572	VtdIndbtdnsLevOtrSbvntrnsInLuTx	3,000.00	3,000.00		3,000.00	
	Total Other State Revenues	10,000.00	10,000.00	3,264.23	6,735.77	32.64
Other Local Revenue						
8611	VotedIndebtdInssLevieSecurdRol	920,000.00	920,000.00	275,896.07	644,103.93	29.99
8612	VotdIndebtdnesLevieUnscurdRol	51,000.00	51,000.00	39,339.83	11,660.17	77.14
8613	VotdIndebtdnesLeviePrYrTaxes	2,200.00	2,200.00	1,874.50	325.50	85.20
8614	VotdIndbtdnssLevieSuplmtlTaxe	17,000.00	17,000.00	13,995.80	3,004.20	82.33
8660	Interest	12,000.00	15,000.00	7,879.33	7,120.67	52.53
	Total Other Local Revenue	1,002,200.00	1,005,200.00	338,985.53	666,214.47	33.72
	Total Year To Date Revenues	1,012,200.00	1,015,200.00	342,249.76	672,950.24	33.71

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	778,011.00	778,011.00		778,011.00		100.00
7434	BondInterestOtherServiceCharge	107,380.00	107,380.00		107,380.30	.30-	100.00
	Total Debt Service	885,391.00	885,391.00	.00	885,391.30	.30-	100.00
	Total Year To Date Expenditures	885,391.00	885,391.00	.00	885,391.30	.30-	100.00

Fund 53 - BndIntRdmpFndHarrison

Fiscal Year 2022/23 Through April 2023

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,012,200.00	1,015,200.00		342,249.76	672,950.24	33.71
B. Expenditures	885,391.00	885,391.00		885,391.30	.30-	100.00
C. Subtotal (Revenue LESS Expense)	126,809.00	129,809.00		543,141.54-	672,950.54	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	126,809.00	129,809.00		543,141.54-	672,950.54	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	1,723,301.00	1,649,470.00		1,649,470.33		
Other Restatements (9795)						
Adjusted Beginning Balance	1,723,301.00	1,649,470.00		1,649,470.33		
G. Calculated Ending Balance	1,850,110.00	1,779,279.00		1,106,328.79		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,850,110.00	1,779,279.00				
Other						

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2022/23 Through April 2023

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	20,000.00	20,000.00	9,102.35	10,897.65	45.51
8699	AllOtherLocalRevenue	30,000.00	30,000.00	14,280.65	15,719.35	47.60
	Total Other Local Revenue	50,000.00	50,000.00	23,383.00	26,617.00	46.77
	Total Year To Date Revenues	50,000.00	50,000.00	23,383.00	26,617.00	46.77

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Services and Other Operating Expenditures							
5800	ProfConsultngSrvcsandOperExpnd	50,000.00	50,000.00		50,691.00	691.00-	101.38
	Total Services and Other Operating Expenditures	50,000.00	50,000.00	.00	50,691.00	691.00-	101.38
	Total Year To Date Expenditures	50,000.00	50,000.00	.00	50,691.00	691.00-	101.38

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2022/23 Through April 2023

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	50,000.00	50,000.00		23,383.00	26,617.00	46.77
B. Expenditures	50,000.00	50,000.00		50,691.00	691.00-	101.38
C. Subtotal (Revenue LESS Expense)						
D. Other Financing Sources and Uses						
Sources	.00	.00		27,308.00-	27,308.00	
LESS Uses						
E. Net Change in Fund Balance	.00	.00		27,308.00-	27,308.00	
F. Fund Balance:						
Beginning Balance (9791)						
Audit Adjustments (9793)	1,460,524.00	1,372,947.00		1,372,947.07		
Other Restatements (9795)						
Adjusted Beginning Balance	1,460,524.00	1,372,947.00		1,372,947.07		
G. Calculated Ending Balance	1,460,524.00	1,372,947.00		1,345,639.07		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,460,524.00	1,372,947.00				
Other						

Fund 76 - Warrant/Pass-ThroughFund

Fiscal Year 2022/23 Through April 2023

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
22-23 Scholarship Donations
for Board Approval

Deposit Date	Scholarship Fund:	Donated by:	Amount
1st Quarter			
07/14/22	Dave Bruce Hall of Fame	Christian & Rosemary Keiner	\$250.00
07/14/22	Dave Bruce Hall of Fame	Barbara Little	1,000.00
07/14/22	Dave Bruce Hall of Fame	Rotary Club of Oroville	100.00
07/22/22	Dave Bruce Hall of Fame	Mike Ramsey	500.00
07/22/22	Dave Bruce Hall of Fame	Carol Johnson	250.00
07/29/22	Dave Bruce Hall of Fame	Al Hottinger	140.45
08/05/22	Dave Bruce Hall of Fame	NC & DL Lord	100.00
08/11/22	Dave Bruce Hall of Fame	Sharon Openshaw	150.00
08/25/22	Dave Bruce Hall of Fame	Bonnie King	10.00
08/25/22	Dave Bruce Hall of Fame	Fugate Insurance	100.00
08/25/22	Dave Bruce Hall of Fame	Lynnrich / Taco Bell	100.00
08/25/22	Dave Bruce Hall of Fame	Paula Felipe	100.00
08/25/22	Dave Bruce Hall of Fame	Claire High	200.00
08/25/22	Del Whittier Memorial	Beverly Whittier	200.00
09/01/22	Dave Bruce Hall of Fame	Al Hottinger	181.89
09/13/22	Dave Bruce Hall of Fame	Brian Powers	200.00
09/13/22	Dave Bruce Hall of Fame	Glen Sparrow	300.00
09/13/22	Dave Bruce Hall of Fame	Jon & Susan Frank	400.00
09/23/22	Paul Kafader Scholarship	LP ASB	500.00
			<hr/>
			\$4,782.34
2nd Quarter			
10/05/22	Dave Bruce Hall of Fame	Al Hottinger	139.47
10/05/22	Dave Bruce Hall of Fame	OHS Class of 1961	352.00
11/03/22	Dave Bruce Hall of Fame	Al Hottinger	160.37
11/03/22	Dave Bruce Hall of Fame	OASIS	1,380.00
12/02/22	OHS Class of 1956	OHS Class of 1956	500.00
			<hr/>
			\$2,531.84
3rd Quarter			
01/06/23	Dave Bruce Hall of Fame	Al Hottinger	176.23
01/12/23	Dave Bruce Hall of Fame	Weston Alt	80.00
01/12/23	Dave Bruce Hall of Fame	Judy McInturf	100.00
01/26/23	John R. Johnson	William & Susan Garnett	250.00
02/07/23	Robert J Powers Memorial	Mark & Kathleen Heinzinger	1,350.00
02/07/23	Robert J Powers Memorial	Kevin Powers	1,250.00
02/24/23	Dave Bruce Hall of Fame	Barbara Little	500.00
02/24/23	Wise Memorial Scholarship	Donald Wise	400.00
02/24/23	Dave Bruce Hall of Fame	Al Hottinger	144.11
03/13/23	Anita Toler Memorial Scholarship	Jarold Stokes	500.00
03/27/23	OHS FCCLA	Sandy Smith	400.00
03/27/23	Dave Bruce Hall of Fame	Rocchi & Spanfelner Optometrists	100.00
03/30/23	Sal Aiello / Grillo Family	Irene & Gino Aiello	100.00
03/30/23	Sciligio Family Scholarship	Irene & Gino Aiello	100.00
03/30/23	Dave Bruce Hall of Fame	Oroville Animal Health Center	100.00
03/30/23	Dave Bruce Hall of Fame	Comers Print Shop	100.00
			<hr/>
			\$5,650.34
Total YTD			<hr/>
			\$12,964.52

Oroville Union High School District

Memorandum

TO: Board of Trustees
FROM: Dr. Corey Willenberg
DATE: April 3, 2023
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

.Com Computers	\$100
Brad Cramer	\$100
DoorTru	\$100
La Costena Restaurant	\$100
Martin's Heritage Heating	\$100
Shakey's Pizza	\$100

Scholarship Fund

Bidwell Realty, Inc.	\$100
Comer's Print Shop	\$100
Oroville Animal Health Center	\$100
Oroville Vision Optometric Group	\$100
Pro Dental	\$200



EDUCATION SERVICES DEPARTMENT
OROVILLE UNION HIGH SCHOOL DISTRICT

MEMO

To:	OUHSD Board of Trustees	Date:	Mar 31, 2023
From:	Jon Wood - Director of Education		
Subject:	SLP Independent Contractor Agreement		

Recommendation: APPROVAL

Background:

One of our students enrolled in our Independent Study SPED program is in need of a specialized assessment for assistive technology. This assessment can only be done in person. Because our current Speech and Language Pathologist (SLP) is practicing virtually, we need to contract with Kaelin Lundgren to provide the necessary assessment

Financial Impact:

Not to exceed \$4000 to be taken from district special education funding

OROVILLE UNION HIGH SCHOOL DISTRICT
INDEPENDENT CONTRACTOR AGREEMENT FOR SPECIAL SERVICES
(NON-CONSTRUCTION RELATED; NOT FOR PURCHASE OF GOODS OR EQUIPMENT)

WHO'S RESPONSIBLE	ACTION TO BE TAKEN
Site/Department	<ul style="list-style-type: none"> • Fill out the Service Agreement Cover Sheet. • Send the Service Agreement with the required attachments to the Contractor to be filled out. 1. Provide <u>only</u> the District's approved agreement. This agreement should be completed in lieu of signing any vendor contract for services. If any revisions are requested, they need prior authorization by the Assistant Superintendent of Business (CBO). 2. Ensure there is an accurate and complete description of the Contractor's Scope of Services. Relevant portions of Contractor's proposal (i.e. detail regarding services) can be excerpted and inserted, but Contractor's entire should not be attached. In no circumstances should any "terms and conditions" from Contractor be inserted into the agreement. 3. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly. 4. Determine which of the following documents should be attached to the agreement: <ul style="list-style-type: none"> ☒ Workers' Compensation Certificate ☒ Fingerprinting/Criminal Background Investigation Certification ☒ COVID-19 Vaccination/Testing Certification ☒ Insurance Certificates and Endorsements ☐ W-9 form ☒ Tuberculosis Clearance ☐ FTB Form 590 (if out-of-state contractor seeking withholding exemption) ☐ Iran Contracting Act Certification (if Contract value \$1M+) ☐ _____ [Other] ☐ _____ [Other] 5. Completely fill in all blanks and delete the unused options in the agreement. <p><i>All required certificates and documents must be collected before any services under the agreement commence.</i></p>
Contractor	<ul style="list-style-type: none"> • Completely fill out Service Agreement and return it to the site/department with the required Certificate of Insurance and endorsements.
Site/Department	<ul style="list-style-type: none"> • Create a requisition for the services that are going to be provided by the vendor. • If using ASB funds to pay for contract, attach a copy of ASB minutes approving the Service Agreement. • Review for completeness (i.e.: cover sheet completeness and signatures). • Prepare Board Item. • Submit Service Agreement to CBO's office four (4) business days prior to the Board meeting agenda deadline date.
CBO	<ul style="list-style-type: none"> • Verify budget and availability of funds. • Initial to approve the Service Agreement Routing and forward documentation to the Superintendent's Administrative Assistant.
A/P	<ul style="list-style-type: none"> • Service Agreement must be approved by Board prior to execution by Superintendent or designee and before any services under the Agreement commence. • Convert into purchase order upon Board Approval • Send purchase order to vendors
Contractor	<ul style="list-style-type: none"> • Reference purchase order number on invoice(s).

DO NOT INCLUDE THIS SHEET WITH FINAL EXECUTED CONTRACT TO CONTRACTOR

OROVILLE UNION HIGH SCHOOL DISTRICT
INDEPENDENT CONTRACTOR AGREEMENT FOR SPECIAL SERVICES
(NON-CONSTRUCTION RELATED; NOT FOR PURCHASE OF GOODS OR EQUIPMENT)

CONTRACTOR FULL NAME

KARLEN LUNDBER

TAX I.D. NUMBER

[REDACTED]

SITE/DEPARTMENT

SUBMITTED BY

Jon W
[Signature]

SIGNATURE

SIGNATURE FROM BUDGET
CONTROL ADMINISTRATOR:

BOARD APPROVAL DATE

REQ (P.O.) NUMBER

BUDGET CODE

AGREEMENT TOTAL AMOUNT

DESCRIPTION OF SERVICE

TERM OF AGREEMENT

[Signature]

Assistant Superintendent of Business

3/30/23
Date

Received By:

Certificate of Insurance
Expiration Date

☐ Yes ☐ No

Auto Insurance
Expiration Date

☐ Yes ☐ No

DO NOT INCLUDE THIS SHEET WITH FINAL EXECUTED CONTRACT TO CONTRACTOR

INDEPENDENT CONTRACTOR AGREEMENT FOR SPECIAL SERVICES

This Independent Contractor Agreement for Special Services ("Agreement") is made and entered into as of the _____ day of _____, 20____, ("Effective Date") by and between the Oroville Union High School District ("District") and _____ ("Contractor") (together, "Parties").

RECITALS

WHEREAS, the District is authorized by Government Code section 53060 to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is authorized by Public Contract Code section 20111 to contract with and employ any persons for the furnishing of non-construction services, if the contract amount is no greater than the annually adjusted statutory limit, which is \$99,100 as of January 1, 2022; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Contractor is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis; and

WHEREAS, Contractor is free from the control and direction of District in connection with the performance of the Services (as defined below), both under the Agreement and in fact; Contractor's Services are outside the usual course of District's business; and Contractor is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the Services.

NOW, THEREFORE, the Parties agree as follows:

TERMS

1. **Services.** The Contractor shall furnish to the District services, including the location where services be provided, as described in Exhibit "A," attached hereto and incorporated herein by this reference ("Services").
2. **Term.** Contractor shall commence providing Services under this Agreement upon receiving a notice to proceed from District, through _____, 20____, unless this Agreement is terminated and/or otherwise cancelled prior to that time. Should Contractor begin performing Services in advance of District's governing board approval or ratification of the Agreement, such Services are voluntarily performed at Contractor's risk.
3. **Submittal of Documents.** Contractor shall not commence the Services under this Agreement until Contractor has submitted and District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

☒ Signed Agreement
☒ Workers' Compensation Certification
☒ Fingerprinting/Criminal Background Investigation Certification
☒ Insurance Certificates and Endorsements
☒ W-9 Form
☐ Other: _____

4. **Compensation.** District agrees to pay Contractor for Services satisfactorily rendered pursuant to this Agreement a total fee not exceed _____ Dollars (\$____), inclusive of any costs or expenses paid or incurred by Contractor in performing the Services.
- 4.1. Payment for the Services shall be made for all undisputed amounts based upon the delivery of the work product as determined by District. Payment shall be made within thirty (30) days after Contractor submits a detailed invoice on a form acceptable to District to the District's Accounts Payable Department for Services actually performed. Invoices must reference corresponding Purchase Order number.
- 4.2. The Services shall be performed at the hourly billing rates and/or unit prices included in **Exhibit B**. If hourly billing applies, the itemized invoice shall reflect the hours spent by Contractor in performing its Services pursuant to this Agreement.
- 4.3. If Contractor works at more than one site, Contractor shall invoice for each site separately.
5. **Equipment and Materials.** Contractor shall furnish, at its own expense, all tools, labor, materials, equipment, supplies, transportation services and any other items (collectively, "Equipment") necessary to complete the Services in a manner which is consistent with generally accepted standards of the profession for similar services. Notwithstanding the foregoing, District shall not be responsible for any damages to persons or property as a result of the use, misuse or failure of any Equipment used by Contractor or the Contractor's agents, personnel, employee(s), and/or subcontractor(s) ("Contractor Parties"), even if such Equipment is furnished, rented or loaned to Contractor or Contractor Parties by District. All original curricular materials provided in conjunction with Contractor services must be authorized for use by the District only and remain exclusively the intellectual property of the authors.
6. **Independent Contractor.** Contractor represents and warrants that Contractor is an independent contractor or business entity that is: (i) free from the control and direction of the District in connection with the performance of the Services, (ii) performing Services that are outside the usual course of the District's business, and (iii) customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the Services performed, , District being interested only in the results obtained. Contractor understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees. If Contractor is not a resident of California and is not exempt from withholding, the District shall withhold California income taxes as required by the Revenue & Taxation Code. The Contractor shall still be responsible for payment of all state and federal taxes.
7. **Performance of Services**
- 7.1. **Standard of Care.** Contractor represents that Contractor has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. If any of the Services are performed by any of the Contractor Parties, such work shall only be performed by competent personnel under the supervision of and in the employment of Contractor. Contractor's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.

- 7.2. **Meetings.** Contractor and District agree to participate in regular meetings on at least a monthly basis to discuss strategies, timetables, implementation of services, and any other issues deemed relevant to the operation of Contractor's performance of Services.
- 7.3. **District Approval.** The Services completed herein must meet the approval of District and shall be subject to District's general right of inspection and supervision to secure the satisfactory completion thereof.
- 7.4. **New Project Approval.** Contractor and District recognize that Contractor's Services may include working on various projects for District. Contractor shall obtain the approval of District prior to the commencement of a new project
8. **Work Product.** Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District.
9. **Audit.** Contractor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Contractor transacted under this Agreement. Contractor shall retain these books, records, and systems of account during the Term of this Agreement and for five (5) years thereafter. Contractor shall permit the District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Contractor and shall conduct audit(s) during Contractor's normal business hours, unless Contractor otherwise consents.
10. **Disputes.** In the event of a dispute between the parties as to performance of the Services, the interpretation of this Agreement, or payment or nonpayment for work performed or not performed, the parties shall attempt to resolve the dispute in good faith. Pending resolution of the dispute, Contractor agrees it will neither rescind the Agreement nor stop the performance of the Services, but will allow determination by the court of the State of California, in the county in which District's administration office is located, having competent jurisdiction of the dispute. Disputes may be determined by mediation if mutually agreeable, otherwise by litigation. Notice of the demand for mediation of a dispute shall be filed in writing with the other party to the Agreement. The demand for mediation shall be made within a reasonable time after written notice of the dispute has been provided to the other party, but in no case longer than ninety (90) days after initial written notice. If a claim, or any portion thereof, remains in dispute upon satisfaction of all applicable dispute resolution requirements, Contractor shall comply with all claims presentation requirements as provided in Chapter 1 (commencing with section 900) and Chapter 2 (commencing with section 910) of Part 3 of Division 3.6 of Title 1 of Government Code as a condition precedent to Contractor's right to bring a civil action against District. For purposes of those provisions, the running of the time within which a claim must be presented to District shall be tolled from the time Contractor submits its written claim until the time the claim is denied, including any time utilized by any applicable meet and confer process.
11. **Termination.**
- 11.1. **For Convenience by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three (3) calendar days after the day of mailing, whichever is sooner.

11.2. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

11.2.1. material violation of this Agreement by the Contractor; or

11.2.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or

11.2.3. Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Contractor. If the expense, fees, and costs to the District exceed the cost of providing the service pursuant to this Agreement, the Contractor shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

11.3. Upon termination, Contractor shall provide the District with all documents produced maintained or collected by Contractor pursuant to this Agreement, whether or not such documents are final or draft documents.

12. Indemnification.

12.1. To the furthest extent permitted by California law, Contractor shall indemnify, and hold harmless the District, its governing board, agents, representatives, officers, consultants, employees, trustees, and volunteers (the "Indemnified Parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "Claims") of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, expenses and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, or thing done, permitted, or suffered by the Contractor under or in conjunction with this Agreement, unless the Claims are caused wholly by the sole negligence or willful misconduct of the Indemnified Parties. Contractor shall, to the furthest extent permitted by California law, defend the Indemnified Parties at Contractor's own expense, including attorneys' fees and costs, from any and all Claim(s) and allegations relating thereto. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the Indemnified Parties.

12.2. Contractor shall pay and satisfy any judgment, award, or decree that may be rendered against the Indemnified Parties in any Claim, subject to section 13.1, above. Contractor's obligation pursuant to this Article includes reimbursing the District for the cost of any settlement paid by the Indemnified Parties and for any and all fees and costs, including but not limited to legal fees and costs, expert witness fees, and consultant fees, incurred by the Indemnified Parties in the defense of any Claim(s) and to enforce the indemnity herein, subject to section 14.1 above. Contractor's obligation to indemnify shall not be restricted to insurance proceeds.

- 12.3. District may withhold any and all costs that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of Contractor from amounts owing to Contractor.

13. Insurance.

- 13.1. **Coverage.** The Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

Type of Coverage	Minimum Requirement
Commercial General Liability Insurance , including Bodily Injury, Personal Injury, Property Damage, Advertising Injury, and Medical Payments	
Each Occurrence	\$1,000,000
General Aggregate	\$3,000,000
Automobile Liability Insurance - Any Auto	
Each Occurrence	\$1,000,000
General Aggregate	\$1,000,000
Professional Liability	\$5,000,000
Workers' Compensation	Statutory Limits
Employer's Liability (N/A if contractor does not have employees)	\$1,000,000
Sexual Molestation and Abuse	
Each Occurrence	\$3,000,000
General Aggregate	\$2,000,000

13.1.1. **Commercial General Liability and Automobile Liability Insurance.**

Commercial General Liability Insurance and Any Auto Automobile Liability Insurance that shall protect Contractor, District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001, or forms substantially similar, if approved by District.)

13.1.2. **Workers' Compensation and Employer's Liability Insurance.**

For all of the Contractor's employees performing any portion of the Services pursuant to this Agreement. In accordance with the provisions of section 3700 of the California Labor Code, Contractor shall be required to secure workers' compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Services under this Agreement are not protected under the Workers' Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing any portion of the Services.

13.1.3. **Professional Liability (Errors and Omissions).**

Professional Liability Insurance as appropriate to Contractor's profession, coverage to continue through completion of contract plus three (3) years thereafter.

- 13.2. **Proof of Carriage of Insurance.** Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered in duplicate to District and approved by District. Certificates and insurance policies shall include the following:

- 13.2.1. A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."
 - 13.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period.
 - 13.2.3. An endorsement stating that District and its Governing Board, agents, representatives, employees, trustees, officers, consultants, and volunteers are named additional insured under all policies except Workers' Compensation Insurance, Professional Liability, and Employer's Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District. An endorsement shall also state that there shall be a waiver of any subrogation.
 - 13.2.4. All policies except the Professional Liability, Workers' Compensation, and Employers' Liability Insurance Policies shall be written on an occurrence form.
- 13.3. **Acceptability of Insurers.** Insurance is to be placed with insurers with a current A.M. Best rating of no less than A:VII, unless otherwise acceptable to the District.
14. **Compliance with Laws.** Contractor shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Contractor shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Services as indicated or specified. If Contractor observes that any of the Services required by this Contract is at variance with any such laws, ordinance, rules or regulations, Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Contract shall be appropriately amended in writing, or this Contract shall be terminated effective upon Contractor's receipt of a written termination notice from the District. If Contractor performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.
15. **Certifications, Permits, and Licenses.** Contractor and all Contractor Parties shall secure and maintain in full force such certificates, permits, licenses, credentials, registrations and any other legal qualifications required by law in connection with performing the Services pursuant to this Agreement.
16. **COVID-19 Vaccination / Testing Requirements.**

Vaccination Requirements

- Contractor shall fill out, sign, date and submit to District the COVID-19 Vaccination/Testing Certification Form, attached hereto.

According to the August 11, 2021, California Department of Public Health ("CDPH") State Public Health Officer Order ("Order"), a person is "fully vaccinated" for COVID-19 if two weeks or more have passed since they have received the second dose in a 2-dose series (Pfizer-BioNTech or Moderna or vaccine authorized by the World Health Organization), or two weeks or more have passed since they received a single-dose vaccine (Johnson and Johnson[J&J]/Janssen).

Pursuant to the CDPH Guidance for Vaccine Records Guidelines & Standards, Contractor shall only accept the following as proof of vaccination:

- (a) COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card which includes name of person vaccinated, type of vaccine provided and date last dose administered);
- (b) a photo of a Vaccination Record Card as a separate document;
- (c) a photo of a Vaccination Record Card stored on a phone or electronic device;
- (d) documentation of COVID-19 vaccination from a health care provider;
- (e) digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader name, date of birth, vaccine dates and vaccine type; or
- (f) documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.

In the absence of knowledge to the contrary, Contractor may accept the documentation presented in (a) through (f) above as valid.

Contractor shall have a plan in place for tracking verified Contractor personnel vaccination status. Records of vaccination verification must be made available, upon request, to the local health jurisdiction for purposes of case investigation.

Contractor personnel, including any and all tiers of subcontractor, supplier, and any other personnel entering the project site, who are not fully vaccinated, or for whom vaccine status is unknown or documentation is not provided, must be considered unvaccinated.

Weekly Testing Requirements

Contractor shall ensure that Contractor personnel, including any and all tiers of subcontractor, supplier, and any other worker entering the project site, who are unvaccinated or who are not fully vaccinated are required to undergo diagnostic screening testing, as specified below:

- (a) Contractor personnel may be tested with either antigen or molecular tests to satisfy this requirement, but unvaccinated or incompletely vaccinated workers must be tested at least once weekly with either PCR testing or antigen testing. Any PCR (molecular) or antigen test used must either have Emergency Use Authorization by the U.S. Food and Drug Administration or be operating per the Laboratory Developed Test requirements by the U.S. Centers for Medicare and Medicaid Services.
- (b) Unvaccinated or not fully vaccinated Contractor personnel must also observe all other infection control requirements, and are not exempted from the testing requirement even if they have a medical contraindication to vaccination, since they are still potentially able to spread the illness. Previous history of COVID-19 from which the individual recovered more than 90 days earlier, or a previous positive antibody test for COVID-19, do not waive this requirement for testing.

Contractor shall have a plan in place for tracking test results and conducting workplace contact tracing, and must report results to local public health departments, if applicable.

17. **Tuberculosis Certification.** The Tuberculosis Certification must be completed and attached to this Agreement for any person employed under contract in a certificated or classified position per Education Code Section 49406.
18. **Employment with Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
19. **Anti-Discrimination.** It is the policy of the District that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, the Contractor agrees to require like compliance by all of its subcontractor(s).
20. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Contractor's performing of any portion of the Services. Contractor expressly acknowledges that the following conditions shall apply to any work performed by Contractor and/or Contractor's employees on a school site:
 - 20.1. All site visits shall be arranged through the District;
 - 20.2. Contractor and Contractor's employees shall inform District of their proposed activities and location at the school site, allowing District time to arrange site visits without a disruption to the educational process;
 - 20.3. Contractor and/or Contractor's employees shall check in with the school office each day immediately upon arriving at the school site;
 - 20.4. Once at such location, Contractor and Contractor's employees shall not change locations without contacting the District;
 - 20.5. Contractor and Contractor's employees shall not use student restroom facilities; and
 - 20.6. If Contractor and Contractor's employees find themselves alone with a student, Contractor and Contractor's employees shall immediately contact the school office and request that a member of the school staff be assigned to the work location.
21. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
22. **District's Evaluation of Contractor, Contracting Parties.** District may evaluate Contractor and Contracting Parties in any way District is entitled pursuant to applicable law. District's evaluation may include, without limitation:
 - 22.1. Requesting that District employee(s) evaluate Contractor and Contractor's employees and subconsultants and each of their performance.
 - 22.2. Announced and unannounced observance of Contractor, Contractor's employee(s), and/or subconsultant(s).

23. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
24. **Confidentiality.** The Contractor and all Contractor Parties shall maintain the confidentiality of all information received in the course of performing the Services. Contractor understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
25. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District:

Oroville Union High School District
2211 Washington Avenue
Oroville, CA 95966
Fax: (530) 538-2308
Email: _____
ATTN: _____

Contractor:

[NAME] Kaelin Lundgren

Fax: _____
Email: kaelin@icis-software.co
ATTN: _____

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

26. **Integration; Entire Agreement of Parties; Amendments.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties. This agreement is not valid until approved/ratified by the Oroville Union High School District Board of Education.
27. **Governing Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County, California.
28. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
29. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
30. **Assignment.** The obligations of Contractor pursuant to this Agreement shall not be assigned by Contractor.

31. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included herein.
32. **Authority to Bind Parties.** Neither Party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.
33. **Attorney Fees; Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
34. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.
35. **Calculation of Time.** For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.
36. **Signature Authority.** Each Party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.
37. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
38. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

[REMAINDER OF PAGE INTENTIONALLY BLANK]

39. **Safety and Security.** Contractor is responsible for maintaining safety in the performance of this Agreement. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

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

OROVILLE UNION HIGH SCHOOL DISTRICT

[CONTRACTOR]

Date: March 17, 2023

Signature: [Signature]

Print Name: Jon Wood

Date: March 21, 2023

Signature: [Signature]

Print Name: Kaelin Lundgren

Information regarding Contractor:

License No.: CA 12465

Address: 1000 West Linda Ave

Telephone: 530-228-0452

Facsimile: _____

E-Mail: Kaelin@iris-software.com

Contractor's state of residence: California

States in which Contractor is licensed to do business: California



Employer Identification and/or Social Security Number

NOTE: Section 6041 of the Internal Revenue Code (26 U.S.C. 6041) and Section 1.6041-1 of Title 26 of the Code of Federal Regulations (26

C.F.R. 1.6041-1) requires the recipients of \$600.00 or more to furnish their taxpayer information to the payer. In order to comply with these requirements, the District requires the Contractor to furnish the information requested in this section.

Type of Business Entity:

☐ Individual

☒ Sole Proprietorship

☐ Partnership

☐ Limited Partnership

☐ Corporation, State: _____

☐ Limited Liability Company

☐ Other: _____

Exhibit A

Scope of Services

Contractor's entire Proposal is **not** made part of this Agreement.

[INSERT SCOPE OF WORK FOR CONTRACTOR]

Scope and maximum hours/rate of the Alternative and Augmentative (AAC) evaluation:

Scope:

1. Interviews:

- Staff Interview
- Parent Interview

2. File Review

3. Student evaluation of Means and Function of

- Behavioral Regulation
- Social Interaction and
- Joint Attention

4. Communication Sampling and Analysis

5. Coordination and collaboration with BCOE Assistive Technology (AT) Specialist

6. Data Gathering Tools Summary for

- Motor-Access
- Sensory-Perceptual
- Cognitive-Linguistic
- Social-Strategic

7. Trial of device/s

8. IEP

- Written and verbal report of AAC eval/summary
- Communication system recommendations to IEP team
- definitions of team responsibilities for the communication system recommended
- coordination of targets, recommendations and goals with team for
 - Social/Strategic Competence
 - Linguistic Competence
 - Operational Competence

\$115/hour up to 30 hours

State rate per mileage to and from student

Additional service hours \$150/hour

Exhibit B

Hourly Billing Rates and/or Unit Prices

Contractor's entire proposal is **not** incorporated.

[INSERT HOURLY RATES AND FEE SCHEDULE FROM CONTRACTOR]

TUBERCULOSIS CERTIFICATION

*In accordance with the tuberculosis ("TB") certification requirements of
Education Code section 49406 (Contract Employees Only)*

With respect to the Agreement between the Oroville Union High School District ("District") and
Kaelin Lundgren ("Contractor"):

PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.



Contractor hereby certifies to the District that it and, if applicable, its employees shall only have limited or no contact (as determined by the District) with District students at all times during the Term of this Agreement; OR



Contractor and, if applicable, the following employees of Contractor shall have more than limited contact (as determined by the District) with District students during the Term of this Agreement and, at no cost to the District, has or have received a TB risk assessment or examination in full compliance with the requirements of Education Code section 49406:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

[Attach and sign additional pages, as needed.]

Contractor shall maintain on file the certificates showing that the individuals listed above submitted a TB risk assessment, and, if TB risk factors were identified, were examined to determine that he or she is free of infectious TB. These forms shall be regularly maintained and updated by Contractor and shall be available to District upon request or audit.

Contractor further agrees and acknowledges that all new personnel hired after the Effective Date of this Agreement are subject to the TB certification requirements and shall be prohibited from having any contact with District students until the TB certification requirements have been satisfied and District determines whether any such contact is permissible.

CERTIFICATION

I am the Contractor or representative thereof, and I am familiar with the facts herein certified; and am authorized and qualified to execute this certificate on behalf of Contractor. By signing below, under penalty of perjury, I certify that the information contained on this certification form and attached employee list(s) is accurate. I understand that it is Contractor's sole responsibility to maintain, update, and provide the District with current "Tuberculosis Certification," along with the employee list, throughout the duration of Contractor's provided services.

Date: 3/9/23

Name of Contractor: Kaelin Lundgren

Signature: Kaelin Lundgren

Print Name and Title: Kaelin Lundgren, SLP CCC

END OF CERTIFICATION

WORKERS' COMPENSATION CERTIFICATION

Labor Code section 3700 in relevant part provides that every employer except the State shall secure the payment of compensation in one or more of the following ways:

- ❖ By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.
- ❖ By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to its employees.

Check only one of the boxes below.

☒ I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the Services of this Contract.	☐ I do not employ anyone in the manner subject to the workers' compensation laws of California.
--	--

Date: 3/6/2023

Name of Contractor: Kaelin Lundgren

Representative's Name and Title: _____

Signature: Kaelin Lundgren

(In accordance with Article 5 – commencing at Section 1860, Chapter 1, part 7, Division 2 of the Labor Code, the above certificate must be signed and filed with the District prior to performing any Services under this Contract.)

END OF CERTIFICATION

TUBERCULOSIS CERTIFICATION

***In accordance with the tuberculosis ("TB") certification requirements of
Education Code section 49406 (Contract Employees Only)***

With respect to the Agreement between the Oroville Union High School District ("District") and
Loelke H. Anderson ("Contractor"):

PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.



Contractor hereby certifies to the District that it and, if applicable, its employees shall only have limited or no contact (as determined by the District) with District students at all times during the Term of this Agreement; OR



Contractor and, if applicable, the following employees of Contractor shall have more than limited contact (as determined by the District) with District students during the Term of this Agreement and, at no cost to the District, has or have received a TB risk assessment or examination in full compliance with the requirements of Education Code section 49406:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

[Attach and sign additional pages, as needed.]

Contractor shall maintain on file the certificates showing that the individuals listed above submitted a TB risk assessment, and, if TB risk factors were identified, were examined to determine that he or she is free of infectious TB. These forms shall be regularly maintained and updated by Contractor and shall be available to District upon request or audit.

Contractor further agrees and acknowledges that all new personnel hired after the Effective Date of this Agreement are subject to the TB certification requirements and shall be prohibited from having any contact with District students until the TB certification requirements have been satisfied and District determines whether any such contact is permissible.

CERTIFICATION

I am the Contractor or a representative thereof, and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor. By signing below, under penalty of perjury, I certify that the information contained on this certification form and attached employee list(s) is accurate. I understand that it is Contractor's sole responsibility to maintain, update, and provide the District with current "Tuberculosis Certification," along with the employee list, throughout the duration of Contractor's provided services.

- Date: _____
- Name of Contractor: _____
- Signature: _____
- Print Name and Title: _____

END OF CERTIFICATION

FINGERPRINT AND CRIMINAL BACKGROUND CHECK CERTIFICATION
(NON-CONSTRUCTION CONTRACTS)

In accordance with the Department of Justice fingerprint and criminal background investigation requirements of Education Code section 45125.1 et seq.

With respect to the Independent Contractor Agreement For Special Services ("Agreement") between the Oroville Union High School District ("District") and Kaelin Lundgren ("Contracting Party"):

One of the boxes below must be checked with regard to Contracting Party and Contracting Party's personnel (officers, principals, paid or unpaid employees, volunteers, agents, subtenants and subcontractors of Contracting Party who will provide services under the Agreement) ("Contracting Party's Personnel") and the arrangements verified by an authorized representative of District prior to commencement of the Agreement.

☐ Fingerprinting/Background Check requirements do not apply because Contracting Party/Contracting Party's Personnel will not have any interaction with District pupils based on the type of service being provided, the location at which services will be provided, or for other reason (Specify):

☒ Contracting Party/Contracting Party's Personnel qualify for a waiver of fingerprint/criminal background check requirements on the following basis:

_____ The services provided by Contracting Party/Contracting Party's Personnel are for an emergency or exceptional situation, such as when pupil health or safety is endangered or when repairs are needed to make school facilities safe and habitable. [Ed. Code, §45125.1(b)]

☒ Contracting Party/Contracting Party's Personnel will have no interaction with District pupils that is not under the immediate supervision and control of the pupil's parent/guardian. Enter details of parental supervision:

STUDENT IS AN INDEPENDENT STUDY STUDENT. ALL
TESTING WILL BE PERFORMED IN THE STUDENT'S HOME
UNDER PARENT SUPERVISION

_____ Contracting Party/Contracting Party's Personnel will have no interaction with pupils that is not under the immediate supervision and control of a District employee who has been properly fingerprinted and undergone background checks. Enter details of District employee supervision arrangements:

- ☐ Contracting Party is a sole proprietor who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee, and in accordance with the fingerprinting requirements of Education Code section 45125.1(h), hereby agrees to the District's preparation and submission of fingerprints so that the California Department of Justice may determine (A) that Contracting Party has not been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). No work or action under the Agreement shall commence until the Department of Justice ascertains that Contracting Party has not been convicted of a felony as defined in Government Code Section 45122.1.
- ☐ Contracting Party is not a sole proprietor and has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all Contracting Party's Personnel who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee during the term of the Agreement, and the California Department of Justice has determined (A) that none of Contracting Party's Personnel has been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). When the Contracting Party performs the criminal background check, it shall immediately provide any subsequent arrest and conviction information it receives to the District pursuant to the subsequent arrest service. A complete and accurate list of Contracting Party's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that none of Contracting Party's Personnel has been convicted of a felony as defined in Government Code Section 45122.1.

CONTRACTING PARTY CERTIFICATION

I am a representative of the Contracting Party entering into this Agreement with the District, and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the Contracting Party. By signing below, I certify that the information contained on this certification form is accurate. I understand that it is Contracting Party's sole responsibility to maintain, update, and provide the District with current "Fingerprint and Criminal Background Check Certification" information for all Contracting Party's Personnel throughout the duration of the Agreement. **A list of Contracting Party's Personnel is attached hereto as Attachment A.**

Date:

Contracting Party:

Signature:

Print Name:

Title:

[REMAINDER OF PAGE INTENTIONALLY BLANK]

ATTACHMENT "A"

Contracting Party's Personnel

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

If further space is required for the list of personnel, attach additional copies of this page.

END OF CERTIFICATION

COVID-19 VACCINATION/TESTING CERTIFICATION

Contractor: _____

Kaelin Lundgren SLP

The California Department of Public Health ("CDPH") requires, pursuant to its August 11, 2021, Order ("Order"), that all public and private schools serving students in transitional kindergarten through grade twelve, unless exempt, are required to verify the vaccine status of all K-12 school workers, effective October 15, 2021. Further, pursuant to the Order, all such schools are required to verify that all workers are either fully vaccinated or undergo weekly diagnostic testing.

In light of these CDPH requirements, Contractor certifies that the following entity:

Kaelin Lundgren SLP

has verified that the Contractor personnel providing services at District's project site(s):

- ☒ Have all been fully vaccinated in accordance with the CDPH Order.
- ☐ Have not all been fully vaccinated, but those who are unvaccinated or not fully vaccinated undergo weekly diagnostic testing in accordance with the CDPH Order.
- ☐ Have not been fully vaccinated and do not undergo weekly diagnostic testing in accordance with the CDPH Order.

Contractor understands that the District's project site will need to comply with the CDPH Order's COVID-19 requirements for fully vaccinated personnel or unvaccinated personnel. Personnel who are not fully vaccinated or decline to state their vaccination status will be treated as unvaccinated, and Contractor will comply with the CDPH Order, and all applicable state and local laws for vaccinated and unvaccinated personnel.

CERTIFICATION

I, _____, certify that I am Contractor's _____ and that I have made a diligent effort to ascertain the facts with regard to the representations made herein.

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

END OF CERTIFICATION



HEALTHCARE PROVIDERS SERVICE
ORGANIZATION PURCHASING GROUP



Certificate of Insurance
OCCURRENCE PROFESSIONAL LIABILITY POLICY FORM

Print Date: 3/06/2023

The application for the Policy and any and all supplementary information, materials, and statements submitted therewith shall be maintained on file by us or our Program Administrator and will be deemed attached to and incorporated into the Policy as if physically attached.

PRODUCER 018098	BRANCH 970	PREFIX HPG	POLICY NUMBER 0737951047	POLICY PERIOD From: 03/06/23 at 02:08 PM ET to 03/06/24 at 12:01 AM Std Time
Named Insured and Address: Kaelin Lundgren 1000 W Lindo Ave Chico, CA 95926-2018				Program Administered by: Healthcare Providers Service Organization 1100 Virginia Drive, Suite 250 Fort Washington, PA 19034 1-800-982-9491 www.hpsso.com
Medical Specialty: Speech Language Pathologist		Code: 80716		Insurance Provided by: American Casualty Company of Reading, Pennsylvania 151 N. Franklin Street Chicago, IL 60606

Professional Liability \$ 1,000,000 each claim \$ 3,000,000 aggregate

Your professional liability limits shown above include the following:

- * Good Samaritan Liability
- * Malplacement Liability
- * Personal Injury Liability
- * Sexual Misconduct Included in the PL limit shown above subject to \$ 25,000 aggregate sublimit

Coverage Extensions

License Protection	\$ 25,000	per proceeding	\$ 25,000	aggregate
Defendant Expense Benefit	\$ 1,000	per day limit	\$ 25,000	aggregate
Deposition Representation	\$ 10,000	per deposition	\$ 10,000	aggregate
Assault	\$ 25,000	per incident	\$ 25,000	aggregate
Includes Workplace Violence Counseling				
Medical Payments	\$ 25,000	per person	\$ 100,000	aggregate
First Aid	\$ 10,000	per incident	\$ 10,000	aggregate
Damage to Property of Others	\$ 10,000	per incident	\$ 10,000	aggregate
Information Privacy (HIPAA) Fines and Penalties	\$ 25,000	per incident	\$ 25,000	aggregate
Media Expense	\$ 25,000	per incident	\$ 25,000	aggregate

Workplace Liability

Workplace Liability	Included in Professional Liability Limit shown above
Fire & Water Legal Liability	Included in the PL limit shown above subject to \$150,000 aggregate sublimit
Personal Liability	\$1,000,000 aggregate

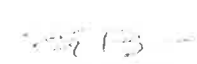
Total \$ 75.00

Base Premium \$75.00

Premium reflects Employed, Part Time

Policy Forms and Endorsements (Please see attached list of policy forms and endorsements)


Chairman of the Board


Secretary

Keep this Certificate of Insurance in a safe place. It and proof of payment are your proof of coverage. There is no coverage in force unless the premium is paid in full. To activate your coverage, please remit premium in full by the effective date of this Certificate of Insurance.

Coverage Change Date:

Endorsement Date:

Master Policy: 188711433

CNA93692 (11-2018)

**OROVILLE UNION HIGH SCHOOL DISTRICT
INDEPENDENT CONTRACTOR AGREEMENT FOR SPECIAL SERVICES
(NON-CONSTRUCTION RELATED; NOT FOR PURCHASE OF GOODS OR EQUIPMENT)**

WHO'S RESPONSIBLE	ACTION TO BE TAKEN
Site/Department	<ul style="list-style-type: none"> • Fill out the Service Agreement Cover Sheet. • Send the Service Agreement with the required attachments to the Contractor to be filled out. 1. Provide <u>only</u> the District's approved agreement. This agreement should be completed in lieu of signing any vendor contract for services. If any revisions are requested, they need prior authorization by the Assistant Superintendent of Business (CBO). 2. Ensure there is an accurate and complete description of the Contractor's Scope of Services. Relevant portions of Contractor's proposal (i.e. detail regarding services) can be excerpted and inserted, but Contractor's entire should not be attached. In no circumstances should any "terms and conditions" from Contractor be inserted into the agreement. 3. Review the insurance requirements for the person or entity and revise the insurance provisions of the agreement accordingly. 4. Determine which of the following documents should be attached to the agreement: <ul style="list-style-type: none"> ☐ Workers' Compensation Certificate ☒ Fingerprinting/Criminal Background Investigation Certification ☒ COVID-19 Vaccination/Testing Certification ☐ Insurance Certificates and Endorsements ☐ W-9 form ☒ Tuberculosis Clearance ☐ FTB Form 590 (if out-of-state contractor seeking withholding exemption) ☐ Iran Contracting Act Certification (if Contract value \$1M+) ☐ _____ [Other] ☐ _____ [Other] 5. Completely fill in all blanks and delete the unused options in the agreement. <p style="text-align: center;"><i>All required certificates and documents must be collected before any services under the agreement commence.</i></p>
Contractor	<ul style="list-style-type: none"> • Completely fill out Service Agreement and return it to the site/department with the required Certificate of Insurance and endorsements.
Site/Department	<ul style="list-style-type: none"> • Create a requisition for the services that are going to be provided by the vendor. If using ASB funds to pay for contract, attach a copy of ASB minutes approving the Service Agreement. • Review for completeness (i.e.: cover sheet completeness and signatures). • Prepare Board Item. • Submit Service Agreement to CBO's office four (4) business days prior to the Board meeting agenda deadline date.
CBO	<ul style="list-style-type: none"> • Verify budget and availability of funds. • Initial to approve the Service Agreement Routing and forward documentation to the Superintendent's Administrative Assistant.
A/P	<ul style="list-style-type: none"> • Service Agreement must be approved by Board prior to execution by Superintendent or designee and before any services under the Agreement commence. • Convert into purchase order upon Board Approval • Send purchase order to vendors
Contractor	<ul style="list-style-type: none"> • Reference purchase order number on invoice(s).

DO NOT INCLUDE THIS SHEET WITH FINAL EXECUTED CONTRACT TO CONTRACTOR

OROVILLE UNION HIGH SCHOOL DISTRICT
INDEPENDENT CONTRACTOR AGREEMENT FOR SPECIAL SERVICES
(NON-CONSTRUCTION RELATED; NOT FOR PURCHASE OF GOODS OR EQUIPMENT)

CONTRACTOR FULL NAME Antoinette Marucci
TAX I.D. NUMBER [REDACTED]
SITE/DEPARTMENT _____
SUBMITTED BY _____
SIGNATURE _____
SIGNATURE FROM BUDGET
CONTROL ADMINISTRATOR: _____
BOARD APPROVAL DATE _____
REQ (P.O.) NUMBER _____
BUDGET CODE _____
AGREEMENT TOTAL AMOUNT _____
DESCRIPTION OF SERVICE _____
TERM OF AGREEMENT _____

Lisa Watson
Assistant Superintendent of Business

3/30/23
Date

Received By: _____	Certificate of Insurance Expiration Date _____	☐ Yes ☐ No	Auto Insurance Expiration Date _____	☐ Yes ☐ No
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DO NOT INCLUDE THIS SHEET WITH FINAL EXECUTED CONTRACT TO CONTRACTOR

INDEPENDENT CONTRACTOR AGREEMENT FOR SPECIAL SERVICES

This Independent Contractor Agreement for Special Services ("Agreement") is made and entered into as of the 18th day of April, 2023, ("Effective Date") by and between the Oroville Union High School District ("District") and Toni Morucci ("Contractor") (together, "Parties").

RECITALS

WHEREAS, the District is authorized by Government Code section 53060 to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if those persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, the District is authorized by Public Contract Code section 20111 to contract with and employ any persons for the furnishing of non-construction services, if the contract amount is no greater than the annually adjusted statutory limit, which is \$99,100 as of January 1, 2022; and

WHEREAS, the District is in need of those services and/or advice; and

WHEREAS, the Contractor is specially trained and experienced and competent to perform the services required by the District, and those services are needed on a limited basis; and

WHEREAS, Contractor is free from the control and direction of District in connection with the performance of the Services (as defined below), both under the Agreement and in fact; Contractor's Services are outside the usual course of District's business; and Contractor is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the Services.

NOW, THEREFORE, the Parties agree as follows:

TERMS

1. **Services.** The Contractor shall furnish to the District services, including the location where services be provided, as described in Exhibit "A," attached hereto and incorporated herein by this reference ("Services").
2. **Term.** Contractor shall commence providing Services under this Agreement upon receiving a notice to proceed from District, through April 18th 2023, unless this Agreement is terminated and/or otherwise cancelled prior to that time. Should Contractor begin performing Services in advance of District's governing board approval or ratification of the Agreement, such Services are voluntarily performed at Contractor's risk.
3. **Submittal of Documents.** Contractor shall not commence the Services under this Agreement until Contractor has submitted and District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

<u>X</u>	Signed Agreement
<u>X</u>	Workers' Compensation Certification
<u>X</u>	Fingerprinting/Criminal Background Investigation Certification
<u>X</u>	Insurance Certificates and Endorsements
<u>X</u>	W-9 Form
<u> </u>	Other: _____

4. **Compensation.** District agrees to pay Contractor for Services satisfactorily rendered pursuant to this Agreement a total fee not exceed _____ Dollars (\$____), inclusive of any costs or expenses paid or incurred by Contractor in performing the Services.
- 4.1. Payment for the Services shall be made for all undisputed amounts based upon the delivery of the work product as determined by District. Payment shall be made within thirty (30) days after Contractor submits a detailed invoice on a form acceptable to District to the District's Accounts Payable Department for Services actually performed. Invoices must reference corresponding Purchase Order number.
- 4.2. The Services shall be performed at the hourly billing rates and/or unit prices included in **Exhibit B**. If hourly billing applies, the itemized invoice shall reflect the hours spent by Contractor in performing its Services pursuant to this Agreement.
- 4.3. If Contractor works at more than one site, Contractor shall invoice for each site separately.
5. **Equipment and Materials.** Contractor shall furnish, at its own expense, all tools, labor, materials, equipment, supplies, transportation services and any other items (collectively, "Equipment") necessary to complete the Services in a manner which is consistent with generally accepted standards of the profession for similar services. Notwithstanding the foregoing, District shall not be responsible for any damages to persons or property as a result of the use, misuse or failure of any Equipment used by Contractor or the Contractor's agents, personnel, employee(s), and/or subcontractor(s) ("Contractor Parties"), even if such Equipment is furnished, rented or loaned to Contractor or Contractor Parties by District. All original curricular materials provided in conjunction with Contractor services must be authorized for use by the District only and remain exclusively the intellectual property of the authors.
6. **Independent Contractor.** Contractor represents and warrants that Contractor is an independent contractor or business entity that is: (i) free from the control and direction of the District in connection with the performance of the Services, (ii) performing Services that are outside the usual course of the District's business, and (iii) customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the Services performed, District being interested only in the results obtained. Contractor understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees. If Contractor is not a resident of California and is not exempt from withholding, the District shall withhold California income taxes as required by the Revenue & Taxation Code. The Contractor shall still be responsible for payment of all state and federal taxes.
7. **Performance of Services**
- 7.1. **Standard of Care.** Contractor represents that Contractor has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. If any of the Services are performed by any of the Contractor Parties, such work shall only be performed by competent personnel under the supervision of and in the employment of Contractor. Contractor's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.

- 7.2. **Meetings.** Contractor and District agree to participate in regular meetings on at least a monthly basis to discuss strategies, timetables, implementation of services, and any other issues deemed relevant to the operation of Contractor's performance of Services.
- 7.3. **District Approval.** The Services completed herein must meet the approval of District and shall be subject to District's general right of inspection and supervision to secure the satisfactory completion thereof.
- 7.4. **New Project Approval.** Contractor and District recognize that Contractor's Services may include working on various projects for District. Contractor shall obtain the approval of District prior to the commencement of a new project
8. **Work Product.** Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District.
9. **Audit.** Contractor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Contractor transacted under this Agreement. Contractor shall retain these books, records, and systems of account during the Term of this Agreement and for five (5) years thereafter. Contractor shall permit the District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Contractor and shall conduct audit(s) during Contractor's normal business hours, unless Contractor otherwise consents.
10. **Disputes.** In the event of a dispute between the parties as to performance of the Services, the interpretation of this Agreement, or payment or nonpayment for work performed or not performed, the parties shall attempt to resolve the dispute in good faith. Pending resolution of the dispute, Contractor agrees it will neither rescind the Agreement nor stop the performance of the Services, but will allow determination by the court of the State of California, in the county in which District's administration office is located, having competent jurisdiction of the dispute. Disputes may be determined by mediation if mutually agreeable, otherwise by litigation. Notice of the demand for mediation of a dispute shall be filed in writing with the other party to the Agreement. The demand for mediation shall be made within a reasonable time after written notice of the dispute has been provided to the other party, but in no case longer than ninety (90) days after initial written notice. If a claim, or any portion thereof, remains in dispute upon satisfaction of all applicable dispute resolution requirements, Contractor shall comply with all claims presentation requirements as provided in Chapter 1 (commencing with section 900) and Chapter 2 (commencing with section 910) of Part 3 of Division 3.6 of Title 1 of Government Code as a condition precedent to Contractor's right to bring a civil action against District. For purposes of those provisions, the running of the time within which a claim must be presented to District shall be tolled from the time Contractor submits its written claim until the time the claim is denied, including any time utilized by any applicable meet and confer process.
11. **Termination.**
- 11.1. **For Convenience by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three (3) calendar days after the day of mailing, whichever is sooner.

11.2. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

11.2.1. material violation of this Agreement by the Contractor; or

11.2.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or

11.2.3. Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Contractor. If the expense, fees, and costs to the District exceed the cost of providing the service pursuant to this Agreement, the Contractor shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

11.3. Upon termination, Contractor shall provide the District with all documents produced maintained or collected by Contractor pursuant to this Agreement, whether or not such documents are final or draft documents.

12. Indemnification.

12.1. To the furthest extent permitted by California law, Contractor shall indemnify, and hold harmless the District, its governing board, agents, representatives, officers, consultants, employees, trustees, and volunteers (the "Indemnified Parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "Claims") of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, expenses and/or attorneys' fees and costs, directly or indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, or thing done, permitted, or suffered by the Contractor under or in conjunction with this Agreement, unless the Claims are caused wholly by the sole negligence or willful misconduct of the Indemnified Parties. Contractor shall, to the furthest extent permitted by California law, defend the Indemnified Parties at Contractor's own expense, including attorneys' fees and costs, from any and all Claim(s) and allegations relating thereto. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the Indemnified Parties.

12.2. Contractor shall pay and satisfy any judgment, award, or decree that may be rendered against the Indemnified Parties in any Claim, subject to section 13.1, above. Contractor's obligation pursuant to this Article includes reimbursing the District for the cost of any settlement paid by the Indemnified Parties and for any and all fees and costs, including but not limited to legal fees and costs, expert witness fees, and consultant fees, incurred by the Indemnified Parties in the defense of any Claim(s) and to enforce the indemnity herein, subject to section 14.1 above. Contractor's obligation to indemnify shall not be restricted to insurance proceeds.

- 12.3. District may withhold any and all costs that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of Contractor from amounts owing to Contractor.

13. Insurance.

- 13.1. **Coverage.** The Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

Type of Coverage	Minimum Requirement
Commercial General Liability Insurance , including Bodily Injury, Personal Injury, Property Damage, Advertising Injury, and Medical Payments	
Each Occurrence	\$1,000,000
General Aggregate	\$3,000,000
Automobile Liability Insurance - Any Auto	
Each Occurrence	\$1,000,000
General Aggregate	\$1,000,000
Professional Liability	\$5,000,000
Workers' Compensation	Statutory Limits
Employer's Liability (N/A if contractor does not have employees)	\$1,000,000
Sexual Molestation and Abuse	
Each Occurrence	\$3,000,000
General Aggregate	\$2,000,000

13.1.1. **Commercial General Liability and Automobile Liability Insurance.**

Commercial General Liability Insurance and Any Auto Automobile Liability Insurance that shall protect Contractor, District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001, or forms substantially similar, if approved by District.)

13.1.2. **Workers' Compensation and Employer's Liability Insurance.**

For all of the Contractor's employees performing any portion of the Services pursuant to this Agreement. In accordance with the provisions of section 3700 of the California Labor Code, Contractor shall be required to secure workers' compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Services under this Agreement are not protected under the Workers' Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing any portion of the Services.

13.1.3. **Professional Liability (Errors and Omissions).** Professional Liability Insurance as appropriate to Contractor's profession, coverage to continue through completion of contract plus three (3) years thereafter.

- 13.2. **Proof of Carriage of Insurance.** Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered in duplicate to District and approved by District. Certificates and insurance policies shall include the following:

13.2.1. A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."

13.2.2. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period.

13.2.3. An endorsement stating that District and its Governing Board, agents, representatives, employees, trustees, officers, consultants, and volunteers are named additional insured under all policies except Workers' Compensation Insurance, Professional Liability, and Employer's Liability Insurance. An endorsement shall also state that Contractor's insurance policies shall be primary to any insurance or self-insurance maintained by District. An endorsement shall also state that there shall be a waiver of any subrogation.

13.2.4. All policies except the Professional Liability, Workers' Compensation, and Employers' Liability Insurance Policies shall be written on an occurrence form.

13.3. **Acceptability of Insurers.** Insurance is to be placed with insurers with a current A.M. Best rating of no less than A:VII, unless otherwise acceptable to the District.

14. **Compliance with Laws.** Contractor shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Contractor shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Services as indicated or specified. If Contractor observes that any of the Services required by this Contract is at variance with any such laws, ordinance, rules or regulations, Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Contract shall be appropriately amended in writing, or this Contract shall be terminated effective upon Contractor's receipt of a written termination notice from the District. If Contractor performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.

15. **Certifications, Permits, and Licenses.** Contractor and all Contractor Parties shall secure and maintain in full force such certificates, permits, licenses, credentials, registrations and any other legal qualifications required by law in connection with performing the Services pursuant to this Agreement.

16. **COVID-19 Vaccination / Testing Requirements.**

Vaccination Requirements

Contractor shall fill out, sign, date and submit to District the COVID-19 Vaccination/Testing Certification Form, attached hereto.

According to the August 11, 2021, California Department of Public Health ("CDPH") State Public Health Officer Order ("Order"), a person is "fully vaccinated" for COVID-19 if two weeks or more have passed since they have received the second dose in a 2-dose series (Pfizer-BioNTech or Moderna or vaccine authorized by the World Health Organization), or two weeks or more have passed since they received a single-dose vaccine (Johnson and Johnson[J&J]/Janssen).

Pursuant to the CDPH Guidance for Vaccine Records Guidelines & Standards, Contractor shall only accept the following as proof of vaccination:

- (a) COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card which includes name of person vaccinated, type of vaccine provided and date last dose administered);
- (b) a photo of a Vaccination Record Card as a separate document;
- (c) a photo of a Vaccination Record Card stored on a phone or electronic device;
- (d) documentation of COVID-19 vaccination from a health care provider;
- (e) digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader name, date of birth, vaccine dates and vaccine type; or
- (f) documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.

In the absence of knowledge to the contrary, Contractor may accept the documentation presented in (a) through (f) above as valid.

Contractor shall have a plan in place for tracking verified Contractor personnel vaccination status. Records of vaccination verification must be made available, upon request, to the local health jurisdiction for purposes of case investigation.

Contractor personnel, including any and all tiers of subcontractor, supplier, and any other personnel entering the project site, who are not fully vaccinated, or for whom vaccine status is unknown or documentation is not provided, must be considered unvaccinated.

Weekly Testing Requirements

Contractor shall ensure that Contractor personnel, including any and all tiers of subcontractor, supplier, and any other worker entering the project site, who are unvaccinated or who are not fully vaccinated are required to undergo diagnostic screening testing, as specified below:

- (a) Contractor personnel may be tested with either antigen or molecular tests to satisfy this requirement, but unvaccinated or incompletely vaccinated workers must be tested at least once weekly with either PCR testing or antigen testing. Any PCR (molecular) or antigen test used must either have Emergency Use Authorization by the U.S. Food and Drug Administration or be operating per the Laboratory Developed Test requirements by the U.S. Centers for Medicare and Medicaid Services.
- (b) Unvaccinated or not fully vaccinated Contractor personnel must also observe all other infection control requirements, and are not exempted from the testing requirement even if they have a medical contraindication to vaccination, since they are still potentially able to spread the illness. Previous history of COVID-19 from which the individual recovered more than 90 days earlier, or a previous positive antibody test for COVID-19, do not waive this requirement for testing.

Contractor shall have a plan in place for tracking test results and conducting workplace contact tracing, and must report results to local public health departments, if applicable.

17. **Tuberculosis Certification.** The Tuberculosis Certification must be completed and attached to this Agreement for any person employed under contract in a certificated or classified position per Education Code Section 49406.

18. **Employment with Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.

19. **Anti-Discrimination.** It is the policy of the District that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, the Contractor agrees to require like compliance by all of its subcontractor(s).

20. **Fingerprinting.** The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Contractor's performing of any portion of the Services. Contractor expressly acknowledges that the following conditions shall apply to any work performed by Contractor and/or Contractor's employees on a school site:

20.1. All site visits shall be arranged through the District;

20.2. Contractor and Contractor's employees shall inform District of their proposed activities and location at the school site, allowing District time to arrange site visits without a disruption to the educational process;

20.3. Contractor and/or Contractor's employees shall check in with the school office each day immediately upon arriving at the school site;

20.4. Once at such location, Contractor and Contractor's employees shall not change locations without contacting the District;

20.5. Contractor and Contractor's employees shall not use student restroom facilities; and

20.6. If Contractor and Contractor's employees find themselves alone with a student, Contractor and Contractor's employees shall immediately contact the school office and request that a member of the school staff be assigned to the work location.

21. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.

22. **District's Evaluation of Contractor, Contracting Parties.** District may evaluate Contractor and Contracting Parties in any way District is entitled pursuant to applicable law. District's evaluation may include, without limitation:

22.1. Requesting that District employee(s) evaluate Contractor and Contractor's employees and subconsultants and each of their performance.

22.2. Announced and unannounced observance of Contractor, Contractor's employee(s), and/or subconsultant(s).

23. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

24. **Confidentiality.** The Contractor and all Contractor Parties shall maintain the confidentiality of all information received in the course of performing the Services. Contractor understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

25. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District:

Oroville Union High School District
2211 Washington Avenue
Oroville, CA 95966
Fax: (530) 538-2308
Email: _____
ATTN: _____

Contractor:

[NAME]
Toni Morucci (Antoinette)
Chico Service
Fax: _____
Email: tmorucci@yahoo.com
ATTN: _____

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

26. **Integration; Entire Agreement of Parties; Amendments.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties. This agreement is not valid until approved/ratified by the Oroville Union High School District Board of Education.

27. **Governing Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County, California.

28. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

29. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

30. **Assignment.** The obligations of Contractor pursuant to this Agreement shall not be assigned by Contractor.

31. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included herein.
32. **Authority to Bind Parties.** Neither Party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.
33. **Attorney Fees; Costs.** Should litigation be necessary to enforce any terms or provisions of this Agreement, then each party shall bear its own litigation and collection expenses, witness fees, court costs and attorney's fees.
34. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that party or its legal representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.
35. **Calculation of Time.** For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.
36. **Signature Authority.** Each Party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.
37. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.
38. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

[REMAINDER OF PAGE INTENTIONALLY BLANK]

23. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.
24. **Confidentiality.** The Contractor and all Contractor Parties shall maintain the confidentiality of all information received in the course of performing the Services. Contractor understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.
25. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

District:

Oroville Union High School District
2211 Washington Avenue
Oroville, CA 95966
Fax: (530) 538-2308
Email: _____
ATTN: _____

Contractor:

[NAME]
Toni Morucci

Fax: _____
Email: _____
ATTN: _____

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

26. **Integration; Entire Agreement of Parties; Amendments.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties. This agreement is not valid until approved/ratified by the Oroville Union High School District Board of Education.
27. **Governing Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County, California.
28. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
29. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
30. **Assignment.** The obligations of Contractor pursuant to this Agreement shall not be assigned by Contractor.

39. **Safety and Security.** Contractor is responsible for maintaining safety in the performance of this Agreement. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

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

OROVILLE UNION HIGH SCHOOL DISTRICT [CONTRACTOR]

Date: 3-13, 2023

Date: 3/23, 2023

Signature: Jacqueline Deadmore

Signature: Toni Morucci

Print Name: Jacqueline Deadmore

Print Name: Toni Morucci

Information regarding Contractor:

License No.: certificate # 515 3989

Address: 2207 Santa Clara Ave
Alhico, CA 95928

Telephone: 530-518-8330

Facsimile: _____

E-Mail: tmorucci@yahoo.com

Contractor's state of residence: California

States in which Contractor is licensed to do business: California

Type of Business Entity: _____

☒ Individual

☐ Sole Proprietorship

☐ Partnership

☐ Limited Partnership

☐ Corporation, State: _____

☐ Limited Liability Company

☐ Other: _____

Employer Identification and/or Social Security Number

NOTE: Section 6041 of the Internal Revenue Code (26 U.S.C. 6041) and Section 1.6041-1 of Title 26 of the Code of Federal Regulations (26

C.F.R. 1.6041-1) requires the recipients of \$600.00 or more to furnish their taxpayer information to the payer. In order to comply with these requirements, the District requires the Contractor to furnish the information requested in this section.

WORKERS' COMPENSATION CERTIFICATION

Labor Code section 3700 in relevant part provides that every employer except the State shall secure the payment of compensation in one or more of the following ways:

- ❖ By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.
- ❖ By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to its employees.

Check only one of the boxes below.

☐ I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the Services of this Contract.	☒ I do not employ anyone in the manner subject to the workers' compensation laws of California.
--	---

Date:

3/23/23

Name of Contractor:

Antoinette Morucci (Toni) Chico ServSafe

Representative's Name and Title:

Certified ServSafe Instructor & Registered Exam
Practor

Signature:

Antoinette Morucci

(In accordance with Article 5 - commencing at Section 1860, Chapter 1, part 7, Division 2 of the Labor Code, the above certificate must be signed and filed with the District prior to performing any Services under this Contract.)

END OF CERTIFICATION

TUBERCULOSIS CERTIFICATION

***In accordance with the tuberculosis ("TB") certification requirements of
Education Code section 49406 (Contract Employees Only)***

With respect to the Agreement between the Oroville Union High School District ("District") and
Tenimacucci ("Contractor"):

PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.

- ☐ Contractor hereby certifies to the District that it and, if applicable, its employees shall only have limited or no contact (as determined by the District) with District students at all times during the Term of this Agreement; OR
- ☐ Contractor and, if applicable, the following employees of Contractor shall have more than limited contact (as determined by the District) with District students during the Term of this Agreement and, at no cost to the District, has or have received a TB risk assessment or examination in full compliance with the requirements of Education Code section 49406:

1. _____
2. Current - on file with District
3. _____
4. _____
5. _____
6. _____
7. _____

[Attach and sign additional pages, as needed.]

Contractor shall maintain on file the certificates showing that the individuals listed above submitted a TB risk assessment, and, if TB risk factors were identified, were examined to determine that he or she is free of infectious TB. These forms shall be regularly maintained and updated by Contractor and shall be available to District upon request or audit.

Contractor further agrees and acknowledges that all new personnel hired after the Effective Date of this Agreement are subject to the TB certification requirements and shall be prohibited from having any contact with District students until the TB certification requirements have been satisfied and District determines whether any such contact is permissible.

CERTIFICATION

I am the Contractor or a representative thereof, and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor. By signing below, under penalty of perjury, I certify that the information contained on this certification form and attached employee list(s) is accurate. I understand that it is Contractor's sole responsibility to maintain, update, and provide the District with current "Tuberculosis Certification," along with the employee list, throughout the duration of Contractor's provided services.

- Date: _____
- Name of Contractor: _____
- Signature: _____
- Print Name and Title: _____

END OF CERTIFICATION

FINGERPRINT AND CRIMINAL BACKGROUND CHECK CERTIFICATION
(NON-CONSTRUCTION CONTRACTS)

In accordance with the Department of Justice fingerprint and criminal background investigation requirements of Education Code section 45125.1 et seq.

With respect to the Independent Contractor Agreement For **Special Services** ("Agreement") between the Oroville Union High School District ("District") and Toni Morucci ("Contracting Party"):

One of the boxes below must be checked with regard to Contracting Party and Contracting Party's personnel (officers, principals, paid or unpaid employees, volunteers, agents, subtenants and subcontractors of Contracting Party who will provide services under the Agreement) ("Contracting Party's Personnel") and the arrangements verified by an authorized representative of District prior to commencement of the Agreement.

Fingerprinting/Background Check requirements do not apply because Contracting Party/Contracting Party's Personnel will not have any interaction with District pupils based on the type of service being provided, the location at which services will be provided, or for other reason (Specify):

- ☐ Contracting Party/Contracting Party's Personnel qualify for a waiver of fingerprint/criminal background check requirements on the following basis:

_____ The services provided by Contracting Party/Contracting Party's Personnel are for an emergency or exceptional situation, such as when pupil health or safety is endangered or when repairs are needed to make school facilities safe and habitable. [Ed. Code, §45125.1(b)]

_____ Contracting Party/Contracting Party's Personnel will have no interaction with District pupils that is not under the immediate supervision and control of the pupil's parent/guardian. Enter details of parental supervision:

_____ Contracting Party/Contracting Party's Personnel will have no interaction with pupils that is not under the immediate supervision and control of a District employee who has been properly fingerprinted and undergone background checks. Enter details of District employee supervision arrangements:

☒ Contracting Party is a sole proprietor who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee, and in accordance with the fingerprinting requirements of Education Code section 45125.1(h), hereby agrees to the District's preparation and submission of fingerprints so that the California Department of Justice may determine (A) that Contracting Party has not been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). No work or action under the Agreement shall commence until the Department of Justice ascertains that Contracting Party has not been convicted of a felony as defined in Government Code Section 45122.1. *ON file with District*

☐ Contracting Party is not a sole proprietor and has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all Contracting Party's Personnel who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee during the term of the Agreement, and the California Department of Justice has determined (A) that none of Contracting Party's Personnel has been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). When the Contracting Party performs the criminal background check, it shall immediately provide any subsequent arrest and conviction information it receives to the District pursuant to the subsequent arrest service. A complete and accurate list of Contracting Party's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that none of Contracting Party's Personnel has been convicted of a felony as defined in Government Code Section 45122.1.

CONTRACTING PARTY CERTIFICATION

I am a representative of the Contracting Party entering into this Agreement with the District, and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the Contracting Party. By signing below, I certify that the information contained on this certification form is accurate. I understand that it is Contracting Party's sole responsibility to maintain, update, and provide the District with current "Fingerprint and Criminal Background Check Certification" information for all Contracting Party's Personnel throughout the duration of the Agreement. **A list of Contracting Party's Personnel is attached hereto as Attachment A.**

Date:

Contracting Party:

Signature:

Print Name:

Title:

[REMAINDER OF PAGE INTENTIONALLY BLANK]

COVID-19 VACCINATION/TESTING CERTIFICATION

Contractor: Toni Morucci

The California Department of Public Health ("CDPH") requires, pursuant to its August 11, 2021, Order ("Order"), that all public and private schools serving students in transitional kindergarten through grade twelve, unless exempt, are required to verify the vaccine status of all K-12 school workers, effective October 15, 2021. Further, pursuant to the Order, all such schools are required to verify that all workers are either fully vaccinated or undergo weekly diagnostic testing.

In light of these CDPH requirements, Contractor certifies that the following entity:

_____ has verified that the Contractor personnel providing services at District's project site(s):

- ☐ Have all been fully vaccinated in accordance with the CDPH Order.
- ☐ Have not all been fully vaccinated, but those who are unvaccinated or not fully vaccinated undergo weekly diagnostic testing in accordance with the CDPH Order.
- ☐ Have not been fully vaccinated and do not undergo weekly diagnostic testing in accordance with the CDPH Order.

Contractor understands that the District's project site will need to comply with the CDPH Order's COVID-19 requirements for fully vaccinated personnel or unvaccinated personnel. Personnel who are not fully vaccinated or decline to state their vaccination status will be treated as unvaccinated, and Contractor will comply with the CDPH Order, and all applicable state and local laws for vaccinated and unvaccinated personnel.

CERTIFICATION

I, _____, certify that I am Contractor's _____ and that I have made a diligent effort to ascertain the facts with regard to the representations made herein.

Date: _____

Proper Name of Contractor: _____

Signature: _____

Print Name: _____

Title: _____

END OF CERTIFICATION

IRAN CONTRACTING ACT CERTIFICATION
(Public Contract Code Sections 2202-2208)

PROJECT/CONTRACT NO.: _____ between the Oroville Union High School District ("District") and _____ ("Contractor" or "Bidder") ("Contract" or "Project").

Prior to bidding on or submitting a proposal for a contract for goods or services of \$1,000,000 or more, the bidder/proposer must submit this certification pursuant to Public Contract Code section 2204.

The bidder/proposer must complete **ONLY ONE** of the following two options. To complete OPTION 1, check the corresponding box **and** complete the certification below. To complete OPTION 2, check the corresponding box, complete the certification below, and attach documentation demonstrating the exemption approval.

- ☐ **OPTION 1.** Bidder/Proposer is not on the current list of persons engaged in investment activities in Iran created by the California Department of General Services ("DGS") pursuant to Public Contract Code section 2203(b), and we are not a financial institution extending twenty million dollars (\$20,000,000) or more in credit to another person, for 45 days or more, if that other person will use the credit to provide goods or services in the energy sector in Iran and is identified on the current list of persons engaged in investment activities in Iran created by DGS.
- ☐ **OPTION 2.** Bidder/Proposer has received a written exemption from the certification requirement pursuant to Public Contract Code sections 2203(c) and (d). *A copy of the written documentation demonstrating the exemption approval is included with our bid/proposal.*

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY, that I am duly authorized to legally bind the bidder/proposer to the OPTION selected above. This certification is made under the laws of the State of California.

<i>Vendor Name/Financial Institution (Printed)</i>	<i>Federal ID Number (or n/a)</i>
<i>By (Authorized Signature)</i>	
<i>Printed Name and Title of Person Signing</i>	<i>Date Executed</i>

END OF CERTIFICATION

Services cannot be rendered until all documentation is submitted and final approval is received.



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: March 17, 2023
Subject: Agreement with Novak Educational Consulting

OUHSD contracted with Novak Educational Consulting to provide training and coaching in Universal Design for Learning (UDL) during the 22-23 school year. The consultant with Novak Consulting, Lisa Bosio is working with teachers at both Las Plumas High and Oroville High.

The Superintendent is seeking approval with Novak Educational Consulting to provide training and coaching for teachers during the 23-24 school year. Lisa Bosio will conduct professional development and coaching sessions in the area of Universal Design for Learning(UDL) for a total of seventeen days during the 23-24 school year.

Funds targeted for professional development will be used for this activity. The total cost of the proposed contract is \$68,000.



Agreement

Oroville Union

CA

Date created: March 17, 2023

Date expires: April 28, 2023

Created by: Lindie Johnson

Corey Willenberg

cwillenb@ouhsd.net

(530)-538-2300 ext. 1107

lindie@novakeducation.com

+14015959109

Comments from Lindie Johnson

Products & Services

Item & Description	Quantity	Unit Price	Total
Full-Day In-Person Professional Learning - Associate/Junior Consultant - Local	17	\$4,000.00	\$68,000.00
Includes up to 6 hours per day			
August 1-3, 2023 - PD & Coaching			
Sept 28-29, 2023 - Coaching			
Oct 26-27, 2023 - Coaching			
Nov 13-14, 2023 - Coaching			
Jan 25-26, 2023 - Coaching			
Feb 29- March 1, 2023 - Coaching			
March 25-26, 2023 - Coaching			
April 22-23, 2023 - Coaching			

Item & Description	Quantity	Unit Price	Total
Inclusive of travel			
Subtotals			
One-time subtotal			\$68,000.00
Total			\$68,000.00

Purchase Terms

1. **Introduction.** Novak Educational Consulting, Inc. ("Novak") appreciates the trust and confidence you have placed in it with your purchase, and is looking forward to providing you with its services according to these Purchase Terms.
2. **Covid-19:** If we are able to provide your session in person, we will make every effort to do so. However, if federal, state or local government restrictions prevent us from meeting in person, or if both parties mutually agree, the event will be held in a virtual environment and the cost will be reduced to reflect the virtual rates as listed in the Novak Educational Consulting 2022/23 Rate Card.
3. **Webinar Limits:** Webinars and virtual professional development sessions can accommodate up to 1,000 people on the Novak Education Zoom platform. If you require more seats and wish to host your session on the Novak Zoom platform, please note an additional fee will be charged, dependent on the number of seats required. Contact education@novakeducation for details.
4. **Intellectual Property Ownership:** Novak owns all right, title, and interest in and to any and all of its presentations, slides, documents and other materials (hereinafter, the "Work Product") it may share with you at any time related to its services. You agree not reproduce, make derivatives of, sell or share the Work Product with or to any third party without prior written content from Novak. Recordings: You may record any virtual sessions only after a written request to Novak, which Novak may grant or deny in its sole discretion. Any approved recordings will be available for 30 days after the session date and you are responsible for downloading the recording during that period . Any recording you download may be used only for your internal use. Any downloaded recordings constitute Novak's Work Product, as defined above, and shall not be distributed in any way to any third parties or posted online without prior written consent from Novak. Remedy for Breach: You agree that any breach of the Work Product-related obligations will cause immediate irreparable harm to Novak, and you agree that Novak may obtain immediate injunctive relief to restrain you from any breach or threatened breach of these provisions without the requirements of posting bond or proving the inadequacy of monetary damages.
5. **Payment:** Client will be invoiced monthly after each session has occurred or deliverables have been sent to the Client. Compensation will be payable to the Novak within 30 days after your receipt of the invoice. All payments shall be made out to Novak Educational Consulting, Inc.
6. **Force Majeure:** In the event either party is unable to perform its obligations under the terms of this Agreement because of earthquake, flood, extraordinary weather conditions, acts of god, war, strike, fire, plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis including quarantine or other related restrictions, prolonged break-down of transport, telecommunication or electric current, or any other reason where failure to perform is beyond the reasonable control and not caused by the negligence or intentional conduct or misconduct of the non-performing party, and such party has exerted all reasonable efforts to avoid or remedy such force majeure, such party shall not be liable for damages to the other for any damages resulting from such failure to perform or otherwise from such causes. Performance

under this Agreement shall resume when the affected party or parties are able to perform substantially that party's duties.

7. **Non-solicitation.** During and for a period of one (1) year immediately after Novak's provision of the services covered by these Purchase Terms, you agree not to directly solicit or hire any employee or independent contractor of Novak with whom you became acquainted. Any future work you would like to complete with Novak's employee or independent contractor shall be arranged through Novak.
8. **Cancellation and Rescheduling of Events, and Termination of the Purchase Terms.** You may cancel any **virtual** events only with 30-days' notice and any you may cancel any **in person** events or terminate these Purchase Terms only with 60-days' notice (the "Notice Period"). Accordingly, if any virtual event is canceled within 30-days or less from the scheduled date or any in person event is canceled within 60-days or less from the scheduled date, you agree to pay Novak the full cost of the event plus any non-refundable travel expenses (if applicable), unless Novak in its sole discretion agrees to reschedule the event and the date of the rescheduled event occurs within the same academic year (July 1 - June 30) in which it was originally scheduled. You agree and acknowledge that: (i) such a cancellation or termination within the Notice Period will cause Novak to suffer business interruption and lost opportunity costs constituting substantial damages that would be difficult or incapable of precise estimation; (ii) based on the information currently available to the parties at the time of entering into these Purchase Terms, including without limitation the timing of events and substance of the services Novak agrees to provide, the full payment owed for each event scheduled within the Notice Period shall constitute liquidated damages; (iii) such amount of liquidated damages is a reasonable estimate of the probable loss that Novak would suffer under the circumstances and would not act as a penalty; and (iv) you and Novak are sophisticated business parties and have been, or have had the reasonable opportunity to be, represented by legal counsel.
9. **Modification and Waiver:** The terms and provisions contained herein shall constitute the entire agreement between the parties. Any changes to these Purchase Terms must be in writing and signed by both parties. No delay or failure on the part of either party to insist on compliance with any provision hereof shall constitute a waiver of such party's right to enforce such provision.
10. **Governing Law and Jurisdiction.** These Purchase Terms and all matters arising out of or relating to these Purchase Terms will be governed by and construed in accordance with the laws of the Commonwealth of Massachusetts, without regard to principles relating to conflicts of law. The courts of the Commonwealth of Massachusetts will have exclusive jurisdiction over the parties with respect to any dispute, controversy, or claim between them arising out of or relating to these Purchase Terms.

Signature

Signature

Date

Printed name

Questions? Contact me



Lindie Johnson

lindie@novakeducation.com

+14015959109

Novak Educational Consulting

195 Duck Pond Drive

Groton, MA 01450

US



Memorandum

To: OUHSD Board Members

From: Susan Watts *SMW*

Date: 3/27/23

Re: Contract with RCI

The District has contracted many years with RCI for a program to track fixed assets and calculate annual depreciation. It is time to update the software and purchase two new scanners (the old scanners are not working). The cost of the program, scanners and online training is \$5,100. This cost would be paid from unrestricted funding.



Oroville UHSD

RCI Fixed Asset Management Program, Handheld Scanners, & Training

March 27, 2023

**Submitted by Records Consultants, Inc. – Steve Surbaugh, RCI Account Manager
21288 Gathering Oak, San Antonio, Texas 78260 (877) 363-4127 Fax (877) 366-0776**

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March 27, 2023

Oroville Union High School District
Ronda Cash
2211 Washington Avenue
Oroville, CA 95966

Dear Ms. Cash,

Records Consultants, Inc. (RCI), a leading fixed asset management consulting company headquartered in San Antonio, Texas, is pleased to submit this proposal to Oroville UHSD for the RCI Fixed Asset Management Program (FAMP) Software. Also include are mobile handheld smart scanner with FAMP mobile software and remote training. The RCI FAMP 11.1 software program provides powerful tools and reports to assist COD to track, manage, depreciate, and report its fixed/capital assets in accordance with GASB 34/35.

Over the last 29 years, RCI has completed comparable inventory and reconciliation projects for more than 1,200 clients throughout the United States. Each year we conduct 250-300 Capital and Fixed Asset inventories for new and existing clients with a commitment to providing unsurpassed quality and client service. We are often referred to new clients by external auditors familiar with our work. Our experienced inventory specialists are expert at the physical inventory process, and we provide a robust solution for asset tracking by way of our state-of-the-art Fixed Asset Management Program (FAMP 11.1). Our asset tracking software includes robust reporting features for valuation and depreciation reports.

I am authorized to bind this offer and will be the primary contact for any questions. RCI appreciates the opportunity to propose our services to Gannon University. This proposal is considered valid up to six (6) months after the submission date. Our team is available to speak with you about this proposal at your convenience. Should you have any questions regarding any aspect of our proposal, please do not hesitate to call me at (877) 363-4127.

Sincerely,

A handwritten signature in black ink, appearing to read "Steve Surbaugh", written over a horizontal line.

Steve Surbaugh
RCI Account Manager

COMPANY EXPERIENCE AND QUALIFICATIONS

Based in San Antonio, Texas, RCI is a recognized leader in a variety of management consulting and service fields and has performed information management services for public and private entities, such as school districts, institutions of higher education, municipalities, county governments, and private sector clients in healthcare and transportation. We provide a wide range of products and services, which include Capital and Fixed Asset Inventory Management Services and Software, Historical Cost Research for GASB 34 reporting, Infrastructure Valuations, Insurance Property Appraisals, and Records Retention and Document Imaging Solutions.

The Company was formed as a microfilm service bureau in 1980, and subsequently added records management services and our fixed asset inventory program. Insurance appraisal services were a later addition to RCI's product line. We are a privately held Texas corporation; the firm is financially secure with no litigation history or any pending actions of law that will affect our dedication to this project.

Reflecting RCI's commitment to client service and efficient project management, all engagements are staffed from the Company's corporate office. Because we do not outsource work, using the Company's own employees ensures clear ownership of support and provides Gannon University with the highest degree of accountability. Further evidence of the Company's commitment to customer service, RCI does not use voicemail; Clients will always speak with a member of RCI's staff during normal business hours.

Name of Firm	Records Consultants, Inc.
Location of headquarters	21288 Gathering Oak San Antonio, Texas 78260 Phone: (877) 363-4127 Fax: (877) 366-0776 www.rcitech.com
Tax Identification Number	74-2673059
Year Established	June 1, 1993
Number of Years in Existence Under Trade Name	29 Years
Total Number of Offices	1 Corporate Office Location
Total Number of Employees	70 Employees Based in San Antonio, Texas
Organization Type	Privately Held C Corporation
Area of Service	Nationally within U.S.
Primary Expertise	Capital and Fixed Asset Inventory Historical Cost Research for GASB 34/35 Reporting

FIXED ASSET MANAGEMENT PROGRAM – FAMP 11.1 SOFTWARE

RCI Fixed Asset Management Program software is specifically designed to facilitate the inventory process, as well as to provide reporting for asset valuations, dispositions, and depreciation. FAMP 11.1 operates in both a desktop version and a mobile version using Android series handheld scanners. RCI utilizes our software to perform all our physical inventory projects. The delivered product includes a removable USB-drive containing the FAMP 11.1 software accompanied by system loading and operating instructions.

ASSET MANAGEMENT SYSTEM AND REPORTING

FAMP 11.1 was developed by RCI specifically for local government institutions. The software is a Windows-based network program that uses relational databases for optimal performance. RCI will populate the Fixed Asset Management database for COD using information provided by the district (or collected during the on-site if selected by the district). The FAMP software includes numerous query and report formats. FAMP 11.1 provides the ability to export and import data via a variety of Windows-based formats (Excel, Text, CSV, etc.).

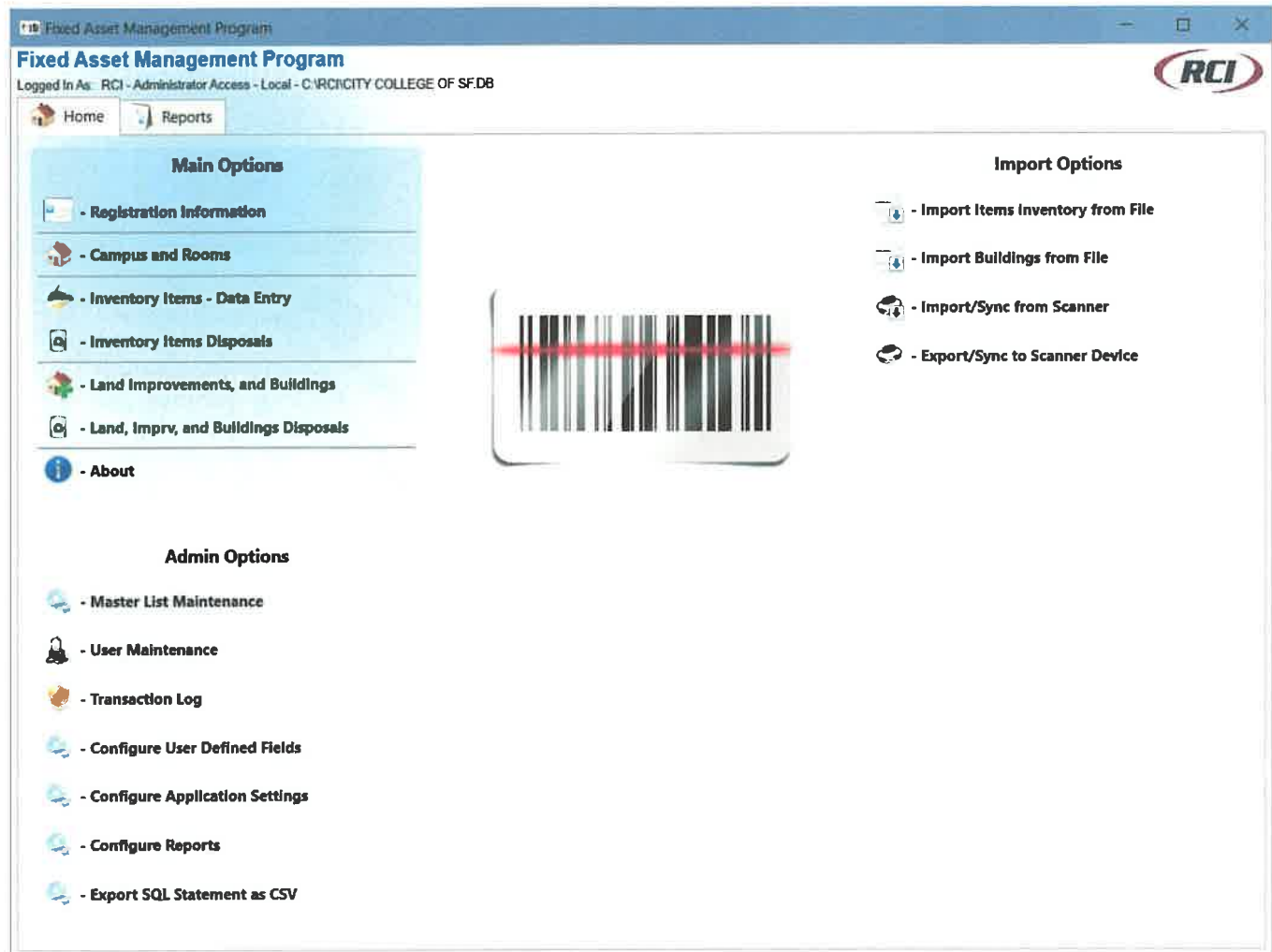
RCI FAMP 11.1 is an Open Database Compliant (ODBC) data structure. The program is fully networkable and will run on a Windows based server. The program can be password protected from unauthorized users and setup to allow multiple permission levels (user from campus A can access data for campus A, but not campus B). FAMP 11.1 uses Microsoft SQLite to support multiple users without cost to purchase additional SQL licenses. FAMP 11.1 does not require system licensing and allows full access to the system for an unlimited number of users. Version updates, if/when available, will be available for purchase, or included for free with next COD physical inventory after a new version release. The minimum system requirements for the FAMP 11.1 are a Pentium-level processor with 500 MHz speed; USB drive; 1 gigabyte RAM (for Windows 7 or later); and 500 megabyte or larger hard drive.

The available data input fields for RCI's FAMP 11.1 Software System are:

<i>Campus Number</i>	<i>Depreciation Method</i>	<i>Check Number</i>	<i>Remarks</i>
<i>Building Number</i>	<i>Condition Code</i>	<i>Vendor</i>	<i>Date Data Modified</i>
<i>Room Number</i>	<i>Cost</i>	<i>Program Codes</i>	<i>Cost-Code-ID</i>
<i>Item Description</i>	<i>Item Account Class</i>	<i>Funding Code</i>	<i>(Actual/Estimated)</i>
<i>Federally Funded</i>	<i>Quantity</i>	<i>Disposition Method</i>	<i>Salvage Value</i>
<i>Serial Number</i>	<i>Manufacturer</i>	<i>Disposition Date</i>	<i>Purchase Date</i>
<i>Old ID Number</i>	<i>Model</i>	<i>Useful/estimated life</i>	<i>10 User-Defined fields</i>
<i>Bar Code Number</i>	<i>Invoice Number</i>	<i>P.O. Number</i>	

The RCI FAMP 11.1 software system is also capable of depreciating asset values using the straight-line accounting method with a first month convention to ensure that you comply with GASB 34/35 guidelines. Our software will depreciate each item for the number of years of useful life based on the purchase date, salvage value (if any), and original cost. The software can filter for any desired capitalization level or Funding Source – for **EDGAR tracking and reporting**. In addition, the system can filter by category to allow depreciation of specific items, such as depreciating all maintenance equipment with a given value – for example, \$2,500.00 or more.

FAMP software allows authorized users to add, delete, and manipulate asset data in several ways utilizing the software console in either a Standard or In-Line mode or from handheld scanners.



Standard Mode

Edit Inventory Item

Edit Inventory Item Details

Campus No:	<input type="text"/>	Room No:	<input type="text"/>
Barcoded:	☐	Barcode No:	<input type="text"/>
Item Desc:	<input type="text"/>	Old ID:	<input type="text"/>
Manufacturer:	<input type="text"/>	Item Class:	<input type="text"/>
Model:	<input type="text"/>	Serial No:	<input type="text"/>
Cost Type:	Replacement	Unit Cost:	<input type="text"/>
Invoice:	<input type="text"/>	Repl. Cost:	<input type="text"/>
P.O. Num:	<input type="text"/>	Hist. Cost:	<input type="text"/>
Disposition:	<input type="text"/>	Check No:	<input type="text"/>
Disp Date:	<input type="text"/>	Cond. Code:	<input type="text"/>
Scanned:	☐	Vendor:	<input type="text"/>
Scan Date:	<input type="text"/>	Field ID:	<input type="text"/>
Purchase Date:	<input type="text"/>	Funding Code:	<input type="text"/>
Life Expected:	<input type="text"/>	Federally Funded:	☐

Fund	Function	Object	Sub-Object	Organization	Program Intent
Undefined	Undefined	Undefined	Undefined	Undefined	Undefined
Undefined	Undefined	Undefined	Undefined	Undefined	Undefined

Remarks:

Close **Apply Changes**

In-Line Mode

Fixed Asset Management Program

Logged In As: RCI - Administrator Access - Local - C:\RCI\CITY COLLEGE OF SF.DB

Home Reports Item Inventory

Item Inventory Edit Mode: In-Line Columns Search/Filter Show All Sort Move Desc Chng Save Save As Export Close

In-line edit, either highlight cell and hit 'F2' or double click in cell to edit contents. hit 'F4' to show options where appropriate

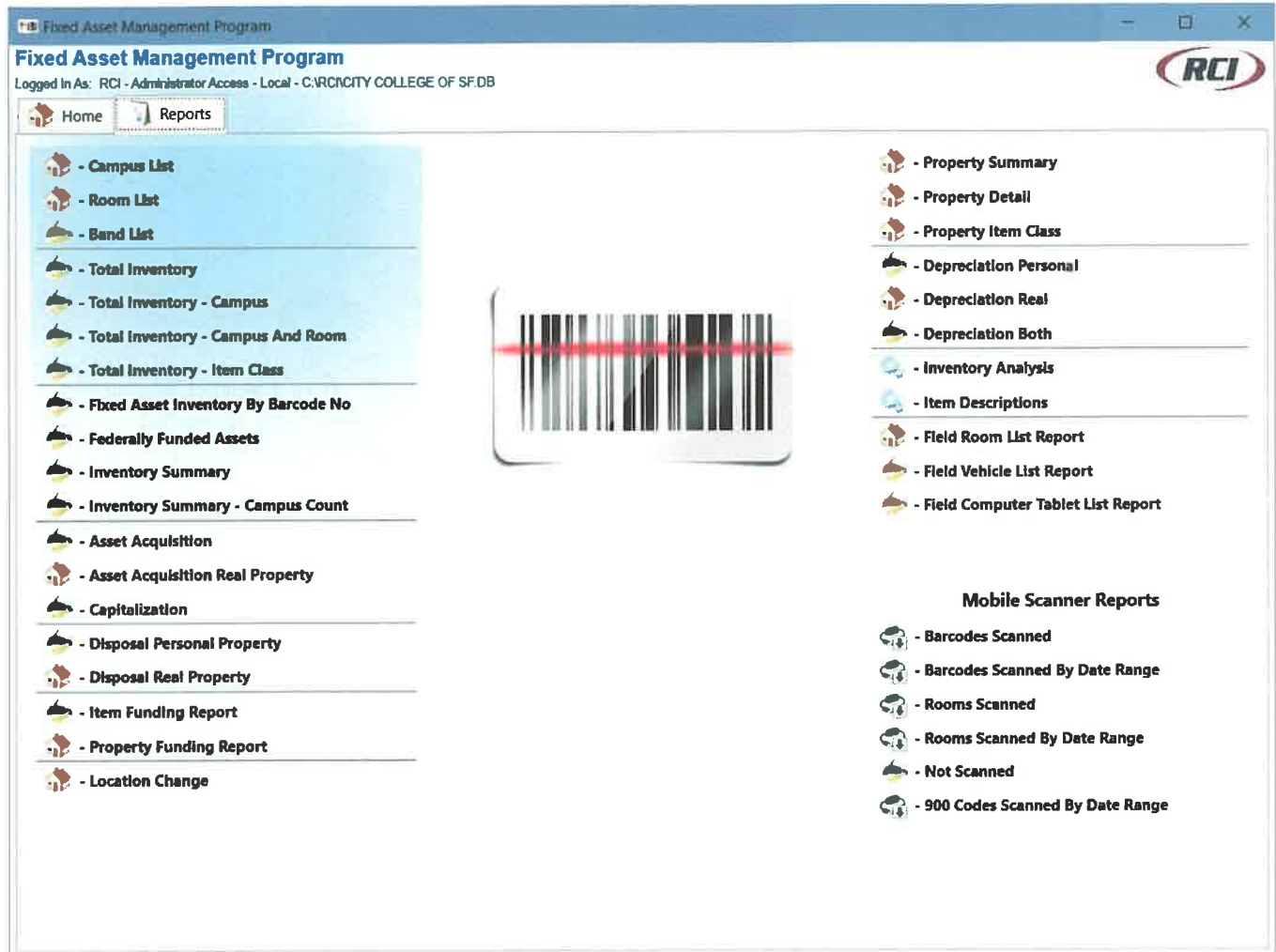
Campus No	Barcode No	Room No	Quantity	Item Desc	Serial No.	Item Description
DTN - DOWNTOWN	4929	RM 1239 - 32	1	CPU011	J45VM22	COMPUTER, W/ MONITOR
DTN - DOWNTOWN	4935	RM 1240 - 32	1	CPU011	305BS22	COMPUTER, W/ MONITOR
DTN - DOWNTOWN	4937	RM 1242 - 21	1	CPU011	30YBS22	COMPUTER, W/ MONITOR
DTN - DOWNTOWN	4950	RM 1242 - 21	1	CPU011	30RH522	COMPUTER, W/ MONITOR
DTN - DOWNTOWN	4955	RM 1242 - 21	1	CPU011	7GQ9S22	COMPUTER, W/ MONITOR
DTN - DOWNTOWN	2745	RM 536 - B4C	1	CPU011	J4WJM22	COMPUTER, W/ MONITOR
DTN - DOWNTOWN	2754	RM 549 - B2E	1	CPU011	30TLS22	COMPUTER, W/ MONITOR

Item Count: 7 Total Cost: \$5,950.00

1 to 7 of 7 (1) Go Rows/Page: 120 Go

Add Item Clone Item Depreciation Funds Dispose/Rem Delete

The RCI FAMP 11.1 software system comes with many pre-designed reports, as well as customizable reports.



HANDHELD SMART SCANNERS

MOBILE COMPUTER SCANNING DEVICES

RCI is proposing the MUNBYN IPDA035 Mobile Computer (Android 9.0). These state-of-the-art devices allow scanning barcode technology in various formats and data entry from the device.

MUNBYN IPDA035 is a high-performance Android barcode scanner. Built with Android 9.0 OS, supports more apps and is easier for developing. With a 6601scanning engine, scan 1D/2D QR barcodes much faster and more accurately. Compliant with IP66 enterprise-grade protection, it can be dust-proof, and splash-proof. This Android scanner is easy to use and perfect for warehouse, delivery, retail, and inventory management. Each unit is covered by a one-year manufacturer warranty.

RCI FAMP MOBILE SYSTEM

The RCI FAMP Mobile System was specifically designed for use with the RCI FAMP desktop program. The FAMP Mobile System is designed to work on hand-held computers running Android mobile technology and synchronizes with RCI's FAMP database stored on your server.

The use of the IPDA035 Mobile Computer with FAMP Mobile System will significantly enhance processing of inventory information by eliminating the need for data processing after the physical inspection and scanning are done in each individual location. The FAMP program allows the user to update, insert, and dispose of fixed assets in the field.

Information on the hand-held scanners is stored in a SQL database. The database is synchronized to the FAMP database on your server through a USB connection. A scanner cradle is also provided for synchronization. The use of the scanner to track bar-coded assets makes annual update inventories much easier and faster, as well as more accurate.

TRAINING AND SUPPORT

RCI will provide training of the FAMP 11.1 software, FAMP Mobile Software, and usage of the Handheld Android Smart Scanners in a remote training session to include up to 8 hour of training. Training will cover administrator and system user functions. Training will include use of the software system for data input, manipulation, and reporting and commonly used features.

ANNUAL MAINTENANCE AND TECHNICAL SUPPORT

Ongoing RCI Maintenance and Technical Support will continue to be provided under the existing services purchased by the district. Telephone support is available during normal business hours, Monday through Friday, 8:00 AM to 5:00 PM Central Time.

FAMP DESKTOP SOFTWARE

- a) Unlimited phone technical support for unlimited client users
- b) Support hours are Monday - Friday 8:00 AM to 5:00 PM Central Time, excluding national holidays. Clients in Mountain or Pacific time zones may have support hours extended to 6:00 PM Mountain or Pacific for an additional fee.
- c) Includes upgrades to RCI FAMP software if/when updates are released
- d) Includes remote access support regarding issue resolution and limited online training to maximum of one (1) hour. Additional training hours or on-site training will incur additional fees.
- e) Support includes previous versions of FAMP software from FAMP 9.0 to current version
- f) Support includes assistance with data export from FAMP software into spreadsheet, CSV, or flat-file format for import into third-party software applications. Custom data manipulation or complex report requests will incur additional professional services fees. RCI will not import data into third party software.

HANDHELD SCANNER SUPPORT AND FAMP MOBILE SOFTWARE

- a) Support only includes and covers scanners purchased from RCI with RCI MFAMP mobile software
- b) Unlimited phone technical support for unlimited client users
- c) Support hours are Monday - Friday 8:00 AM to 5:00 PM Central Time, excluding national holidays. Clients in Mountain or Pacific time zones may have support hours extended to 6:00 PM Mountain or Pacific for an additional fee
- d) Includes upgrades to RCI MFAMP mobile software if/when updates are released
- e) Includes remote access support regarding issue resolution and limited online training to maximum of one (1) hour. Additional training hours or on-site training will incur additional fees.
- f) Support includes RCI in-house repair (shipping and handling fees will apply). Scanner repairs requiring shipment to manufacturer will incur additional fees.

PRICE PROPOSAL

This proposal includes the FAMP 11.1 Fixed Asset Management Program software, Smart Handheld Android Mobile Scanners, and Training for a fee of **\$5,100.00**. Terms, net 10 days.

Items included are:	Fees
Fixed Asset Management Program Initial Fee (FAMP 11.1 Software)	\$1,250.00
Remote/online training of FAMP 11.1, FAMP Mobile, & Android Scanners (Up to 8 hours)	\$1,250.00
Smart Handheld Android Mobile Scanner (Qty. 2 at \$1,300 each) (Includes FAMP Mobile Software, plus shipping & handling)	\$2,600.00
Software, Training, and Scanners Fees	\$ 5,100.00

Optional Items and Fees

- ☐ On-site training for the first full day (additional fee over remote training) \$ 1,000.00
(\$350.00 for each additional day desired on the same trip)

Name _____ Title _____

Signature _____ Date _____

Phone Number _____ Fax Number _____

Email _____ Purchase Order # _____



EDUCATION SERVICES DEPARTMENT
OROVILLE UNION HIGH SCHOOL DISTRICT

MEMO

To:	OUHSD Board of Trustees	Date:	Apr 3, 2023
From:	Jon Wood - Director of Education		
Subject:	Prospect High School Course updates		

Recommendation: APPROVAL

Background:

The following courses have been updated to reflect current practice:

- Arts, Crafts, and Expression (VAPA)
- Careers (CTE)
- Healthy Living (Elective)
- Landscape Gardening (CTE)
- Outdoor Education (PE)
- Recycled Cycles (CTE)

Financial Impact:

No significant additional financial impact is expected at this time.

Oroville Union High School District
Course Description

Course Title:	Arts, Crafts and Expression
Aeries Course #:	602A
CBEDS #:	9000
Course Length:	12 Weeks
Type of Credit(s):	VAPA (Variable Credits)
A-G Approved:	No
Approval Date:	N/A
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Grade Level(s):	9-12
Primary Textbook(s):	The Visual Experience, Hobbs and Salome, Davis Publications, Inc., 1991, ISBN: 087192-627x
Supplemental Materials:	None
Digital Resources:	None

Course Overview

This course includes, but is not limited to, student exploration of various cultural arts through a variety of craft techniques, such as drawing, painting and crafts as well as the application of the principles of design. Utilization of a variety of media occurs and students gain an understanding of the various tools and vocabulary necessary to complete drawing, painting and craft assignments.

State Standards

Board Approval Date: _____

Oroville Union High School District
Course Description

Course Title:	Careers
Aeries Course #:	801A
CBEDS #:	9218
Course Length:	Twelve Weeks
Type of Credit(s):	CTE (Variable Credit)
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):	9-12
Primary Textbook(s):	None
Supplemental Resources:	None
Digital Resources:	weareimago.com cacareerzone.org onetonline.org raodtripnation.com

Course Overview

This course has several testing instruments, including personality, values, learning styles, aptitude and interest in the world of work. A variety of applications are completed as well as vocational researches. Students must earn 5 credits in Careers to meet the graduation requirement.

State Standards

Board Approval Date: _____

Oroville Union High School District
Course Description

Course Title:	Healthy Living
Aeries Course #:	914A
CBEDS #:	9220
Course Length:	12 Weeks
Type of Credit(s):	Elective (Variable Credits)
A-G Approved:	No
Approval Date:	N/A
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Grade Level(s):	9-12
Primary Textbook(s):	<i>Glencoe Health</i> ; McGraw Hill Education, 2015 <i>Sexual Health Education for America's Youth: for High School and Community Settings</i> , 2016
Supplemental Materials:	<i>I Want More Pizza: Real World Money Skills for High School, College and Beyond</i> , Burkholder, Maizel and Aretha, Overcome Publishing, LLC, 2017 ISBN: 978-0-9965194-0-3 <i>Teen Love, on Relationships: A Book for Teenagers</i> , Kimberly Kerberger, Health Communications, Inc., 1999, ISBN: 978-1-55874-734-0 <i>YOU: The Owner's Manual for Teens: A Guide to a Healthy Body and Health Life</i> , Roizen, Oz and Rome, Free Press, 2011, ISBN: 978-0-7432-9258-0
Digital Resources:	whytry.org stopbullying.gov khanacademy.org cacareerzone.org teenmentalhealth.org weareimago.com asestsspeakcdn.com teens.drugabuse.com

Course Overview

Most units of the Life Preparation and Healthy Living course align with high school grades nine through twelve health curriculum. The goal of the course is to provide students the knowledge they need to make educated decisions regarding their psychological, physical and financial well-being. Increasing knowledge and improving decision making in these three areas will increase the probability of a successful transition into adulthood, and could even have a positive effect on a student's current emotional stability, school attendance, work production, discipline record, and graduation potential.

Unit One: Social-Emotional Learning: (roughly 4 weeks; 20 class periods)

Unit Two: Physical Well-Being: (roughly 5 weeks; 25 class periods)

Unit Three: Financial Literacy (roughly 3 weeks; 15 class periods)

State Standards

Board Approval Date: _____

Oroville Union High School District
Course Description

Course Title:	Landscape Gardening
Aeries Course #:	808A
CBEDS #:	7160
Course Length:	12 Weeks
Type of Credit(s):	CTE (Variable Credits)
A-G Approved:	No
Approval Date:	N/A
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Grade Level(s):	9-12
Primary Textbook(s):	None
Supplemental Materials:	None
Digital Resources:	None

Course Overview

This course provides opportunities for students to develop the knowledge and skills of landscaping and horticulture. It teaches students about the business opportunities associated in designing and preparing landscape gardens as well as nursery and plant production. It is an aesthetic branch of horticulture which deals with application of garden forms, different styles, methods and materials with a view to improve the landscape.

State Standards

Board Approval Date: _____

Oroville Union High School District
Course Description

Course Title:	Recycled Cycles
Aeries Course #:	892A
CBEDS #:	1000
Course Length:	12 Weeks
Type of Credit(s):	Elective (Variable Credits)
A-G Approved:	No
Approval Date:	N/A
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Grade Level(s):	9-12
Primary Textbook(s):	None
Supplemental Materials:	Big Blue Book of Bicycle Repair, 4th Edition, Calvin Jones, Park Tool Gear, 2019 ISBN: 978-0976553069 Zinn & The Art of Mountain Bike Maintenance, 3rd Edition, Lennard Zinn, Velo Press, 2001, ISBN: 1884737994
Digital Resources:	Park Tool YouTube Channel

Course Overview

This course will provide students the opportunity to learn in a non-traditional learning environment where effective communication, hard work, problem solving, safety, and skill development will broaden student's potential. Students will explore the mechanical components of a bicycle in order to build and repair bicycles, increase students' awareness of alternative modes of transportation and conservation efforts, giving students first-hand experience in recycling, developing problem solving skills, enhancing their reading literacy, and providing an opportunity for students to give back to their community through donating refurbished bikes to those in need.

State Standards

Board Approval Date: _____

**OROVILLE UNION HIGH SCHOOL DISTRICT
JOB DESCRIPTION**

JOB TITLE: TEACHER

SALARY LEVEL:	Certificated Salary Schedule	DIVISION:	Certificated
REPORTS TO:	Principal	LOCATION:	School Site
APPROVED BY:	Board of Trustees	DATE:	

SUMMARY: Under the direction of a site principal, principal's designee or other appropriate administrator, teachers will plan, implement, monitor, and assess a classroom instructional program. 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 expected in the work environment. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

QUALIFICATIONS

- Bachelor's degree or otherwise meet minimum qualifications as set forth in the Education Code. (Teachers in vocational areas may be exempt.)
- Meet California Requirements for teaching English Learners
- Possess and maintain a valid California teaching credential.
- Obtain a clear TB screening, drug test for illegal substances, and other exams required by law.
- Pass background check with the Department of Justice.
- Valid California Driver's License preferred.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Plan, implement, monitor, and assess classroom instruction that is consistent with District and Board goals and philosophies, local site goals and specific objectives based on assessment of student needs.
- Teach high school courses of study adopted by the Board of Education and engage in other approved learning activities.
- Establish and maintain standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom; support and assist in maintaining district discipline policy and the site discipline plan.
- Identify pupil needs and cooperate with other professional staff members in assessing and helping pupils address health, emotional, social and learning problems.
- Participate in curricular school programs, assessment, and development activities.
- Provide student supervision and control in accordance with the CBA.
- Participate in staff, parent, department and District meetings in accordance with the CBA and applicable California law.

- Communicate curricular goals and objectives to students, parents, and school administrators including course descriptions, performance expectations, and other pertinent information to assist parents in monitoring student progress.
- Assess student progress; communicate regularly with parents regarding student progress and respond to parent and/or student correspondence in a professional and timely manner.
- Communicate with parents regarding student needs or problems, and/or special accomplishments as practicable.
- Maintain professional interactions with staff, students, parents and outside agencies.
- Provide instruction to students with special needs in accordance with their IEPs or 504 plans, utilizing support services; participate in IEP/504 plan meetings in accordance with the CBA and State and Federal law.
- Maintain records and prepare reports regarding students, including special education students, in accordance with the law.
- Develop lesson plans that promote curricular goals and ensure objectives are aligned with California State Standards in accordance with Site and District Policy.
- Provide specific plans for one's substitute.
- Perform related duties as assigned in accordance with the CBA and Education Code.

KNOWLEDGE AND SKILLS

Knowledge of:

- Principles, standards, theories, practices, methods, and techniques used in curriculum development and classroom instruction.
- Classroom procedures that promote appropriate student conduct and motivation for student learning.
- Applicable sections of the State Education Code and other applicable laws.
- Current trends and research concerning the growth and development of children.

ABILITIES

The ability to:

- Adapt to meet different learning needs.
- Create a class environment favorable to learning and personal growth.
- Motivate students to develop skills, attitudes and knowledge needed to establish a solid foundation for success.
- Monitor students in classrooms and on school grounds as assigned in accordance with the CBA.
- Use good judgment in making decisions.
- Maintain professional relationships with students, parents, colleagues and supervising staff members.
- Communicate effectively both orally and in writing.
- Maintain consistent, punctual and regular attendance.
- Use instructional technology in the classroom.

PHYSICAL ABILITIES

The physical abilities described here are representative of those that are demonstrated by a typical employee. The ability to successfully perform the following essential functions:

- Lift, carry, push and/or pull items with a strength factor of medium work.
- Hear and speak to exchange information in person or via telecommunication.
- See and read.
- Stand and walk.
- Bend at the waist, kneel or crouch.
- Sit and/or stand for extended periods of time.
- Reach above shoulders.

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 moderate and it may occasionally be heavy.
- The employee continuously is interacting with the public, staff and students.

**OROVILLE UNION HIGH SCHOOL DISTRICT
JOB DESCRIPTION**

JOB TITLE: DEPARTMENT CHAIR

SALARY LEVEL:	Stipend	DIVISION:	Certificated
REPORTS TO:	Principal	LOCATION:	School Site
APPROVED BY:	Board of Trustees	DATE:	

Role and Responsibilities: Under the direction of the school principal, the department chairperson's primary role is to provide instructional leadership, support, and assistance to all teachers in the department. The chairperson serves as a resource to support a standards-based curriculum, effective instructional strategies, and instructional materials. The department chairperson serves as a liaison to site and district administration. As an instructional leader, the chairperson remains current with educational literature, practices, issues, and shares important information with department members.

Additional Responsibilities

- Oversee the department budget and order instructional supplies and equipment
- Coordinate the development and delivery of common, formative assessments
- Collaborate to create the master schedule
- Facilitates all scheduled department and Professional Learning Community (PLC) meetings.
- Disseminate and examine assessment data with their department for the purpose of curricular or instructional modifications
- Unify and provide recommendations for departmental and district policies (such as course outlines, pacing plans, common assessments, grading scales, etc.)
- Inform, promote and organize attendance at conferences and professional development opportunities for department members
- Participate in district curriculum and textbook adoption process
- Coordinate efforts to inventory department materials and equipment
- Promotes efforts to support the success of new teachers and student teachers within the department.
- Assists in articulation of curriculum between OUHSD and middle school feeder districts
- Maintain a leadership role in the WASC and Restructuring processes

Northern Section, CIF

2023-2024 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, 2023.** 2241 St. George Ln. #2, Chico, CA 95926

(Name of school district/governing board) School District/Governing Board at its _____ meeting,
(Date)
appointed the following individual(s) to serve for the 2023-2024 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 Kristen Wiedenman POSITION Principal
ADDRESS 1535 Bridge Street CITY Oroville ZIP 95966
PHONE 530-538-2320 FAX _____ E-MAIL kwiedenman@ouhsd.net

NAME OF SCHOOL Oroville High School
NAME OF REPRESENTATIVE Tom Frazier POSITION Athletic Director
ADDRESS 1535 Bridge Street CITY Oroville ZIP 95966
PHONE 530-538-2320 FAX _____ E-MAIL tfrazier@ouhsd.net

NAME OF SCHOOL Oroville High School
NAME OF REPRESENTATIVE Wynona Parry POSITION Assistant Principal
ADDRESS 1535 Bridge Street CITY Oroville ZIP 95966
PHONE 530-538-2320 FAX _____ E-MAIL wparry@ouhsd.net

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name _____ Signature _____

Address _____ City _____ Zip _____

Phone _____ FAX _____

**PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.**

Northern Section, CIF
2023-2024 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, 2023**, 2241 St. George Ln. #2, Chico, CA 95926

Oroville Union High School District/Governing Board at its _____ meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2023-2024 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

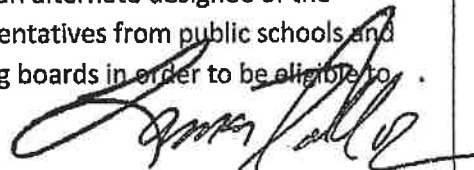
NAME OF SCHOOL Las Plumas High School
NAME OF REPRESENTATIVE Allie Bruce POSITION Athletic Director
ADDRESS 2380 Las Plumas Ave. CITY Oroville ZIP 95966
PHONE (530) 216-9867 FAX _____ E-MAIL abruce@ouhsd.net

NAME OF SCHOOL Las Plumas High School
NAME OF REPRESENTATIVE Dr. Lamar Collins POSITION Principal
ADDRESS 2380 Las Plumas Ave CITY Oroville ZIP 95966
PHONE (530) 638-2310 - ext. 2405 E-MAIL lamarcollins@ouhsd.net

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Dr. Lamar Collins Signature 

Address 2380 Las Plumas Ave City Oroville Zip 95966

Phone (530) 538-2310 FAX _____
Ext. 2405

**PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.**

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

Activity: FCCLA State Conference

Date(s): April 21, 2023 - April 25, 2023 Hours: all hours

Location(s): Riverside, CA.

Individuals Responsible for Supervision: Alan van der Meulen

Cell Phone # for the Above Individuals: 530-520-0898

Additional Chaperones: Mary Rush (Sean's Parent) Justin Yarbrough (Kyra's Parent)

List of Students Attending Activity (attach list if additional space is needed): _____

Sean Rush

Kyra Yarbrough

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 N/A

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

- | | | |
|--|--|--|
| ☐ Snow/ski trip | ☐ Scuba diving trips | ☐ Any water activity without the presence of a lifeguard at all times* |
| ☐ 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/motorized cycles or similar item | ☐ Outdoor rock climbing, spelunking or rappelling (no contract for Ropes or similar course) |
| ☐ Indoor skydiving | | |
| ☐ Use of a private residence | | |

*You must complete the second page. N/A

☒ overnight trip

Requestor's signature: Alan van der Meulen

Date: 3/28/2023

Principal's signature: [Signature]

Date: 3/28/23

Asst. Superintendent's/CBO signature: [Signature]

Date: 3/29/23

Date of Board approval: _____

Forms are due to the Superintendent's office no later than the first working day of the month in which the activity occurs.

First Reading of BP's and AR's

Uniform Complaint Procedures (BP/AR 1312.3)

Policy updated to reflect NEW LAW (AB 131, 2021) which renumbers the license-exempt California State Preschool Program code sections, ensure consistency with the California Department of Education's 2021-22 federal program monitoring instrument, clarify that districts may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student, add Item #3 to the section regarding "Non-UCP Complaints" that any complaint alleging that a student, while in an education program or activity as specified, was subjected to sexual harassment as defined in 34 CFR 106.30 be addressed through federal Title IX complaint procedures, and clarify in Item #5 that complaints alleging a physical safety concern that interferes with a free appropriate public education is a non-UCP complaint. Regulation updated to delete outdated and/or repealed U.S. Department of Education's Office for Civil Rights (OCR) references and where appropriate add current OCR material, ensure consistency with the California Department of Education's 2021-22 federal program monitoring instrument, clarify posting requirements for the annual notification, compliance officer contact information and information related to Title IX, add material regarding the requirement for an administrator who is not designated as a compliance officer who receives a complaint to notify the compliance officer, clarify that districts may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student, add descriptions to the OPTION headings for districts that do or do not allow complainants to appeal to the governing board, delete material regarding respondent being sent the investigation report at the same time it is provided to complainant as this simultaneous exchange is not required by law, amend language in regard to pursuing civil law remedies in the notice to complainants included in investigation reports for allegations of unlawful discrimination, harassment, intimidation, and bullying based on state law, clarify when either party may request reconsideration of an appeal by the Superintendent of Public Instruction, and reflect NEW LAW (AB 131, 2021) which renumbers the license-exempt California State Preschool Program code sections.

Nondiscrimination in Employment (BP 4030)

Policy updated to reflect NEW LAW (SB 331, 2021) which makes unlawful a district's use of a non-disparagement agreement or other document that would deny an employee the right to disclose information about unlawful acts in the workplace, in exchange for a raise or bonus, with respect to any complaint or claim that involves workplace harassment or discrimination, not just those relating to sexual harassment or sexual assault. Policy also updated to reflect NEW LAW (SB 807, 2021) that makes it an unlawful employment practice for an employer to fail to maintain certain records in accordance with law, particularly when a workplace discrimination or harassment complaint has been filed with the California Department of Fair Employment and Housing.

Employee Notifications E(1) 4112.9/4212.9/4312.9)

Exhibit updated to add employee notifications related to (1) receipt of written notification that minor student has committed a felony or misdemeanor involving specified offenses; (2) duties of the district liaison for homeless students; (3) termination of services of certificated permanent or probationary employee when, during the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies, the Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent; (4) receipt of transfer student record regarding acts that resulted in suspension or expulsion; and (5) disclosure of document identifying an employee who is a victim of domestic violence. Exhibit also updated to reflect NEW LAW (AB 438, 2021) regarding classified employees who are laid off due to lack of work or lack of funds, and classified employees whose positions must be eliminated due to expiration of a specially funded program.

Concerted Action/Work Stoppage (BP/AR 4141.6/4241.6)

Policy updated to reflect NEW LAW (AB 237, 2021) which prohibits public employers from discontinuing employer contributions for health care or other medical coverage for employees who are participating in an authorized strike, as defined in law. Regulation updated to provide implementation language for NEW LAW (AB 237, 2021) which prohibits public employers from discontinuing employer contributions for health care or other medical coverage for employees who are participating in an authorized strike, as defined in law. Updated Regulation includes other consistent changes.

Absences and Excuses (AR 5113)

Regulation updated to reflect **NEW LAW (SB 14, 2021)** which includes an absence for the benefit of a student's mental or behavioral health within an absence due to a student's illness, and **NEW LAW (AB 516, 2021)** which includes an absence for a student's participation in a cultural ceremony or event as an excused absence. Regulation also updated for clarification and alignment with law.

Health Examinations (AR 5141.3)

Regulation updated to reflect **NEW LAW (AB 2329)** which authorizes districts to enter into a memorandum of understanding with a nonprofit eye examination provider to provide eye examinations and eyeglasses to students at a school site. Regulation also updated to reflect **NEW LAW (SB 97)** which requires that beginning on or after January 1, 2023, districts make Type 1 diabetes materials developed by CDE available to parents/guardians when student is first enrolled in elementary school or as part of certain notifications. The first note was changed to a Cautionary Note and updated to clarify that the obligation to perform specified mandated activities is relieved any year that the Budget Act does not provide reimbursement.

Safety (AR 5142)

Regulation updated to reflect **NEW LAW (SB 722, 2021)** which requires any district hosting or sponsoring an on-campus event that is not part of an interscholastic athletic program in or around a swimming pool to have at least one adult with a Cardiopulmonary Resuscitation training certification present throughout the event. Updated Regulation includes minor editorial changes.

Safe Routes to School Program (AR 5142.2)

Regulation updated to reflect **NEW LAW (AB 2028, 2022)** which authorizes the Governing Board of an elementary, intermediate, junior high, or high school to provide time and facilities to specified agencies that offer bicycle, scooter, electric bicycle, motorized bicycle, or motorized scooter safety instruction, and **NEW LAW (AB 1946, 2022)** which requires the Department of the California Highway Patrol to develop, by September 1, 2023, statewide safety and training programs based on evidence-based practices for the use of electric bicycles, including general riding safety, emergency maneuver skills, rules of the road, and laws pertaining to electric bicycles.

Parental Notifications (E(1) 5145.6)

Exhibit updated to reflect **NEW LAW (AB 128, 2021)** which extends the suspension of certain mandated activities. Exhibit also updated to add parental notifications related to (1) completion and submission of the Federal Application for Federal Student Aid and California Dream Act Application; (2) public hearing on alternative schedule in secondary grades; and (3) early entry to transitional kindergarten if early entry is offered. Additionally, exhibit updated to expand description regarding notifications related to (1) uniform complaint procedures; (2) student records; (3) college admission requirements; (4) transfer opportunities for foster youth, homeless youth, former juvenile court school students and children of military families through the California Community Colleges; (5) parent/guardian rights when child participates in licensed child care and development program; (6) change in service to child care or preschool services; and (7) homeless student or unaccompanied youth notices. Exhibit also updated to include additional classroom/facility notices regarding uniform complaint procedures and parental rights related to licensed child care and development centers.

Sexual Harassment (BP/AR 5145.7)

Policy updated to clarify that, in some instances, it may be necessary to concurrently review a sexual harassment complaint under both the Title IX sexual harassment complaint procedures and the district's uniform complaint procedures (UCP) in order to meet the applicable timelines. Policy also adds the requirement to provide supportive measures to the respondent as well as the complainant. Regulation updated to add section on "Definitions," including the federal definition of sexual harassment for purposes of applying the Title IX complaint procedures. Section identifying the Title IX Coordinator(s) moved and revised to reference CSBA's AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Section on "Notifications" adds requirement to notify students and parents/guardians that the district does not discriminate on the basis of sex and that inquiries about the application of Title IX may be referred to the Title IX Coordinator or the U.S. Department of Education; deletes requirement to provide contact information of the Title IX Coordinator to employees, bargaining units, and job applicants which is addressed in AR 4119.11/4219.11/4319.11 - Sexual

Harassment; and reflects **NEW LAW (AB 34, 2019)** which requires districts to post the definition of sex discrimination and harassment in a prominent location on the district's web site.

Title IX Sexual Harassment Complaint Procedures (AR/E 5145.71)

Regulation updated to clarify that a sexual harassment complaint that is dismissed or denied under Title IX may still be subject to review under the district's UCP and thus the two procedures should be implemented concurrently in order to meet the applicable timelines. Regulation also updated to clarify that the applicability of the Title IX sexual harassment complaint procedures is limited to conduct that allegedly occurs in an education program or activity over which the district exercises control; add optional language providing that an employee must forward a report of sexual harassment to the Title IX Coordinator within one day, consistent with AR 5145.7 - Sexual Harassment; revise the timeframe for concluding the complaint process from 45 to 60 days to align with requirements of the UCP; reflect the right to appeal the district's decision to the California Department of Education consistent with the UCP or to pursue civil law remedies; and add the requirement to maintain a record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment. New exhibit presents a sample of the required notification to students and parents/guardians regarding the district's Title IX sexual harassment policy, the district's Title IX coordinator, and grievance procedures pursuant to 34 CFR 106.8.

Education for Homeless Children (BP/AR 6173)

Policy updated to reflect **NEW LAW (AB 27, 2021)** which requires districts to ensure that each school within the district identifies all homeless children and unaccompanied youths and to create a web page or post on the district website a list of district liaisons for homeless students, contact information for such liaisons, and specific information on homelessness, including information regarding the educational rights and resources available to persons experiencing homelessness. Policy also updated to reflect **AB 27** requirement for districts that receive American Rescue Plan Elementary and Secondary School Emergency Relief - Homeless Children and Youth funds to administer a housing questionnaire developed by the California Department of Education (CDE) to parents/guardians of all students and all unaccompanied youths and report to CDE the number of homeless children and unaccompanied youths enrolled in the district. In addition, policy updated to reflect **NEW LAW (SB 400, 2021)** which requires CDE to develop and implement a system to verify that districts are providing required training to district liaisons and other appropriate staff at least annually. Policy also updated for clarity and closer alignment with law. Regulation updated to add email address to the district liaison's contact information since the California Department of Education (CDE) collects email addresses as part of the consolidated application process. Regulation also updated to reflect (1) **NEW LAW (SB 400, 2021)** which requires CDE to provide training materials to district liaisons for the purpose of providing required professional development and support to school personnel who provide services to homeless students; (2) CDE's recommendation regarding how dispute resolution information may be provided to parents/guardians or unaccompanied youth when the student involved is an English learner, including in the native language of the individual or through an interpreter; and (3) **NEW LAW (AB 27, 2021)** which requires districts to create a web page or post on the district website a list of district liaisons, contact information for such liaisons, and specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness.

Governing Board Elections (BB 9220)

Bylaw updated to reflect **NEW LAW (AB 2584, 2022)**, by adding a new section - "Recalling a Board Member." Updated Bylaw also revised "Election Process and Procedure" section to reflect **NEW LAW (SB 1061, 2022)** regarding the requirement that any petition for a special election to fill a Board vacancy include the county election official's estimate of the cost of conducting the special election.

Filling Vacancies (BB 9223)

Bylaw updated to reflect **NEW LAW (SB 1061, 2022)**, by adding a new note and body paragraph at the end of the "Provisional Appointments" section. Updated Bylaw also reflects **New Attorney-General Opinion** on how a vacancy is to be filled when a district's trustee areas have been revised or election method has changed from "at-large" to "by-trustee area," since the Board member whose term is to be completed was last elected. The Bylaw also updated to rearrange the Items in "Timelines for Filling a Vacancy" and to revise as necessary for clarity.

Remuneration, Reimbursement and Other Benefits (BB 9250)

Bylaw updated to include the district's monthly contribution toward benefits and no longer ties them to receiving the same increase as the administrative group.

Agenda/Meeting Materials (BB 9322)

Bylaw updated to reflect **NEW LAW (SB 274, 2021)** which requires districts with a website to email a copy of, or a website link to, the agenda or a copy of all the documents constituting the agenda packet, if a person requests such items be delivered by email, unless it is technologically infeasible to do so. Bylaw also updated to include a focus on student well-being in the philosophical statement, add a provision for each agenda to include a statement regarding the option for students and parents/guardians to request that directory information or personal information of the student or parent/guardian be excluded from the meeting minutes as required by law, and to make other clarifying changes.

Meeting Conduct (BB 9323)

Bylaw Updated to reflect **NEW LAW (SB 1100, 2022)** which authorizes the Board President to remove an individual for disrupting a Board meeting, establishes a procedure for warning the individual prior to their removal, and defines "disrupting" and "true threat of force."

Community Relations

Uniform Complaint Procedures

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)
11. Educational and graduation requirements for students in foster care, homeless students, students from military families, and students formerly in a juvenile court school (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059.5; 20 USC 6301 et seq.)

Uniform Complaint Procedures (Continued)

13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)
19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School safety plans (Education Code 32280-32289)
21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
22. State preschool programs (Education Code 8207-8225)
23. State preschool health and safety issues in license-exempt programs (Education Code 8212)
24. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
25. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

OROVILLE UNION HIGH SCHOOL DISTRICT

Uniform Complaint Procedures (Continued)

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)
2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)
3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.
4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.
5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)
6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)

BP 1312.3 (c)

Uniform Complaint Procedures (Continued)

OROVILLE UNION HIGH SCHOOL DISTRICT

8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)

State	Description
2 CCR 11023	Harassment and discrimination prevention and correction
5 CCR 15580-15584	Child nutrition programs complaint procedures
5 CCR 3200-3205	Special education compliance complaints
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4680-4687	Williams uniform complaint procedures
5 CCR 4690-4694	Complaints regarding health and safety issues in license-exempt preschool programs
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Ed. Code 18100-18203	School libraries
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35186	Williams uniform complaint procedures
Ed. Code 46015	Parental leave for students
Ed. Code 48645.7	Juvenile court schools
Ed. Code 48853-48853.5	Foster youth
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 49010-49013	Student fees
Ed. Code 49060-49079	Student records
Ed. Code 49069.5	Records of foster youth
Ed. Code 49490-49590	Child nutrition programs
Ed. Code 49701	Provisions of the Interstate Compact on Educational Opportunities for Military Children
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51222	Physical education
Ed. Code 51223	Physical education; elementary schools
Ed. Code 51225.1-51225.2	Foster youth, homeless children, former juvenile court school students; course credits; graduation requirements
Ed. Code 51226-51226.1	Career technical education
Ed. Code 51228.1-51228.3	Course periods without educational content
Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52075	Complaint for lack of compliance with local control and accountability plan requirements
Ed. Code 52300-52462	Career technical education
Ed. Code 52500-52617	Adult schools
Ed. Code 54400-54425	Compensatory education programs
Ed. Code 54440-54445	Migrant education
Ed. Code 54460-54529	Compensatory education programs
Ed. Code 59000-59300	Special schools and centers
Ed. Code 64000-64001	Consolidated application process; school plan for student achievement
Ed. Code 65000-65001	School site councils
Ed. Code 8200-8488	Child care and development programs
Ed. Code 8500-8538	Adult basic education
Gov. Code 11135	Prohibition of discrimination
Gov. Code 12900-12996	Fair Employment and Housing Act
H&S Code 1596.792	California Child Day Care Act; general provisions and definitions

BP 1312.3 (d)

Uniform Complaint Procedures (Continued)

H&S Code 1596.7925	California Child Day Care Act; health and safety regulations
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OROVILLE UNION HIGH SCHOOL DISTRICT

Pen. Code 422.55

Definition of hate crime

Pen. Code 422.6

Crimes; harassment

Federal

Description

20 USC 1221

Application of laws

20 USC 1232g

Family Educational Rights and Privacy Act (FERPA) of 1974

20 USC 1681-1688

Title IX of the Education Amendments of 1972; discrimination based on sex

20 USC 6301-6576

Title I Improving the Academic Achievement of the Disadvantaged

20 USC 6801-7014

Title III language instruction for limited English proficient and immigrant students

28 CFR 35.107

Nondiscrimination on basis of disability; complaints

29 USC 794

Rehabilitation Act of 1973; Section 504

34 CFR 100.3

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

34 CFR 104.7

Section 504; Designation of responsible employee and adoption of grievances procedures

34 CFR 106.1-106.82

Nondiscrimination on the basis of sex in education programs

34 CFR 106.30

Discrimination on the basis of sex in education programs and activities; definitions

34 CFR 106.44

Recipient's response to sexual harassment

34 CFR 106.45

Grievance process for formal complaints of sexual harassment

34 CFR 106.8

Designation of coordinator; dissemination of policy, and adoption of grievance procedures

34 CFR 110.25

Notification of nondiscrimination on the basis of age

34 CFR 99.1-99.67

Family Educational Rights and Privacy

42 USC 11431-11435

McKinney-Vento Homeless Assistance Act

42 USC 12101-12213

Americans with Disabilities Act

42 USC 2000d-2000e-17

Title VI and Title VII Civil Rights Act of 1964, as amended

42 USC 2000h-2-2000h-6

Title IX of the Civil Rights Act of 1964

42 USC 6101-6107

Age Discrimination Act of 1975

Adopted: 3/7/84

Amended: 11/15/89, 10/7/92, 2/2/00, 5/15/02, 5/21/03, 2/2/05, 10/18/06, 8/15/12, 11/5/14, 5/6/15, 9/2/15, 5/18/16, 10/19/16, 11/15/17, 5/16/18, 4/24/19, 11/20/19, 6/17/20

Community Relations

Uniform Complaint Procedures

Except as may otherwise be specifically provided in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in the accompanying Board policy.

Compliance Officers

The district designates the individual(s), position(s), or unit(s) identified below as responsible for receiving, coordinating, and investigating complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in AR 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination, harassment, intimidation, or bullying and in AR 5145.7 - Sexual Harassment for handling complaints regarding sexual harassment.

Superintendent
2211 Washington Avenue
Oroville, CA 95966
(530) 538-2300, ext. 1107
pblaney@ouhsd.net

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program; applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination, harassment, intimidation, or bullying; applicable standards for reaching decisions on complaints; and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

The compliance officer or, if necessary, an appropriate administrator shall determine whether interim measures are necessary during an investigation and while the result is pending. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Uniform Complaint Procedures (Cont.)

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

In addition, the Superintendent or designee shall annually provide written notification of the district's UCP to students, employees, parents/guardians of district students, district advisory committee members, school advisory committee members, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group, and a list of all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy
2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate
3. A statement that a UCP complaint, except a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred
4. A statement that a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct
5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities
6. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint
7. A statement that the district will post a standardized notice of the educational and graduation requirements of foster youth, homeless students, children of military families, and former juvenile court school students now enrolled in the district, as specified in Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process
8. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant

OROVILLE UNION HIGH SCHOOL DISTRICT

9. A statement that, for programs within the scope of the UCP as specified in the accompanying Board policy, the complainant has a right to appeal the district's investigation report to the California Department of Education (CDE) by filing a written appeal, including a copy of the original complaint and the district's decision, within 30 calendar days of receiving the district's decision
10. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal laws prohibiting discrimination, harassment, intimidation, or bullying, if applicable
11. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.6 shall be posted on the district and district school web sites and may be provided through district-supported social media, if available.

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's UCP policy, regulation, forms, and notices shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp. If a site administrator not designated as a compliance officer receives a complaint, the site administrator shall notify the compliance officer.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy may be filed by any individual, public agency, or organization. (5 CCR 4600)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee.

AR 1312.3 (d)

Uniform Complaint Procedures

3. A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment,

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intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred. For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the Governing Board. (5 CCR 4630)

4. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. (5 CCR 4630)
5. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
6. When a complaint alleging unlawful discrimination, harassment, intimidation, or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
7. When a complainant of unlawful discrimination, harassment, intimidation, or bullying or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Mediation

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation to resolve the complaint. Mediation shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall ensure that all parties agree to permit the mediator access to all relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with an investigation of the complaint.

AR 1312.3 (e)

Uniform Complaint Procedures

The use of mediation shall not extend the district's timelines for investigating and resolving the

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complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform the parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall interview the alleged victim(s), any alleged offender(s), and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Refusal by the district to provide the investigator with access to records and/or information related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or any other obstruction of the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Timeline for Investigation Report

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written investigation report, as described in the section "Investigation Report" below, within 60 calendar days of the district's receipt of the complaint.
(5 CCR 4631)

For any complaint alleging unlawful discrimination, harassment, intimidation, and bullying, the respondent shall be informed of any extension of the timeline agreed to by the complainant.

AR 1312.3 (f)

Uniform Complaint Procedures

Investigation Report

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For all complaints, the district's investigation report shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. A conclusion providing a clear determination for each allegation as to whether the district is in compliance with the relevant law
3. Corrective action(s) whenever the district finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600
4. Notice of the complainant's right to appeal the district's investigation report to CDE, except when the district has used the UCP to address a complaint not specified in 5 CCR 4610
5. Procedures to be followed for initiating an appeal to CDE

The investigation report may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of an investigation report may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the investigation report or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination, harassment, intimidation, and bullying, notice of the investigation report to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient (LEP) student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

For complaints alleging unlawful discrimination, harassment, intimidation, and bullying based on state law, the investigation report shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including, but not limited to, injunctions, restraining orders or other remedies or orders, 60 calendar days after the filing of an appeal with CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

AR 1312.3 (g)

Uniform Complaint Procedures

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate

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corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination, harassment, intimidation, or bullying, appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints of retaliation or unlawful discrimination, harassment, intimidation, or bullying involving a student as the respondent, appropriate corrective actions that may be provided to the student include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination, harassment, intimidation, or bullying, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination, harassment, intimidation, or bullying, that the district does not tolerate it, and how to report and respond to it.

Uniform Complaint Procedures

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the law regarding student fees, deposits, and other charges, physical education instructional minutes, courses without educational content, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 51228.3, 52075)

For complaints alleging noncompliance with the law regarding student fees, the district, by engaging in reasonable efforts, shall attempt in good faith to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's investigation report on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 30 calendar days of receiving the district's investigation report. (5 CCR 4632)

The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's investigation report for that complaint. The complainant shall specify and explain the basis for the appeal, including at least one of the following: (5 CCR 4632)

1. The district failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the district's investigation report are not supported by substantial evidence.
4. The legal conclusion in the district's investigation report is inconsistent with the law.
5. In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by CDE that the district's investigation report has been appealed, the Superintendent or designee shall forward the following documents to CDE within 10 days of the date of notification: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the district's investigation report
3. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
4. A report of any action taken to resolve the complaint

Uniform Complaint Procedures

5. A copy of the district's UCP
6. Other relevant information requested by CDE

If notified by CDE that the district's investigation report failed to address allegation(s) raised by the complaint, the district shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)

Health and Safety Complaints in License-Exempt Preschool Programs

Any complaint regarding health or safety issues in a license-exempt California State Preschool Program (CSPP) shall be addressed through the procedures described in 5 CCR 4690-4694.

In order to identify appropriate subjects of CSPP health and safety issues pursuant to Health and Safety Code 1596.7925, a notice shall be posted in each license-exempt CSPP classroom in the district notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging non-compliance with those requirements. For this purpose, the Superintendent or designee may download and post a notice available from the CDE web site. (Education Code 8212; 5 CCR 4691)

The district's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations. (5 CCR 4691)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint, contain a space to indicate whether the complainant desires a response to the complaint, and allow a complainant to add as much text as desired to explain the complaint. (Education Code 8212; 5 CCR 4690)

If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. The preschool administrator or the Superintendent or designee shall make all reasonable efforts to investigate any complaint within their authority. (Education Code 8212; 5 CCR 4692)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8212; 5 CCR 4692)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall, within 45 working days of the initial filing of the complaint, report the resolution of the complaint to the complainant and CDE's assigned field consultant. If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 8212; 5 CCR 4692)

Uniform Complaint Procedures

If a complaint regarding health or safety issues in a license-exempt CSPP program involves an LEP student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled hearing and, within 30 days of the date of the written report, may file a written appeal of the district's decision to the Superintendent of Public Instruction in accordance with 5 CCR 4632. (Education Code 8212; 5 CCR 4693, 4694)

All complaints and responses are public records. (5 CCR 4690)

On a quarterly basis, the Superintendent or designee shall report summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, to the Board at a regularly scheduled Board meeting and to the County Superintendent. (5 CCR 4693)

State	Description
2 CCR 11023	Harassment and discrimination prevention and correction
5 CCR 15580-15584	Child nutrition programs complaint procedures
5 CCR 3200-3205	Special education compliance complaints
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4680-4687	Williams uniform complaint procedures
5 CCR 4690-4694	Complaints regarding health and safety issues in license-exempt preschool programs
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Ed. Code 18100-18203	School libraries
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35186	Williams uniform complaint procedures
Ed. Code 46015	Parental leave for students
Ed. Code 48645.7	Juvenile court schools
Ed. Code 48853-48853.5	Foster youth
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 49010-49013	Student fees
Ed. Code 49060-49079	Student records
Ed. Code 49069.5	Records of foster youth
Ed. Code 49490-49590	Child nutrition programs
Ed. Code 49701	Provisions of the Interstate Compact on Educational Opportunities for Military Children
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51222	Physical education
Ed. Code 51223	Physical education; elementary schools
Ed. Code 51225.1-51225.2	Foster youth, homeless children, former juvenile court school students; course credits; graduation requirements
Ed. Code 51226-51226.1	Career technical education
Ed. Code 51228.1-51228.3	Course periods without educational content
Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52075	Complaint for lack of compliance with local control and accountability plan requirements
Ed. Code 52300-52462	Career technical education
Ed. Code 52500-52617	Adult schools

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Ed. Code 54400-54425	Compensatory education programs
Ed. Code 54440-54445	Migrant education
Ed. Code 54460-54529	Compensatory education programs
Ed. Code 59000-59300	Special schools and centers
Ed. Code 64000-64001	Consolidated application process; school plan for student achievement
Ed. Code 65000-65001	School site councils
Ed. Code 8200-8488	Child care and development programs
Ed. Code 8500-8538	Adult basic education
Gov. Code 11135	Prohibition of discrimination
Gov. Code 12900-12996	Fair Employment and Housing Act
H&S Code 1596.792	California Child Day Care Act; general provisions and definitions
H&S Code 1596.7925	California Child Day Care Act; health and safety regulations
Pen. Code 422.55	Definition of hate crime
Pen. Code 422.6	Crimes; harassment
Federal	Description
20 USC 1221	Application of laws
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
20 USC 6301-6576	Title I Improving the Academic Achievement of the Disadvantaged
20 USC 6801-7014	Title III language instruction for limited English proficient and immigrant students
28 CFR 35.107	Nondiscrimination on basis of disability; complaints
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 100.3	Prohibition of discrimination on basis of race, color or national origin
34 CFR 104.7	Section 504; Designation of responsible employee and adoption of grievances procedures
34 CFR 106.1-106.82	Nondiscrimination on the basis of sex in education programs
34 CFR 106.30	Discrimination on the basis of sex in education programs and activities; definitions
34 CFR 106.44	Recipient's response to sexual harassment
34 CFR 106.45	Grievance process for formal complaints of sexual harassment
34 CFR 106.8	Designation of coordinator; dissemination of policy, and adoption of grievance procedures
34 CFR 110.25	Notification of nondiscrimination on the basis of age
34 CFR 99.1-99.67	Family Educational Rights and Privacy
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
42 USC 12101-12213	Americans with Disabilities Act
42 USC 2000d-2000e-17	Title VI and Title VII Civil Rights Act of 1964, as amended
42 USC 2000h-2-2000h-6	Title IX of the Civil Rights Act of 1964
42 USC 6101-6107	Age Discrimination Act of 1975

Approved: 10/7/92

Amended: 2/2/00, 5/15/02, 10/18/06, 8/15/12, 11/5/14, 5/6/15, 9/2/15, 5/18/16, 10/19/16, 11/15/17, 5/16/18, 4/24/19, 6/17/20

Personnel

Nondiscrimination in Employment

The Governing Board is determined to provide a safe, positive environment where all district employees are assured of full and equal employment access and opportunities, protection from harassment and intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy, employees include job applicants, interns, volunteers, and persons who contracted with the district to provide services, as applicable.

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran or military status, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

Employers are also prohibited from discrimination against employees or job applicants on the basis of reproductive health decision-making, defined as a person's decision to use or access a particular drug, device, product, or medical service for reproductive health. (Government Code 12926, 12940)

The district shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that the district is required to do so in order to comply with federal immigration law. (2 CCR 11028)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

Hiring, compensation, terms, conditions, and other privileges of employment

Taking of adverse employment actions such as termination or denial of employment, promotion, job assignment, or training

Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities or that has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile, or offensive work environment

Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:

Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement.

Nondiscrimination in Employment (Cont.)

Requiring medical or psychological examination of a job applicant or making an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity

Failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any, to be provided to the employee

Requiring an applicant or employee to disclose information relating to the employee's reproductive health decision-making.

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, reports an incident, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; 2 CCR 11028)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign a release of the employee's claim or right to file a claim against the district or a non-disparagement agreement or other document that has the purpose or effect of preventing the employee from disclosing information about harassment, discrimination, or other unlawful acts in the workplace, including any conduct that the employee has reasonable cause to believe is unlawful. (Government Code 12964.5)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, including harassment of an employee by a nonemployee, shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy, including providing training and information to employees about how to recognize harassment, discrimination, or other prohibited conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

Nondiscrimination in Employment (Cont.)

The district shall maintain and preserve all applications, personnel, membership, or employment referral records and files for at least four years after the records are initially created or received or, for an applicant or a terminated employee, for four years after the date the employment action was taken. However, when the district is notified that a complaint has been filed with the California Civil Rights Department, records related to the employee involved shall be maintained and preserved until the later of the first date after the time for filing a civil action has expired or the first date after the complaint has been fully and finally disposed of and all administrative proceedings, civil actions, appeals, or related proceedings have been terminated. (Government Code 12946)

State	Description
2 CCR 11006-11086	Discrimination in employment
2 CCR 11023	Harassment and discrimination prevention and correction
2 CCR 11024	Required training and education on harassment based on sex, gender identity and expression, and sexual orientation
2 CCR 11027-11028	National origin and ancestry discrimination
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
CA Constitution Article 1, Section 1	Inalienable rights
Civ. Code 51.7	Freedom from violence or intimidation
Ed. Code 200-262.4	Prohibition of discrimination
Gov. Code 11135	Prohibition of discrimination
Gov. Code 12900-12996	Fair Employment and Housing Act
Gov. Code 12940-12952	Unlawful employment practices
Gov. Code 12960-12976	Unlawful employment practices; complaints
Pen. Code 422.56	Definitions; hate crimes
Federal	Description
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
28 CFR 35.101-35.190	Americans with Disabilities Act
29 USC 621-634	Age Discrimination in Employment Act
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 100.6	Title VI; Compliance information
34 CFR 104.7	Section 504; Designation of responsible employee and adoption of grievances procedures
34 CFR 104.8	Notice of Nondiscrimination on the Basis of Handicap
34 CFR 106.8	Designation of coordinator; dissemination of policy, and adoption of grievance procedures
34 CFR 110.1-110.39	Nondiscrimination on the basis of age
42 USC 12101-12213	Americans with Disabilities Act
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended
42 USC 2000ff-2000ff-11	Genetic Information Nondiscrimination Act of 2008
42 USC 2000h-2-2000h-6	Title IX of the Civil Rights Act of 1964
42 USC 6101-6107	Age discrimination in federally assisted programs
Executive Order 11246	"Know Your Rights: Workplace Discrimination is Illegal" poster
U.S. Constitution	Amendment 1, Free exercise, free speech, and establishment clauses

Adopted: 8/20/03

Amended: 2/21/07, 11/17/10, 8/15/12, 2/6/13, 3/15/17, 4/24/19, 11/16/22

Personnel

Employee Notifications

I. To All Employees

Subject: The district's policy on sexual harassment, legal remedies, complaints

When/Whom to Notify: At the beginning of school year or upon employment

Education or Other Legal Code: Education Code 231.5, Government Code 12950

Board Policy/Administrative Regulation #: AR 4119.11/4219.11/4319.11

Subject: Use of pesticide product, active ingredients, Internet address to access information on pesticides

When/Whom to Notify: Annually and 72 hours before pesticide application

Education or Other Legal Code: Education Code 17612

Board Policy/Administrative Regulation #: AR 3514.2

Subject: Public hearing on year-round implementing year-round program schedule

When/Whom to Notify: Prior to implementing year-round schedule

Education or Other Legal Code: Education Code 37616

Board Policy/Administrative Regulation #: BP 6117

Subject: Public hearing on alternative schedule in secondary grades

When/Whom to Notify: Prior to implementing alternative schedule

Education or Other Legal Code: Education Code 46162

Board Policy/Administrative Regulation #: BP 6112

Subject: Uniform complaint procedures, appeals, civil law remedies, coordinator, complaints about student fees and local control accountability plan

When/Whom to Notify: Annually

Education or Other Legal Code: Education Code 49013; 5 CCR 4622

Board Policy/Administrative Regulation #: AR 1312.3; BP 0460; BP 3260

Subject: Request for volunteers to be trained to administer epinephrine auto-injectors

When/Whom to Notify: Annually

Education or Other Legal Code: Education Code 49414

Board Policy/Administrative Regulation #: AR 5141.21

Subject: Request for volunteers to be trained to administer opioid antagonist

When/Whom to Notify: At least once per year

Education or Other Legal Code: Education Code 49414.3

Board Policy/Administrative Regulation #: AR 5141.21

Subject: Prohibition of activities that are inconsistent, incompatible, in conflict with, or inimical to duties; discipline; appeal

When/Whom to Notify: To all employees

Education or Other Legal Code: Government Code 1126

Board Policy/Administrative Regulation #: BP 4136/4236/4336

Employee Notifications (Cont.)

Subject: District's drug- and alcohol-free workplace; actions that will be taken if violated; available employee assistance programs

When/Whom to Notify: To all employees

Education or Other Legal Code: Government Code 8355; 41 USC 8102; 34 CFR 84.205, 84.210

Board Policy/Administrative Regulation #: BP 4020, BP 4159/4259/4359

Subject: Right to purchase PERS service credit for military service performed prior to public employment

When/Whom to Notify: Upon employment

Education or Other Legal Code: Government Code 21029

Board Policy/Administrative Regulation #: None

Subject: Proper use of AED; location of all AEDs on campus, sudden cardiac arrest, school's emergency response plan

When/Whom to Notify: Upon placement of automated external defibrillator (AED) in school, annually thereafter

Education or Other Legal Code: Health and Safety Code 1797.196

Board Policy/Administrative Regulation #: AR 5141

Subject: District's tobacco-free schools policy and enforcement procedures

When/Whom to Notify: If the district receives Tobacco-Use Prevention Education funds

Education or Other Legal Code: Health and Safety Code 104420

Board Policy/Administrative Regulation #: AR 3513.3

Subject: AIDS and hepatitis B, methods to prevent exposure

When/Whom to Notify: Annually, or more frequently if there is new information

Education or Other Legal Code: Health and Safety Code 120875, 120880

Board Policy/Administrative Regulation #: BP 4119.43/4219.43/4319.43

Subject: Rights pursuant to Labor Code 230-230.1 pertaining to leaves and accommodations for victims of crime or abuse

When/Whom to Notify: To new employees upon hire and other employees upon request, in districts with 25 or more employees

Education or Other Legal Code: Labor Code 230.1

Board Policy/Administrative Regulation #: AR 4161.2/4261.2/4361.2

Subject: Amount of sick leave available

When/Whom to Notify: With each paycheck

Education or Other Legal Code: Labor Code 246

Board Policy/Administrative Regulation #: AR 4161.1/4261.1/4361.1

Subject: The district's policy on lactation accommodation

When/Whom to Notify: Upon hire, in employee handbook, and upon request for parental leave

Education or Other Legal Code: Labor Code 1034

Board Policy/Administrative Regulation #: BP 4033

Employee Notifications (Cont.)

Subject: Availability of COBRA/Cal-COBRA continuation and conversion coverage; statement encouraging careful examination of options before declining coverage

When/Whom to Notify: To covered employees and former employees

Education or Other Legal Code: Labor Code 2800.2

Board Policy/Administrative Regulation #: AR 4154/4254/4354

Subject: Deadline to withdraw funds from account before the end of the plan year

When/Whom to Notify: To employees participating in a flexible spending account

Education or Other Legal Code: Labor Code 2810.7

Board Policy/Administrative Regulation #: None

Subject: Workers' compensation benefits, how to obtain medical care, role of primary physician, form for reporting personal physician/chiropractor

When/Whom to Notify: To every new employee, either at the time employee is hired or by end of first pay period

Education or Other Legal Code: Labor Code 3551

Board Policy/Administrative Regulation #: AR 4157.1/4257.1/4357.1

Subject: Potential exposure to COVID-19; benefits to which employees may be entitled; available leave options; protection against discrimination and retaliation; district's disinfection and safety plan

When/Whom to Notify: Within one day of receiving notice of potential exposure to COVID-19, to employees who were on the premises during the infectious period, the exclusive representative, and the employer of subcontracted employees as applicable

Education or Other Legal Code: Labor Code 6409.6

Board Policy/Administrative Regulation #: AR 4157/4257/4357

Subject: Status as a mandated reporter of child abuse, reporting obligations, confidentiality rights, copy of law

When/Whom to Notify: Prior to beginning employment

Education or Other Legal Code: Penal Code 11165.7, 11166.5

Board Policy/Administrative Regulation #: AR 5141.4

Subject: Disability insurance rights and benefits

When/Whom to Notify: Upon employment, and when employee goes on leave for specified reasons

Education or Other Legal Code: Unemployment Insurance Code 2613

Board Policy/Administrative Regulation #: AR 4154/4254/4354

Subject: Limited exception to juvenile court record confidentiality to ensure rehabilitation of juvenile criminal offenders and protect students and staff

When/Whom to Notify: To principal, counselor who directly supervises or reports on student's behavior or progress, and teacher and other administrators who directly supervise or report on student's behavior or progress when principal believes needs the information for the protection of self or others when working with student, when Superintendent or designee receives written notification that minor student has committed a felony or misdemeanor involving specified offenses

Education or Other Legal Code: Welfare and Institutions Code 827

Board Policy/Administrative Regulation #: AR 4158/4258/4358

Employee Notifications (Cont.)

Subject: District's policy on nondiscrimination and related complaint procedures

When/Whom to Notify: To all employees and job applicants

Education or Other Legal Code: 2 CCR 11023; 34 CFR 104.8, 106.9

Board Policy/Administrative Regulation #: BP 0410, AR 4030

Subject: Benefits through Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA); obligation to provide 30 days' notice of need for leave when possible

When/Whom to Notify: To all employees via employee handbook, or to each new employee

Education or Other Legal Code: 2 CCR 11091, 11095; 29 CFR 825.300

Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8

Subject: The right and procedure to access the injury and illness prevention program

When/Whom to Notify: To all employees

Education or Other Legal Code: 8 CCR 3203

Board Policy/Administrative Regulation #: AR 4157/4257/4357

Subject: Duties of district liaison for homeless students

When/Whom to Notify: To all employees working with homeless families

Education or Other Legal Code: 42 USC 11432

Board Policy/Administrative Regulation #: AR 6173

Subject: Nondiscrimination on the basis of sex; contact information for district's Title IX Coordinator; referral of inquiries to Title IX Coordinator and/or Office for Civil Rights

When/Whom to Notify: To all employees

Education or Other Legal Code: 34 CFR 106.8

Board Policy/Administrative Regulation #: AR 4119.11/4219.11/4319.11

Subject: Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress

When/Whom to Notify: Annually

Education or Other Legal Code: 40 CFR 763.84, 763.93

Board Policy/Administrative Regulation #: AR 3514

II. To Certificated Employees

Subject: Criteria for membership in retirement system; right to elect membership at any time

When/Whom to Notify: To eligible certificated employees in a timely manner, and to part-time and substitute certificated employees within 30 days of hire

Education or Other Legal Code: Education Code 22455.5

Board Policy/Administrative Regulation #: AR 4121

Subject: Postretirement earnings limitation or employment restriction; monthly report of compensation

When/Whom to Notify: Upon employment of a retired certificated individual

Education or Other Legal Code: Education Code 22461

Board Policy/Administrative Regulation #: AR 4117.14/4317.14

OROVILLE UNION HIGH SCHOOL DISTRICT

E 4112.9, 4212.9, 4312.9 (5)

Employee Notifications (Cont.)

Subject: District regulations related to performance evaluations

When/Whom to Notify: To certificated employees

Education or Other Legal Code: Education Code 35171

Board Policy/Administrative Regulation #: AR 4115, BP 4315

Subject: Copy of employee's evaluation

When/Whom to Notify: 30 days before last day of school year for instructional staff, or by June 30 for non-instructional certificated staff, in any year in which employee is evaluated

Education or Other Legal Code: Education Code 44663

Board Policy/Administrative Regulation #: AR 4115

Subject: Notice and description of the unsatisfactory performance

When/Whom to Notify: To a certificated employee with unsatisfactory evaluation, once per year for probationary employee or at least once every other year for permanent employee

Education or Other Legal Code: Education Code 44664

Board Policy/Administrative Regulation #: AR 4115

Subject: Request that the employee notify district of intent to remain in service next year

When/Whom to Notify: By May 30, if district elects to issue reemployment notices to certificated employees

Education or Other Legal Code: Education Code 44842

Board Policy/Administrative Regulation #: AR 4112.1

Subject: Employment status and salary

When/Whom to Notify: To probationary and temporary certificated employees upon employment and every July thereafter

Education or Other Legal Code: Education Code 44916

Board Policy/Administrative Regulation #: AR 4112.1, AR 4121

Subject: Whether or not employee is reelected for next school year

When/Whom to Notify: To probationary employee, by March 15

Education or Other Legal Code: Education Code 44929.21, 44929.23, 44948.5

Board Policy/Administrative Regulation #: BP 4116

Subject: Notice of charges, procedures, and employee rights; intent to dismiss or suspend 30 days after notice

When/Whom to Notify: When certificated employee is subject to disciplinary action for cause, at any time of year or, for charge of unsatisfactory performance, during instructional year

Education or Other Legal Code: Education Code 44934, 44934.1, 44936

Board Policy/Administrative Regulation #: BP 4118; AR 4118

Subject: Notice of deficiency and opportunity to correct

When/Whom to Notify: To certificated employee charged with unprofessional conduct, at least 45 days prior to suspension/dismissal notice

Education or Other Legal Code: Education Code 44938

Board Policy/Administrative Regulation #: BP 4118

Employee Notifications (Cont.)

Subject: Notice of deficiency and opportunity to correct

When/Whom to Notify: To certificated employee charged with unsatisfactory performance, at least 90 days prior to suspension/dismissal notice or prior to last quarter of school year

Education or Other Legal Code: Education Code 44938

Board Policy/Administrative Regulation #: BP 4118

Subject: Notice of intent to dismiss 30 days from notice unless employee demands hearing

When/Whom to Notify: To certificated employee charged with mandatory leave of absence offense, within 10 days of entry of judgment in proceedings

Education or Other Legal Code: Education Code 44940.5

Board Policy/Administrative Regulation #: AR 4118

Subject: Reasons for dismissal and opportunity to appeal

When/Whom to Notify: To probationary employee 30 days prior to dismissal during school year, but not later than March 15 for a second- year probationary employee

Education or Other Legal Code: Education Code 44948.3

Board Policy/Administrative Regulation #: AR 4118

Subject: Reasons for personnel reduction and employees' right to hearing; final notice of Board decision re: termination

When/Whom to Notify: By March 15 when necessary to reduce certificated personnel, with final notice by May 15

Education or Other Legal Code: Education Code 44949, 44955

Board Policy/Administrative Regulation #: BP 4117.3

Subject: District's decision not to reelect employee for following school year

When/Whom to Notify: Before the end of the school year to temporary employee who served 75 percent of school year but will be released

Education or Other Legal Code: Education Code 44954

Board Policy/Administrative Regulation #: BP 4121

Subject: Decrease in the number of permanent employees in accordance with a schedule of notice and hearing adopted by the Board

When/Whom to Notify: During the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies when the Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, to any permanent or probationary certificated employee, including an employee holding a position that requires administrative or supervisory credential, whose services are terminated

Education or Other Legal Code: Education Code 44955.5

Board Policy/Administrative Regulation #: BP 4117.3

Subject: Student has committed specified act that constitutes ground for suspension or expulsion

When/Whom to Notify: To teacher, when a student engages in or is reasonably suspected of specified acts

Education or Other Legal Code: Education Code 49079

Board Policy/Administrative Regulation #: AR 4158/4258/4358

Employee Notifications (Cont.)

Subject: Student has committed specified act that constitutes ground for suspension or expulsion

When/Whom to Notify: To teacher of a student who is suspended or expelled, when Superintendent or designee receives transfer student's record regarding acts that resulted in suspension or expulsion

Education or Other Legal Code: Education Code 48201

Board Policy/Administrative Regulation #: AR 4158/4258/4358

Subject: Contents of state regulation re: report to Commission on Teacher Credentialing

When/Whom to Notify: To certificated employee upon change in employment status due to alleged misconduct

Education or Other Legal Code: 5 CCR 80303

Board Policy/Administrative Regulation #: AR 4117.7/4317.7

III. To Classified Employees

Subject: Notice of charges, right to hearing, timeline for requesting hearing

When/Whom to Notify: When classified employee is subject to disciplinary action for cause, in non-merit district

Education or Other Legal Code: Education Code 45113

Board Policy/Administrative Regulation #: AR 4218

Subject: Notice of layoff, displacement and reemployment rights, right to hearing; final notice of Board decision regarding termination

When/Whom to Notify: By March 15, when laid off due to lack of work or lack of funds, with final notice by May 15

Education or Other Legal Code: Education Code 45117

Board Policy/Administrative Regulation #: AR 4217.3

Subject: District Statement of Reduction in Force to affected employees in accordance with a schedule of notice and hearing adopted by the Board

When/Whom to Notify: During the time between five days after the enactment of an annual Budget Act and August 15 of the fiscal year to which the Budget Act applies when the Board determines that the district's local control funding formula apportionment per unit of ADA for that fiscal year has not increased by at least two percent, to classified employees who are laid off due to lack of work or lack of funds

Education or Other Legal Code: Education Code 45117

Board Policy/Administrative Regulation #: AR 4217.3

Subject: Notice of layoff date, displacement and reemployment rights

When/Whom to Notify: At least 60 days prior to the effective date of layoff, if the employee's position must be eliminated due to the expiration of a specially funded program

Education or Other Legal Code: Education Code 45117

Board Policy/Administrative Regulation #: AR 4217.3

Subject: Employee's class specification, salary data, assignment or work location, duty hours, prescribed workweek

When/Whom to Notify: Upon employment and upon each change in classification

Education or Other Legal Code: Education Code 45169

Board Policy/Administrative Regulation #: AR 4212

Employee Notifications (Cont.)

Subject: Exhaustion of leave, opportunity to request additional leave

When/Whom to Notify: To permanent employee whose leave is exhausted

Education or Other Legal Code: Education Code 45192, 45195

Board Policy/Administrative Regulation #: AR 4261.1, AR 4261.11

Subject: Expiration date of driver's license, driver's certificate and medical certificate; need to renew

When/Whom to Notify: To school bus drivers and school activity bus drivers prior to expiration of specified documents

Education or Other Legal Code: 13 CCR 1234

Board Policy/Administrative Regulation #: AR 3542

Subject: Limitations on vehicle idling; consequences of not complying

When/Whom to Notify: To school bus drivers and school activity bus drivers upon employment and at least once per year thereafter

Education or Other Legal Code: 13 CCR 2480

Board Policy/Administrative Regulation #: AR 3542

Subject: Explanation of federal requirements for drug testing program and district's policy; prior to administration of each drug or alcohol test

When/Whom to Notify: To school bus drivers, prior to district drug testing program and thereafter upon employment

Education or Other Legal Code: 49 CFR 382.113, 382.601

Board Policy/Administrative Regulation #: AR 4112.42/4212.42/4312.42

Subject: Post accident information, procedures, and instruction

When/Whom to Notify: To school bus drivers, prior to operating school bus

Education or Other Legal Code: 49 CFR 382.303

Board Policy/Administrative Regulation #: AR 4112.42/4212.42/4312.42

IV. To Administrative/Supervisory Personnel

Subject: Decision not to reelect or reemploy upon expiration of contract or term

When/Whom to Notify: To superintendent, deputy, associate, or assistant superintendent or senior manager of classified service, at least 45 days before expiration of contract

Education or Other Legal Code: Education Code 35031

Board Policy/Administrative Regulation #: BP 2121, BP 4312.1

Subject: Statement of the reasons for the reassignment

When/Whom to Notify: Upon request by administrative or supervisory employee transferred to teaching position

Education or Other Legal Code: Education Code 44896

Board Policy/Administrative Regulation #: AR 4313.2

Subject: Notice that employee may be released or reassigned the following school year

When/Whom to Notify: By March 15 to employee who may be released/reassigned the following school year

Education or Other Legal Code: Education Code 44951

Board Policy/Administrative Regulation #: AR 4313.2

Employee Notifications (Cont.)

V. To Individual Employees Under Special Circumstances

Subject: Types of records affected, date of breach, description of incident, and, as applicable, contact information for credit reporting agencies

When/Whom to Notify: In the event of a breach of security of district records to affected employees

Education or Other Legal Code: Civil Code 1798.29

Board Policy/Administrative Regulation #: BP 3580

Subject: Notice of derogatory information, opportunity to review and comment

When/Whom to Notify: Prior to placing derogatory information in personnel file

Education or Other Legal Code: Education Code 44031

Board Policy/Administrative Regulation #: AR 4112.6/4212.6/4312.6

Subject: Defense and indemnification from civil liability by the district

When/Whom to Notify: To employees who volunteer to administer epinephrine auto-injector

Education or Other Legal Code: Education Code 49414

Board Policy/Administrative Regulation #: AR 5141.21

Subject: Decision to impose discipline, including the date that discipline will be imposed

When/Whom to Notify: To district police officer, within 30 days of decision to impose discipline

Education or Other Legal Code: Government Code 3304

Board Policy/Administrative Regulation #: AR 3515.3

Subject: Right to receive PERS service credit for military service; application form

When/Whom to Notify: To employee returning from military leave of absence, within 30 days of return

Education or Other Legal Code: Government Code 20997

Board Policy/Administrative Regulation #: AR 4161.5/4261.5/4361.5

Subject: Employee's right to have complaints/charges heard in open session

When/Whom to Notify: 24 hours before Board meets in closed session to hear complaints or charges against employee

Education or Other Legal Code: Government Code 54957

Board Policy/Administrative Regulation #: BB 9321

Subject: Law prohibiting disclosure of confidential information obtained in closed session

When/Whom to Notify: When taking disciplinary action against employee for disclosure of confidential information

Education or Other Legal Code: Government Code 54963

Board Policy/Administrative Regulation #: BP 4119.23/4219.23/4319.23

Subject: Accommodations and leave for victims of domestic violence

When/Whom to Notify: When document identifying employee who is victim of domestic violence is disclosed

Education or Other Legal Code: Labor Code 230

Board Policy/Administrative Regulation #: AR 4158/4258/4358

Employee Notifications (Cont.)

Subject: Potential eligibility for workers' compensation benefits, claim form

When/Whom to Notify: Within one working day of work-related injury or victimization of crime

Education or Other Legal Code: Labor Code 3553, 5401

Board Policy/Administrative Regulation #: AR 4157.1/4257.1/4357.1

Subject: Copy of DOJ notification

When/Whom to Notify: When adverse employment action is based on DOJ criminal history information or subsequent arrest notification

Education or Other Legal Code: Penal Code 11105, 11105.2

Board Policy/Administrative Regulation #: AR 4112.5/4212.5/4312.5

Subject: The existence, location, and availability of exposure and medical records; person responsible for maintaining and providing access to records; right to access records

When/Whom to Notify: To any employee with exposure to blood or potentially infectious materials, upon initial employment and at least annually thereafter

Education or Other Legal Code: 8 CCR 3204

Board Policy/Administrative Regulation #: AR 4119.42/4219.42/4319.42

Subject: Location and availability of chemical hygiene plan, exposure limits, signs and symptoms of exposure, location of reference material

When/Whom to Notify: To any employee assigned to a work area where hazardous chemical are present, upon initial assignment and upon new exposure situation

Education or Other Legal Code: 8 CCR 5191

Board Policy/Administrative Regulation #: AR 3514.1

Subject: Any presence of hazardous substances in the work area, location and availability of hazard communication program, new material safety data sheet, employee rights

When/Whom to Notify: To any employee who may be exposed to hazardous substances in the work area, upon initial assignment and when new hazard is introduced into work area

Education or Other Legal Code: 8 CCR 5194

Board Policy/Administrative Regulation #: AR 3514.1

Subject: Notice of rights, benefits, and obligations under military leave

When/Whom to Notify: To employee eligible for military leave

Education or Other Legal Code: 38 USC 4334

Board Policy/Administrative Regulation #: AR 4161.5/4261.5/4361.5

Subject: Designation of leave as FMLA or non-FMLA; if not eligible, reason not eligible; requirement to use paid leave; any requirement for fitness-for-duty certification; any subsequent changes in designation notice

When/Whom to Notify: Within five days of employee's request for family care and medical leave, receipt of supporting information, or district's knowledge that the requested leave may qualify as FMLA leave

Education or Other Legal Code: 29 CFR 825.300; 2 CCR 11049, 11091

Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8

OROVILLE UNION HIGH SCHOOL DISTRICT

E 4112.9, 4212.9, 4312.9 (11)

Employee Notifications (Cont.)

Subject: Rights and responsibilities re: use of FMLA; consequences of failure to meet obligations

When/Whom to Notify: Whenever notice of eligibility for FMLA is provided to employee

Education or Other Legal Code: 29 CFR 825.300

Board Policy/Administrative Regulation #: AR 4161.8/4261.8/4361.8

State	Description
13 CCR 1234	Reports regarding school buses and bus drivers
13 CCR 2480	Vehicle idling; limitations
2 CCR 11023	Harassment and discrimination prevention and correction
2 CCR 11035-11051	Unlawful sex discrimination: pregnancy, childbirth and related medical conditions
2 CCR 11087-11098	California Family Rights Act
5 CCR 4622	Uniform complaint procedures
5 CCR 80303	Reports of change in employment status; alleged misconduct
8 CCR 3204	Access to employee exposure and medical records
8 CCR 5191	Chemical hygiene plan
8 CCR 5194	Hazard communication
Civ. Code 1798.29	District records; breach of security
Ed. Code 17612	Notification of pesticide use
Ed. Code 22455.5	STRS information to potential members
Ed. Code 22461	Postretirement compensation limitation
Ed. Code 231.5	Sexual harassment policy
Ed. Code 35031	Term of employment
Ed. Code 35171	Availability of rules and regulations for evaluation of performance
Ed. Code 37616	Notice of public hearing on year-round schedule
Ed. Code 44663-44664	Evaluation of certificated employees
Ed. Code 44842	Reemployment notices; certificated employees
Ed. Code 44896	Transfer of administrator or supervisor to teaching position
Ed. Code 44916	Written statement of employment status
Ed. Code 44929.21	Notice of reelection decision; districts with 250 ADA or more
Ed. Code 44929.23	Districts with less than 250 ADA
Ed. Code 44934	Notice of disciplinary action for cause
Ed. Code 44938	Notice of unprofessional conduct and opportunity to correct
Ed. Code 44940.5-44941	Notification of suspension and intent to dismiss
Ed. Code 44948.3-44948.5	Dismissal of probationary employees
Ed. Code 44948.5	Nonreelection procedures; districts under 250 ADA
Ed. Code 44949	Dismissal of probationary employees
Ed. Code 44951	Continuation in position unless notified; administrative or supervisory personnel
Ed. Code 44954	Nonreelection of temporary employees
Ed. Code 44955	Reduction in number of permanent employees
Ed. Code 44955.5	Decrease in number of permanent employees during specified time period upon determination related to local control funding formula per unit of average daily attendance
Ed. Code 45113	Notification of charges; classified employees
Ed. Code 45117	Notice of layoff; classified employees
Ed. Code 45169	Employee salary data; classified employees
Ed. Code 45192	Industrial accident and illness leave for classified employees
Ed. Code 45195	Additional leave
Ed. Code 46162	Alternative schedule for junior high and high school; public hearing with notice
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 49013	Complaints regarding student fees

OROVILLE UNION HIGH SCHOOL DISTRICT

E 4112.9, 4212.9, 4312.9 (12)

Employee Notifications (Cont.)

Ed. Code 49079	Notification to teacher, student who has engaged in acts re: grounds suspension or expulsion
Ed. Code 49414	Epinephrine auto-injectors
Ed. Code 49414.3	Administration of opioid antagonist
Gov. Code 1126	Incompatible activities of employees
Gov. Code 12950	Sexual harassment
Gov. Code 21029	Retirement credit for period of military service
Gov. Code 54957	Complaints against employees; right to open session
Gov. Code 54963	Unauthorized disclosure of confidential information
Gov. Code 8355	Certification of drug-free workplace, including notification
H&S Code 104420	Tobacco-free schools
H&S Code 120875	Information on AIDS, AIDS-related conditions, and hepatitis B
H&S Code 120880	Notification to employees re AIDS, AIDS-related conditions, and hepatitis B
H&S Code 1797.196	Automated external defibrillators; notification of use and locations
Lab. Code 230	Accommodations and leave for victims of domestic violence
Lab. Code 2800.2	Notification of availability of continuation health coverage
Lab. Code 3550-3553	Notifications re: workers' compensation benefits
Lab. Code 5401	Workers' compensation; claim form and notice of potential eligibility
Pen. Code 11165.7	Child Abuse and Neglect Reporting Act; notification requirement
Pen. Code 11166.5	Employment; statement of knowledge of duty to report child abuse or neglect
Unemp. Ins. Code 2613	Disability insurance; notice of rights and benefits
W&I Code 827	Limited exception to juvenile court record
Federal	Description
29 CFR 825.300	Family and Medical Leave Act; notice requirement
34 CFR 104.8	Nondiscrimination
34 CFR 106.9	Severability
34 CFR 84.205-84.210	Drug-free workplace statement
38 USC 4334	Uniformed Services Employment and Reemployment Rights Act; notice requirement
40 CFR 763.84	Asbestos inspections, response actions and post-response actions
40 CFR 763.93	Asbestos management plans
41 USC 8101-8106	Drug-Free Workplace Act
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
49 CFR 382.113	Controlled substance and alcohol use and testing notifications
49 CFR 382.303	Post-accident information, procedures, and instructions
49 CFR 382.601	Controlled substance and alcohol use and testing notification

Adopted: 12/19/12
Amended: 6/13/16, 3/15/17, 6/17/20, 3/16/22

Personnel

Concerted Action/Work Stoppage

The Governing Board recognizes the importance of maintaining ongoing positive relations with employees and engaging in fair, respectful negotiations with employee organizations. The Board desires to reach agreement on employment contracts in a manner that prevents disruption to school operations and minimizes impact on student achievement.

The Board recognizes that advance planning is necessary to ensure that, in the event of a work stoppage, strike, or other concerted employee activity, students continue to receive educational services to which they are entitled. The Superintendent or designee shall develop a written plan which shall include strategies for the provision of internal and external communications, preservation of student and staff safety, maintenance of district operations, and appropriate student instruction and supervision during a work slowdown or stoppage.

Days of instruction lost due to a work stoppage may be made up following the end of the normal school year.

If an employee organization gives notice that it intends to strike, the Superintendent or designee shall notify the Public Employment Relations Board, Employment Development Department, employees in the striking unit, other district employees, parents/guardians, students, law enforcement, the media, and others as appropriate.

Employees should be held accountable for their behavior during any labor dispute. The district may take disciplinary action against any employee who engages in an unlawful concerted action or in unlawful behavior in an otherwise protected activity, taking into account the seriousness of the behavior and the district's efforts to rebuild relations following the withholding of services by employees.

However, the district shall not discontinue or threaten to discontinue employer contributions for health care or other medical coverage for any employee or their enrolled dependents for the duration of the employee's participation in an authorized strike, as defined in Government Code 3141 and specified in the accompanying administrative regulation.

State	Description
Ed. Code 35204	Contract with attorney in private practice
Ed. Code 35205	Contract for legal services
Ed. Code 37200	School calendar
Gov. Code 3140-3142	Public Employee Health Protection Act
Gov. Code 3540-3549.3	Educational Employment Relations Act
Gov. Code 3543.5-3543.6	Unfair labor practices
Gov. Code 3548.3548.8	Impasse procedures

Adopted: 7/18/07

Amended:

Personnel

Concerted Action/Work Stoppage

Maintenance of District Operations

During any work stoppage, strike, or other concerted employee activity, the Superintendent or designee shall take measures to minimize disruption to district operations and student learning.

At the discretion of the Superintendent or designee, employees reporting for duty may be temporarily assigned to other duties. In addition, the Superintendent or designee may hire qualified substitute and/or temporary employees as needed to maintain district operations and shall recommend to the Governing Board an appropriate rate of pay for such employees for the period of the work stoppage.

Strike Plan

The Superintendent or designee may establish a committee to develop a plan in the event of a work stoppage. This committee may include district-level staff, legal counsel, the district's negotiator and parents/guardians.

The strike plan shall address, at a minimum, the following elements:

1. Roles and responsibilities during a work stoppage, including roles of the Board, Superintendent, district-level staff, legal counsel, principals, certificated or classified staff when they are not participating in the strike, substitutes and other employees
2. Criteria for keeping schools open during a work stoppage, including potential costs, availability of qualified substitutes or other staffing, and the ability to maintain essential services and to ensure the safety of students and staff
3. Maintenance of the educational program, including availability of lesson plans and instructional materials, alternatives for handling special education and other programs as appropriate
4. Internal communications among district staff and the Board during a work stoppage
5. Plans for obtaining and paying for the services of and communicating with temporary or substitute employees
6. Status of district-paid benefits, including health care, insurance, vacation and sick leave benefits
7. Communications with parents/guardians, the media, business partners, public officials and other community members that identify key messages, strategies and district spokespersons
8. Equipment and supply needs

Concerted Action/Work Stoppage (Cont.)

9. Desirability and feasibility of conducting extracurricular activities during a work stoppage including an analysis of the number of events and activities that would be affected, the availability of staffing, the degree of student and/or community participation and the ability to provide adequate security at events
10. Contingency plans for transportation
11. Contingency plans for the provision of food services
12. Identification of outside resources who may be called upon to help with school operations
13. Coordination with law enforcement and other agencies
14. Appropriate safeguards for the safety of students, working employees, substitutes, volunteers, parent/guardians and Board members
15. Provisions for safe, effective board meetings
16. Cost estimates for the various strategies to be implemented during a work stoppage
17. Legal remedies available to enjoin the work stoppage if possible or to file unfair labor practice charges against the employee organization
18. Continuation of negotiations during a work stoppage
19. Plans for resuming normal district operations, rebuilding relations and disciplining employees if necessary after the work stoppage

Activities of Employees

The district shall not impose or threaten to impose reprisals, discriminate or threaten to discriminate, or otherwise interfere with, restrain or coerce employees for the exercise of their rights. (Government Code 3543.5-3543.6)

Employees engaging in a work stoppage shall not prevent access to school facilities by other employees, substitutes or students; use or threaten physical violence or bodily injury; trespass; distribute malicious or defamatory leaflets or materials; or otherwise coerce or intimidate individuals in the conduct of school business.

During an actual or threatened work stoppage, an employee shall not retain any district property, including but not limited to student attendance and grading records, lesson plans, keys, equipment and supplies.

Employees shall not use students to distribute messages that promote or explain the position of any employee organization that is contemplating or engaged in a work stoppage. In addition, employees shall not use classroom or other duty time to promote an employee organization's position in negotiations or in a work stoppage.

Concerted Action/Work Stoppage (Cont.)

When students raise questions related to a work stoppage, teachers shall approach the subject in accordance with the district's policy on controversial issues and shall not allow such discussions to interfere with their regular teaching responsibilities.

Salary and Benefits

Employees withholding services shall not receive salary or unemployment benefits during the period of the work stoppage.

Any employee withholding services may be subject to the loss of payroll deduction privileges.

Throughout the duration of any enrolled employee's participation in an authorized strike, the district shall not fail or refuse to maintain and pay for the employee's continued health care or other medical coverage or the coverage of their enrolled dependents, nor shall the district fail to collect and remit the employee's contributions to any such coverage. The district shall maintain the coverage at the same level and under the same conditions that the coverage would have been provided if the employee had continued to work in the employee's position for the duration of the strike. Health care or other medical coverage for this purpose includes coverage for medical, dental, vision, behavioral health, disability, accidental death and dismemberment, life, and supplemental health insurance benefits. (Government Code 3141-3142)

"Authorized strike" means a strike sanctioned by the central labor council or the membership of an employee organization that represents the striking employees, or one that is engaged in by unrepresented employees. (Government Code 3141)

Employees whose vacation leave has been authorized prior to the work stoppage shall receive vacation pay for the authorized period.

If an employee is on a paid sick or disability leave when the work stoppage begins, the employee shall be entitled to continued payment as long as the employee remains ill or disabled and is otherwise eligible according to Board policy and collective bargaining agreements.

The Superintendent or designee may determine that credit shall not be applied toward probationary service, salary schedule advancement, permanent status, vacation earnings, retirement credit or sick leave accrual during the period of time that employees withhold services.

State Description

Ed. Code 35204	Contract with attorney in private practice
Ed. Code 35205	Contract for legal services
Ed. Code 37200	School calendar
Gov. Code 3140-3142	Public Employee Health Protection Act
Gov. Code 3540-3549.3	Educational Employment Relations Act
Gov. Code 3543.5-3543.6	Unfair labor practices
Gov. Code 3548.3548.8	Impasse procedures

Adopted: 7/18/07

Amended:

Students

Absences and Excuses

The Governing Board believes that regular attendance plays an important role in student achievement. The Board shall work with parents/guardians and students to ensure their compliance with all state attendance laws and may use appropriate legal means to correct problems of chronic absence or truancy.

(cf. 5112.1 - Exemptions from Attendance)
(cf. 5112.2 - Exclusions from Attendance)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 6154 - Homework/Makeup Work)

Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted by law, Board policy, and administrative regulation. (Education Code 48205)

Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to law and administrative regulation. (Education Code 46014)

Inasmuch as school attendance and class participation are integral to students' learning experiences, parents/guardians and students shall be encouraged to schedule medical and other appointments during non-school hours.

Students shall not be absent from school without their parents/guardians' knowledge or consent, except in cases of medical emergency or, as authorized pursuant to Education Code 46010.1, for a confidential medical appointment.

The Board shall, by resolution entered into its minutes, approve reasonable methods that may be used to verify student absences due to illness or quarantine. (5 CCR 421)

Legal Reference:

EDUCATION CODE

1740 Employment of personnel to supervise attendance (county superintendent)
37201 School month
37223 Weekend classes
41601 Reports of average daily attendance
42238-42250.1 Apportionments
46000 Records (attendance)
46010-46014 Absences
46100-46119 Attendance in kindergarten and elementary schools
46140-46147 Attendance in junior high and high schools
48200-48208 Children ages 6-18 (compulsory full-time attendance)
48210-48216 Exclusions from attendance
48240-48246 Supervisors of attendance
48260-48273 Truants
48292 Filing complaint against parent
48320-48324 School attendance review boards

Absences and Excuses (Cont.)

48340-48341 Improvement of student attendance

48980 Parental notifications

49067 Unexcused absences as cause of failing grade

49701 Provisions of the interstate compact on educational opportunities for military children

ELECTIONS CODE

12302 Student participation on precinct boards

FAMILY CODE

6920-6929 Consent by minor for medical treatment

VEHICLE CODE

13202.7 Driving privileges; minors; suspension or delay for habitual truancy

WELFARE AND INSTITUTIONS CODE

601-601.4 Habitually truant minors

11253.5 Compulsory school attendance

CODE OF REGULATIONS, TITLE 5

306 Explanation of absence

420-421 Record of verification of absence due to illness and other causes

ATTORNEY GENERAL OPINIONS

87 Ops.Cal.Atty.Gen. 168 (2004)

66 Ops.Cal.Atty.Gen. 244 (1983)

COURT DECISIONS

American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307

Management Resources:

CSBA PUBLICATIONS

Improving Student Achievement by Addressing Chronic Absence, Policy Brief, December 2010

WEB SITES

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

Adopted: 3/7/84

Amended: 8/20/86, 12/18/02, 2/15/12, 7/19/17

Students

Absences and Excuses

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, including absence for the benefit of the student's mental or behavioral health (Education Code 48205)
2. Quarantine under the direction of a county or city health officer (Education Code 48205)
3. Medical, dental, optometrical, or chiropractic service or 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 for by law (Education Code 48205)
6. Illness or medical appointment of a child to whom the student is the custodial parent (Education Code 48205)
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)
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)

Absences and Excuses (Cont.)

Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee. (Education Code 48205)

10. Attendance at the student's naturalization ceremony to become a United States citizen (Education Code 48205)
11. Participation in a cultural ceremony or event which relates to the habits, practices, beliefs, and traditions of a certain group of people (Education Code 48205)
12. 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)

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)

13. Work in the entertainment or allied industry (Education Code 48225.5)

Work for a student who holds a work permit authorizing work in the entertainment or allied industries for a period of not more than five consecutive days. For this purpose, student absence shall be excused for a maximum of up to five absences per school year. (Education Code 48225.5)

14. 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)

15. 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)

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, either in person or by written note, 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.

Absences and Excuses (Cont.)

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.

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)

Absences and Excuses (Cont.)

State	Description
5 CCR 306	Explanation of absence
5 CCR 420-421	Record of verification of absence due to illness and other causes
Ed. Code 1740	Employment of personnel to supervise attendance (county superintendent)
Ed. Code 37201	School month
Ed. Code 37223	Weekend classes
Ed. Code 41601	Reports of average daily attendance
Ed. Code 42238-42250.1	Apportionments
Ed. Code 46000	Records (attendance)
Ed. Code 46010-46015	Absences
Ed. Code 46110-46120	Attendance in kindergarten and elementary schools
Ed. Code 46140-46148	Attendance in junior high and high schools
Ed. Code 48200-48208	Children ages 6-18 (compulsory full-time attendance)
Ed. Code 48210-48216	Exclusions from attendance
Ed. Code 48225.5	Work permit; excused absence; entertainment or allied industries; participation in not-for-profit performing arts organization
Ed. Code 48240-48246	Supervisors of attendance
Ed. Code 48260-48273	Truants
Ed. Code 48292	Filing complaint against parent
Ed. Code 48320-48324	School attendance review boards
Ed. Code 48340-48341	Improvement of student attendance
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49067	Unexcused absences as cause of failing grade
Ed. Code 49701	Provisions of the interstate compact on educational opportunities for military children
Elec. Code 12302	Student participation on precinct boards
Fam. Code 6920-6930	Consent by minor for medical treatment
W&I Code 11253.5	Compulsory school attendance
W&I Code 601-601.5	Habitually truant minors

Adopted: 3/7/84

Amended: 8/20/86, 12/18/02, 2/15/12, 7/19/17, 6/19/19, 6/22/22

Students

Health Examinations

The principal at each school shall notify parents/guardians of the rights of students and parents/guardians related to health examinations. (Education Code 48980; 20 USC 1232h)

A parent/guardian may annually file with the principal a written statement withholding consent to the child's physical examination. Any such student shall be exempt from any physical examination but shall be subject to exclusion from attendance when contagious or infectious disease is reasonably suspected. (Education Code 49451; 20 USC 1232h)

Vision Tests

Each student's vision shall be appraised, by the school nurse or other personnel authorized under Education Code 49452, during the kindergarten year or upon first enrollment or entry in a district elementary school and subsequently in grades 2, 5, and 8. However, a student who is tested upon first enrollment or entry in the district in grade 4 or 7 shall not be required to be appraised in the next immediate year. (Education Code 49455)

The vision appraisal shall include tests for visual acuity, including near vision. Male students shall also be tested once for color vision in grade 1 or later and the results of the appraisal shall be entered in the student's health record. (Education Code 49455)

Appraisal of a student's vision may be waived under either of the following conditions: (Education Code 49455)

1. The student's parent/guardian requests a waiver and presents a certificate from a physician/surgeon, physician assistant, or optometrist showing the results of an examination of the student's vision, including visual acuity and, in male students, color vision.
2. The student's parents/guardians file with the principal a written statement that they adhere to the faith or teachings of any well-recognized religious sect, denomination, or organization and, in accordance with its creed, tenets, or principles depend for healing upon prayer in the practice of their religion.

Visual defects or any other defects found as a result of the vision examination shall be reported to the parent/guardian with a request that remedial action be taken to correct or cure the defect. The report of a visual defect, if made in writing, shall be made on a form prescribed by the Superintendent of Public Instruction. The report shall not include a referral to any private practitioner. However, the student may be referred to a public clinic or diagnostic and treatment center operated by a public hospital or by the state, county, or city department of public health. (Education Code 49456)

In addition to the vision appraisals described above, the school nurse and/or classroom teacher shall continually and regularly observe students' eyes, appearance, behavior, visual performance, and perception that may indicate vision difficulties. (Education Code 49455)

Health Examinations (Cont.)

Eye Examinations for the Purpose of Eyeglasses

In addition to the vision appraisals described above, the district may enter into a memorandum of understanding with a nonprofit eye examination provider, including a mobile provider, to provide noninvasive eye examinations at a district school exclusively for the purpose of providing eyeglasses. (Education Code 49455.5)

Prior to any eye examination, the school shall notify parents/guardians of the upcoming eye examination and include a form that allows them to opt their child out of the examination. Parents/guardians who have submitted a general opt-out written statement in accordance with Education Code 49451 are deemed to have opted out. (Education Code 49455.5)

Parents/guardians whose child receives an eye examination shall be provided a report by the provider in accordance with Education Code 49456. (Education Code 49455.5)

Hearing Tests

The Superintendent or designee shall provide for the administration of hearing tests to district students by personnel authorized to conduct such testing pursuant to Education Code 49452 and 49454 and in accordance with the procedures specified in 17 CCR 2951.

Each student shall be given a hearing screening test at the following times: (17 CCR 2951)

1. Grade 10 or 11
2. Upon first entry into the California public school system

Each student enrolled in a special education program, other than those enrolled because of a hearing problem, shall be given a hearing test when enrolled in the program and every third year thereafter. Hearing tests may be given more frequently as needed, based on the individualized education program team's evaluation of the student. (17 CCR 2951)

A follow-up hearing threshold test shall be administered to any student who fails to respond to any of the required frequencies in the screening test or is otherwise determined to need further evaluation. (17 CCR 2951)

The Superintendent or designee shall provide written notification of test results to the parents/guardians of any student who fails the hearing tests. When the test results fall within the levels specified in 17 CCR 2951 or there is evidence of pathology, such as an infection of the outer ear, chronic drainage, or a chronic earache, the notification shall include a recommendation that a further medical and audiological evaluation be obtained. (17 CCR 2951)

The dates and results of all screening tests and copies of threshold tests shall be included in the student's health records. (17 CCR 2951)

The principal or designee shall prepare an annual report of the school hearing testing program, using forms provided by the Department of Health Services, with copies to the Superintendent and the County Superintendent of Schools. (17 CCR 2951)

Health Examinations (Cont.)

Scoliosis Screening

Each female student in grade 7 and each male student in grade 8 shall be screened for scoliosis. (Education Code 49452.5)

The parent/guardian of any student suspected of having scoliosis shall receive a notice which includes an explanation of scoliosis and describes the significance of treatment at an early age. This notice shall also describe the public services available for treatment and include a referral to appropriate community resources. (Education Code 49452.5)

Type 1 Diabetes Information

The Superintendent or designee shall provide parents/guardians of children enrolled in elementary school for the first time, or with the annual notifications pursuant to Education Code 48980, an information sheet developed by the California Department of Education (CDE) regarding type 1 diabetes as specified in Education Code 49452.6.

Type 2 Diabetes Information

Because type 2 diabetes in children is a preventable and treatable disease, parents/guardians are encouraged to have their child screened by an authorized health care practitioner for risk factors of the disease, including excess weight, and to request tests of their child's blood glucose to determine if the child has type 2 diabetes or pre-diabetes.

The Superintendent or designee shall provide parents/guardians of incoming students in grade 7, or with the annual notifications pursuant to Education Code 48980, an information sheet developed by CDE regarding type 2 diabetes, which includes: (Education Code 49452.7)

1. A description of the disease and its risk factors and warning signs
2. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes be screened for the disease
3. A description of the different types of diabetes screening tests available
4. A description of treatments and prevention methods

The Superintendent or designee may provide information to parents/guardians regarding public or private sources from which they may receive diabetes screening and education services for free or at reduced costs.

State	Description
17 CCR 2950-2951	Hearing tests
5 CCR 3027	Hearing and vision screening for special education
5 CCR 3028	Audiological screening
5 CCR 590-596	Vision screening
Ed. Code 44871-44879	Employment qualifications
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49400-49414.5	Student health; general powers of school boards
Ed. Code 49422	Supervision of health and physical development

Health Examinations (Cont.)

Ed. Code 49450-49458	Physical examinations of students
Ed. Code 49460-49466	Development of standardized health assessments
Gov. Code 17581.5	Specific costs mandated by the state
H&S Code 120325-120380	Immunization against communicable diseases
H&S Code 121475-121520	Tuberculosis tests for students
H&S Code 124025-124110	Child Health and Disability Prevention Program
H&S Code 1685-1686	Audiometrists
Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	Privacy rights

Students

Safety

At each school, the principal or designee shall establish emergency procedures, rules for student conduct, and rules for the safe and appropriate use of school facilities, equipment, and materials, consistent with law, Board policy, and administrative regulation. The rules shall be communicated to students, distributed to parents/guardians, and readily available at the school at all times.

Release of Students

Students shall be released during the school day only to the custody of an adult who is one of the following:

1. The student's custodial parent/guardian
2. An adult authorized on the student's emergency card as an individual to whom the student may be released when the custodial parent/guardian cannot be reached, provided the principal or designee verifies the adult's identity
3. An authorized law enforcement officer acting in accordance with law
4. An adult taking the student to emergency medical care at the request of the principal or designee

Supervision of Students

Teachers shall be present at their respective rooms and shall open them to admit students not less than 30 minutes before the time that school starts. (5 CCR 5570)

Every teacher shall hold students to a strict account for their conduct on the way to and from school, on the playgrounds, and during recess. (Education Code 44807)

The principal or designee shall require all individuals supervising students to remain alert for unauthorized persons and dangerous conditions, and promptly report any unusual incidents to the principal or designee and file a written report as appropriate.

Any certificated or classified employee, or other school official, whose duties bring the employee or other school official in contact on a regular basis with students in any of grades 6-12, as part of a middle or high school, who are alerted to or observe any threat or perceived threat of a homicidal act, as defined, shall immediately report the threat or perceived threat to law enforcement in accordance with Education Code 49393. (Education Code 49390, 49393)

Threat or perceived threat means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depictions of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student, or other individual.

Safety (Cont.)

Additionally, anyone who receives or learns of a health or safety threat related to school or a school activity is encouraged to report the threat to a school or district administrator.

In arranging for appropriate supervision on playgrounds, the principal or designee shall:

1. Clearly identify supervision zones and require all playground supervisors to remain at a location from which they can observe their entire zone of supervision and be observed by students in the supervision zone
2. Consider the size of the playground area, the number of areas that are obstructed from open view, and the age of the students to determine the ratio of playground supervisors to students

At any school where playground supervision is not otherwise provided, the principal or designee shall provide for certificated employees to supervise the conduct and safety, and direct the play, of students who are on school grounds before and after school and during recess and other intermissions. (5 CCR 5552)

The Superintendent or designee shall ensure that teachers, teacher aides, playground supervisors, yard aides, and volunteers who supervise students receive training in safety practices and in supervisory techniques that will help prevent problems and resolve conflicts among students. Additionally, all staff and other school officials shall be made aware of their responsibilities regarding the reporting of potential homicidal acts to law enforcement, and receive training in the assessment and reporting of such threats. The training shall be documented and kept on file.

Activities with Safety Risks

Due to concerns about the risk to student safety, the principal or designee shall not permit the following activities on campus or during school-sponsored events unless the activity is properly supervised, students wear protective gear as appropriate, and each participant has insurance coverage:

1. Trampolining
2. Scuba diving
3. Skateboarding or use of scooters
4. In-line or roller skating or use of skate shoes
5. Sailing, boating, or water skiing
6. Cross-country or downhill skiing
7. Motorcycling
8. Target shooting
9. Horseback riding

Safety (Cont.)

10. Rodeo
11. Archery
12. Mountain bicycling
13. Rock climbing
14. Rocketeering
15. Surfing
16. Body Contact Sports
17. Other activities determined by the principal to have a high risk to student safety

As needed, the Superintendent or designee may periodically provide training or instruction to students on the safe use of electric, motorized or non-motorized bicycles, scooters, skateboards, and roller skates. Any student who rides any such bicycle, scooter, skateboard, or roller skates at school shall wear a properly fitted and fastened bicycle helmet.

Events In or Around a Swimming Pool

When any on-campus event that is not part of an interscholastic athletic program is sponsored or hosted by the district and is to be held in or around a swimming pool, at least one adult with a valid certification of cardiopulmonary resuscitation training shall be present throughout the duration of the event. (Education Code 35179.6)

Laboratory Safety

The principal of each school offering laboratory work shall develop procedures for laboratory safety and designate a trained certificated employee to regularly review, update, and implement these procedures.

Students in a laboratory shall be under the supervision of a certificated employee. Students shall be taught laboratory safety, and safety guidelines and procedures shall be posted in science classrooms. Students shall receive continual reminders about general and specific hazards.

Hazardous materials shall be properly used, stored, and disposed of in accordance with law and the district's chemical hygiene plan.

Bloodborne pathogens shall be handled in accordance with the district's exposure control plan.

The district's emergency plan, emergency contact numbers, and first aid supplies shall be readily accessible.

Parents/guardians shall be made aware of the kinds of laboratory activities that will be conducted during the school year.

Safety (Cont.)

Hearing Protection

The Superintendent or designee shall monitor students' exposure to excessive noise in classrooms and provide protection as necessary. The Superintendent or designee may also provide hearing conservation education to teach students ways to protect their hearing.

Eye Safety Devices

The Superintendent or designee shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed the actual cost to the district. (Education Code 32030, 32031, 32033)

Protection Against Insect Bites

To help protect students against insect bites or stings that may spread disease or cause allergic reactions, students shall be allowed to apply insect repellent provided by their parents/guardians, when engaging in outdoor activities. Any application of insect repellent shall occur under the supervision of school personnel, and in accordance with the manufacturer's directions.

State	Description
5 CCR 14030	Preliminary procedure, planning and approval of school facilities
5 CCR 14103	Authority of the driver
5 CCR 202	Exclusion of students with a contagious disease
5 CCR 5531	Supervision of extracurricular activities of students
5 CCR 5552	Playground supervision
5 CCR 5570	When school shall be open and teachers present
5 CCR 570-576	School safety patrols
Ed. Code 17280-17317	Field Act; approval of plans and supervision of construction
Ed. Code 17365-17374	Field Act; fitness for occupancy; liability of board members
Ed. Code 215.5	Student identification cards; safety information
Ed. Code 32001	Fire alarms and drills
Ed. Code 32020	School gates; entrances for emergency vehicles
Ed. Code 32030-32034	Eye safety
Ed. Code 32040	Duty to equip school with first aid kit
Ed. Code 32225-32226	Communications devices in classrooms
Ed. Code 32240-32245	Lead-Safe Schools Protection Act
Ed. Code 32250-32254	CDE School Safety and Security Resource Unit
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35179.6	School-sponsored on-campus event in or around swimming pool
Ed. Code 38134	Use of school property
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 44808	Exemption from liability when students are not on school property
Ed. Code 44808.5	Permission for high school students to leave school grounds; notice
Ed. Code 45450-45451	Crossing guards
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 49300-49307	School safety patrols
Ed. Code 49330-49335	Injurious objects
Ed. Code 49341	Hazardous materials in school science laboratories
Ed. Code 49390-49395	Homicide threats
Ed. Code 51202	Instruction in personal and public health and safety
Ed. Code 51860	Time and facilities for bicycle and scooter safety instruction

OROVILLE UNION HIGH SCHOOL DISTRICT

AR 5142 (e)

Safety (Cont.)

Ed. Code 8482-8484.65	After School Education and Safety Program
Gov. Code 810-996.6	California Tort Claims Act
H&S Code 115725-115735	Playground safety
H&S Code 115775-115800	Wooden playground equipment
H&S Code 116046	Issuance of best practices guidelines for K-12 pool safety
Pen. Code 245.6	Hazing
Pub. Res. Code 5411	Purchase of playground equipment usable by persons with disabilities
Streets and Highways Code 894	Statewide safety and training programs; electric bicycles
Veh. Code 21100	Rules and regulations; crossing guards
Veh. Code 21212	Use of helmets
Veh. Code 42200	Fines and forfeitures; disposition by cities
Veh. Code 42201	Fines and forfeitures; disposition by counties
Vehicle Code 21201	Rules for operation of bicycle on roadway

Federal

6 USC 665k

Description

Federal Clearinghouse on School Safety Evidence-Based Practices

Adopted: 4/78

Amended: 3/7/84, 9/5/01, 8/15/07, 12/7/11, 2/12/20, 3/15/23

Students

Safe Routes to School

District strategies to improve student safety along routes to school and to promote walking, bicycling, and other forms of active transport to school by students may include:

1. Education activities that promote safety and awareness, such as:
 - a. Instructing students about pedestrian and personal safety related to the use of electric or motorized and non-motorized bicycles or scooters, including by local law enforcement, organizations specified in Education Code 38134, and public agencies that provide safety instructions on such bicycles and scooters.
 - b. Instructing students about the health, academic, and environmental benefits of walking, bicycling, and other forms of active transport to school
 - c. Offering driver safety information to high school students, parents/guardians, and the community to promote safety around school campuses and routes
2. Encouragement strategies designed to generate interest in active transport to school, such as:
 - a. Organizing or facilitating "walking school buses" and/or "bicycle trains" whereby students walk or bike to school in groups escorted by parents/guardians or other volunteers as needed
 - b. Organizing special events and activities, such as Walk or Bike to School Day, International Walk to School Month, or year-round competitions
 - c. Publicizing the district's efforts in order to build support of parents/guardians and the community, including providing information about the district's safe routes to school program in parent/guardian communications and in any notifications about transportation options
3. Enforcement strategies to deter unsafe behaviors of drivers, pedestrians, and bicyclists, such as:
 - a. Initiating or expanding crossing guard, student safety patrol, and/or parent/guardian safety patrol programs
 - b. Partnering with local law enforcement to help ensure that traffic laws are obeyed in the vicinity of schools and to implement appropriate measures such as placement of speed feedback monitors, ticketing, and/or driver safety campaigns
 - c. Monitoring to ensure that students who bicycle to school or who use skateboards, skates, or non-motorized scooters wear helmets in accordance with Vehicle Code 21212
4. Engineering strategies that address the design, implementation, operation, and maintenance of traffic control devices or physical measures, such as:
 - a. Working with local government agencies, parents/guardians, school staff, and others as appropriate to gather data about environmental conditions and hazards along routes to school

Safe Routes to School (Cont.)

- b. Working with local government agencies to make operational and physical improvements that reduce or eliminate hazards, such as reducing motor vehicle traffic speeds in the area and establishing safer and fully accessible crosswalks, walkways, trails, and bikeways
- c. Assessing the adequacy, accessibility, and safety of bicycle parking at schools and making modifications as needed, such as increasing the number of or relocating bicycle racks and/or equipment storage areas
- d. Considering safe routes to school when making decisions about siting and designing of new schools
- 5. Evaluation to assess progress toward program goals, including:
 - a. Gathering and interpreting data based on indicators established by the Superintendent and the Governing Board
 - b. Presenting data to the Board, program partners, and the public
 - c. Recommending program modifications as needed
- 6. Emerging technologies that aid in the prevention and mitigation of accidents
- 7. Emergency response in managing injuries after an accident occurs, including, but not limited to, training staff, crossing guards, student and/or parent/guardian safety patrols, and other volunteers who assist with drop-off and pick-up in emergency procedures
- 8. Equity, such that resources are distributed in a manner that provides safe access and participation in an equitable manner across the community

State	Description
Ed. Code 32282	Comprehensive safety plan
Ed. Code 38134	Use of school property
Ed. Code 44808	Liability when students are not on school property
Ed. Code 45450-45451	Crossing guards
Ed. Code 51860	Time and facilities for bicycle and scooter safety instruction
Gov. Code 65352.2	General planning; communication between cities, counties and school districts
S&H Code 2380-2385	Active Transportation Program
Streets and Highways Cd 894	Statewide safety and training programs; electric bicycles
Veh. Code 21200-21213	Operation of bicycles
Veh. Code 21212	Helmet required for bicycle, non-motorized scooter, skateboard, skates
Veh. Code 21949-21971	Pedestrian rights and duties
Veh. Code 312.5	Electric bicycle
Veh. Code 406	Moped or motorized bicycle
Veh. Code 407.5	Motorized scooter
Federal Description	
23 USC 133	Surface transportation block grant program
23 USC 148	Highway safety improvement program
42 USC 1758b	Local wellness policy

Adopted: 12/7/11
Amended: 9/15/21

Students

Parental Notifications

I. Annually

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

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

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

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

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

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

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

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

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

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

OROVILLE UNION HIGH SCHOOL DISTRICT

E 5145.6 (b)

Parental Notifications (Cont.)

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 231.5; 5 CCR 4917

Board Policy/Administrative Regulation #: See AR 5145.7

Subject: Copy of sexual harassment policy as related to students; contact information for Title IX Coordinator

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 32255-32255.6

Board Policy/Administrative Regulation #: See AR 5145.8

Subject: Right to refrain from harmful or destructive use of animals

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 35160.5, 46600-46611, 48204, 48301, 48350-48361

Board Policy/Administrative Regulation #: See BP 5111.1, See AR 5116.1, See AR 5117

Subject: All statutory attendance options, available local attendance options, options for meeting residency, form for changing attendance, appeals process

When to Notify: Beginning of each school year, if Board allows such absence

Education or Other Legal Code: Education Code 48980, 46014

Board Policy/Administrative Regulation #: See AR 5113

Subject: Absence for religious exercise or purposes

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 48205

Board Policy/Administrative Regulation #: See AR 5113, See BP 6154

Subject: Excused absences; grade/credit cannot be reduced due to excused absence if work or test has been completed; full text of Education Code 48205

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 48206.3, 48207, 48208

Board Policy/Administrative Regulation #: See AR 6183

Subject: Availability of home/hospital instruction for students with temporary disabilities

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 49403

Board Policy/Administrative Regulation #: See BP 5141.31

Subject: School immunization program

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 49423, 49480

Board Policy/Administrative Regulation #: See AR 5141.21

Subject: Administration of prescribed medication

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 49451; 20 USC 1232h

Board Policy/Administrative Regulation #: See AR 5141.3

Subject: Right to refuse consent to physical examination

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 48980, 49471, 49472

Board Policy/Administrative Regulation #: See BP 5143

Subject: Availability of insurance

Parental Notifications (Cont.)

When to Notify: Annually

Education or Other Legal Code: 49013; 5 CCR 4622

Board Policy/Administrative Regulation #: See AR 1312.3

Subject: Uniform complaint procedures, available appeals, civil law remedies, coordinator, complaints about student fees and local control accountability plan

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 49063

Board Policy/Administrative Regulation #: See AR 5125, See AR 5125.3

Subject: Challenge, review and expunging of records

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 49063, 49069; 20 USC 1232g; 34 CFR 99.7

Board Policy/Administrative Regulation #: See AR 5125

Subject: Student records: inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria for defining school officials to determine legitimate educational interest, categories defined as directory information, disclosures, right to file complaint with U.S. Department of Education, course prospectus availability

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37

Board Policy/Administrative Regulation #: See AR 5125.1

Subject: Release of directory information

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 49428

Board Policy/Administrative Regulation #: See None

Subject: How to access mental health services at school and/or in community

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 49520, 48980; 42 USC 1758; 7 CFR 245.5

Board Policy/Administrative Regulation #: See AR 3553

Subject: Eligibility and application process for free and reduced price meals

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 51513, 20 USC 1232h

Board Policy/Administrative Regulation #: See AR 5022, See BP 6162.8

Subject: Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities; inspection rights and procedures

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 56301

Board Policy/Administrative Regulation #: See BP 6164.4

Subject: Parental rights re: special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment

When to Notify: Beginning of each school year

Education or Other Legal Code: Education Code 58501, 48980

Board Policy/Administrative Regulation #: See AR 6181

Subject: Alternative schools

When/Whom to Notify: Annually

Education or Other Legal Code: 5 CCR 852; Education Code 60615

Board Policy/Administrative Regulation #: See AR 6162.51

Subject: Student's participation in state assessments; option to request exemption from testing

Parental Notifications (Cont.)

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

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

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

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

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

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

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

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

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

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

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

OROVILLE UNION HIGH SCHOOL DISTRICT

E 5145.6 (e)

Parental Notifications (Cont.)

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

When to Notify: Before Grade 12
Education or Other Legal Code: Education Code 51225.8
Board Policy/Administrative Regulation #: See AR 6143
Subject: Completion and submission of FAFSA and CADAA

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

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

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

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

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

When to Notify: When child is enrolled or reenrolled in a licensed child care center or preschool
Education or Other Legal Code: Health and Safety Code 1596.7996
Board Policy/Administrative Regulation #: See AR 5148
Subject: Information on risks and effects of lead exposure, blood lead testing

When to Notify: When child is enrolled in kindergarten
Education or Other Legal Code: Health and Safety Code 124100, 124105
Board Policy/Administrative Regulation #: See AR 5141.32
Subject: Health screening examination

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

Parental Notifications (Cont.)

When to Notify: To secondary students, if district receives Title I funds

Education or Other Legal Code: 20 USC 7908

Board Policy/Administrative Regulation #: See AR 5125.1

Subject: Request that district not release name, address, phone number of child to military recruiters without prior written consent

III. When Special Circumstances Occur

When to Notify: In the event of a breach of security of district records, security of district records,

Education or Other Legal Code: Civil Code 1798.29

Board Policy/Administrative Regulation #: See BP 3580

Subject: Types of records affected, date of breach, description of incident, contact information for credit reporting agencies

When to Notify: Upon receipt of a complaint alleging discrimination

Education or Other Legal Code: Education Code 262.3

Board Policy/Administrative Regulation #: See AR 1312.3

Subject: Civil law remedies available to complainants

When to Notify: When determining whether an English learner should be reclassified as fluent English proficient

Education or Other Legal Code: Education Code 313; 5 CCR 11303

Board Policy/Administrative Regulation #: See AR 6174

Subject: Description of reclassification process, opportunity for parent/guardian to participate

When to Notify: When Student is identified as English learner and district receives Titles I or Title III funds for English learner programs, not later than 30 days after beginning of school year or within two weeks of placement if identified during school year

Education or Other Legal Code: Education Code 313.2, 440; 20 USC 6312

Board Policy/Administrative Regulation #: See AR 6174

Subject: Reason for classification, level of English proficiency, identification as long-term English learner, description of program(s), option to decline program or choose alternate, option to remove student from program at any time, exit requirements of program

When to Notify: Prior to implementing alternative schedule

Education or Other Legal Code: Education Code 46162

Board Policy/Administrative Regulation #: See BP 6112

Subject: Public hearing on alternative schedule in secondary grades

When to Notify: When homeless or foster youth applies for enrollment in before/after school program

Education or Other Legal Code: Education Code 8483

Board Policy/Administrative Regulation #: See AR 5148.2

Subject: Right to request priority enrollment; how to request priority enrollment

When to Notify: Before high school student attends specialized secondary program on a university campus

Education or Other Legal Code: Education Code 17288

Board Policy/Administrative Regulation #: None

Subject: University campus buildings may not meet Education Code requirements for structural safety

When to Notify: At least 72 hours before use of pesticide product not included in annual list

Education or Other Legal Code: Education Code 17612

Board Policy/Administrative Regulation #: See AR 3514.2

Subject: Intended use of pesticide product

OROVILLE UNION HIGH SCHOOL DISTRICT

E 5145.6 (g)

Parental Notifications (Cont.)

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

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

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

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

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

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

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

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

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

When to Notify: When a student is classified as truant
Education or Other Legal Code: Education Code 48260.5, 48262
Board Policy/Administrative Regulation #: See AR 5113.1
Subject: Truancy, parental obligation, availability of alternative programs, student consequences, need for conference

OROVILLE UNION HIGH SCHOOL DISTRICT

E 5145.6 (h)

Parental Notifications (Cont.)

When to Notify: When a truant is referred to a SARB or probation department
Education or Other Legal Code: Education Code 48263
Board Policy/Administrative Regulation #: See AR 5113.1
Subject: Name and address of SAART or probation department and reason for referral

When/Whom to Notify: When student requests to voluntarily transfer to continuation school
Education or Other Legal Code: Education Code 48432.3
Board Policy/Administrative Regulation #: See AR 6184
Subject: Copy of district policy and regulation on continuation education

When to Notify: Prior to involuntary transfer to continuation school
Education or Other Legal Code: Education Code 48432.5
Board Policy/Administrative Regulation #: See AR 6184
Subject: Right to require meeting prior to involuntary transfer to continuation school

When/Whom to Notify: To person holding educational rights, prior to recommending placement of foster youth outside school of origin
Education or Other Legal Code: Education Code 48853.5
Board Policy/Administrative Regulation #: See AR 6173.1
Subject: Basis for the placement recommendation

When to Notify: When student is removed from class and teacher requires parental attendance at school
Education or Other Legal Code: Education Code 48900.1
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Parental attendance required; timeline for attendance

When to Notify: Prior to withholding grades, diplomas, or transcripts
Education or Other Legal Code: Education Code 48904
Board Policy/Administrative Regulation #: See AR 5125.2
Subject: Damaged school property

When to Notify: When withholding grades, diplomas or transcripts from transferring student
Education or Other Legal Code: Education Code 48904.3
Board Policy/Administrative Regulation #: See AR 5125.2
Subject: Next school will continue withholding grades, diplomas or transcripts

When to Notify: When student is released to peace officer
Education or Other Legal Code: Education Code 48906
Board Policy/Administrative Regulation #: See BP 5145.11
Subject: Release of student to peace officer for the purpose of removing minor from school, unless taken into custody as victim of suspected child abuse

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

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

OROVILLE UNION HIGH SCHOOL DISTRICT

E 5145.6 (i)

Parental Notifications (Cont.)

When to Notify: At the time a student is assigned to a supervised suspension classroom

Education or Other Legal Code: Education Code 48911.1

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: The student's assignment to a supervised suspension classroom

When to Notify: Before holding a closed session re: suspension

Education or Other Legal Code: Education Code 48912

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Intent to hold a closed session re: suspension

When to Notify: When student expelled from another district for certain acts seeks admission

Education or Other Legal Code: Education Code 48915.1, 48918

Board Policy/Administrative Regulation #: See BP 5119

Subject: Hearing re: possible danger presented by expelled student

When to Notify: When readmission is denied

Education or Other Legal Code: Education Code 48916

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Reasons for denial; determination of assigned program

When to Notify: When expulsion occurs

Education or Other Legal Code: Education Code 48916

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Readmission procedures

When to Notify: At least 10 calendar days before expulsion hearing

Education or Other Legal Code: Education Code 48918

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Notice of expulsion hearing

When to Notify: When expulsion or suspension of expulsion occurs

Education or Other Legal Code: Education Code 48918

Board Policy/Administrative Regulation #: See AR 5144.1

Subject: Decision to expel; right to appeal to county board; obligation to inform new district of status

When to Notify: Before involuntary transfer of student convicted of certain crime when victim is enrolled at same school

Education or Other Legal Code: Education Code 48929, 48980

Board Policy/Administrative Regulation #: See BP 5116.2

Subject: Right to request a meeting with principal or designee

When to Notify: One month before the scheduled minimum day

Education or Other Legal Code: Education Code 48980

Board Policy/Administrative Regulation #: See BP 6111

Subject: When minimum days are scheduled after the beginning of the school year

When to Notify: When parents/guardians request guidelines for filing complaint of child abuse at a school site

Education or Other Legal Code: Education Code 48987

Board Policy/Administrative Regulation #: See AR 5141.4

Subject: Guidelines for filing complaint of child abuse at a school site with local child protective agencies

When to Notify: When student in danger of failing a course

Education or Other Legal Code: Education Code 49067

Board Policy/Administrative Regulation #: See AR 5121

Subject: Student in danger of failing a course

OROVILLE UNION HIGH SCHOOL DISTRICT

E 5145.6 (j)

Parental Notifications (Cont.)

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

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

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

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

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

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

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

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

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

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

OROVILLE UNION HIGH SCHOOL DISTRICT

E 5145.6 (k)

Parental Notifications (Cont.)

When to Notify: Annually to parents/guardians of student athletes
Education or Other Legal Code: Education Code 49476
Board Policy/Administrative Regulation #: See AR 6145.2
Subject: Opioid Fact Sheet

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

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

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

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

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

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

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

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

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

Parental Notifications (Cont.)

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

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

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

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

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

When to Notify: For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents/guardians of English learners
Education or Other Legal Code: 20 USC 6312
Board Policy/Administrative Regulation #: See AR 6174
Subject: Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose another program

When to Notify: For schools receiving Title I funds, upon development of parent involvement policy
Education or Other Legal Code: 20 USC 6318
Board Policy/Administrative Regulation #: See AR 6020
Subject: Notice of policy

When to Notify: When household is selected for verification of eligibility for free or reduced-price meals
Education or Other Legal Code: 42 USC 1758; 7 CFR 245.6a
Board Policy/Administrative Regulation #: See AR 3553
Subject: Need to submit verification information; any subsequent change in benefits; appeals

When/Whom to Notify: When student is homeless or unaccompanied minor
Education or Other Legal Code: 42 USC 11432; Education Code 48852.5
Board Policy/Administrative Regulation #: See AR 6173
Subject: Educational and related opportunities; transportation services; placement decision and right to appeal; duties of district liaison; public notice

When to Notify: When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30
Education or Other Legal Code: 34 CFR 99.34
Board Policy/Administrative Regulation #: See AR 5125
Subject: Right to receive records and an opportunity for hearing upon request

Parental Notifications (Cont.)

When to Notify: When student complains of sexual harassment

Education or Other Legal Code: 34 CFR 106.44, 106.45

Board Policy/Administrative Regulation #: See AR 5145.7

Subject: Right to file formal complaint, availability of supportive measures, notice of process, reason for dismissal of complaint if applicable

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

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

Board Policy/Administrative Regulation #: See BP 3555

Subject: Rights and responsibilities, nondiscrimination policy, complaint procedures

IV. Special Education Notices

When to Notify: Prior to conducting initial evaluation

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

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

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

When/Whom to Notify: Before functional behavioral assessment begins

Education or Other Legal Code: Education Code 56321

Board Policy/Administrative Regulation #: See AR 6159

Subject: Notification and consent

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

Education or Other Legal Code: Education Code 56341.1

Board Policy/Administrative Regulation #: See AR 6159

Subject: Intention to audio-record IEP meeting

When to Notify: Early enough to ensure opportunity for parent to attend IEP meeting

Education or Other Legal Code: Education Code 56341.5; 34 CFR 300.322

Board Policy/Administrative Regulation #: See AR 6159

Subject: Time, purpose, location, who will attend, participation of others with special knowledge, transition statements if appropriate

When to Notify: When parent/guardian orally requests review of IEP

Education or Other Legal Code: Education Code 56343.5

Board Policy/Administrative Regulation #: See AR 6159

Subject: Need for written request

When to Notify: Within one school day of emergency intervention or serious property damage

Education or Other Legal Code: Education Code 56521.1

Board Policy/Administrative Regulation #: See AR 6159.4

Subject: Emergency intervention

When to Notify: Whenever there is a proposal or refusal to initiate or change the identification, evaluation, placement, or FAPE, including when parent/guardian revokes consent for services

Education or Other Legal Code: 20 USC 1415(c); 34 CFR 300.300, 300.503

Board Policy/Administrative Regulation #: See AR 6159, See AR 6159.1

Subject: Prior written notice

When/Whom to Notify: Upon filing of state complaint

Education or Other Legal Code: 20 USC 1415(d), 34 CFR 300.504

Board Policy/Administrative Regulation #: See AR 6159.1

Subject: Procedural safeguards notice

OROVILLE UNION HIGH SCHOOL DISTRICT

E 5145.6 (n)

Parental Notifications (Cont.)

When/Whom to Notify: When disciplinary measures are taken or change in placement

Education or Other Legal Code: 20 USC 1415(k); 34 CFR 300.530

Board Policy/Administrative Regulation #: See AR 5144.2

Subject: Decision and procedural safeguards notice

When to Notify: Upon requesting a due process hearing

Education or Other Legal Code: 20 USC 1415(k); 34 CFR 300.508

Board Policy/Administrative Regulation #: See AR 6159.1

Subject: Child's name, address, school, description of problem, proposed resolution

When to Notify: Eligibility for services under Section 504

Education or Other Legal Code: 34 CFR 104.32, 104.36

Board Policy/Administrative Regulation #: See AR 6164.6

Subject: District responsibilities, district actions, procedural safeguards

V. Classroom Notices

When to Notify: In all district schools and offices, including staff lounges and student government meeting rooms

Education or Other Legal Code: Education Code 234.1

Board Policy/Administrative Regulation #: See AR/E 1312.3

Subject: Uniform complaint procedures board policy and administrative regulation

When to Notify: In each classroom in each school

Education or Other Legal Code: Education Code 8235.5, 35186

Board Policy/Administrative Regulation #: See AR/E 1312.4

Subject: Complaints subject to Williams uniform complaint procedures

Adopted: 11/20/02

Amended: 8/6/03, 5/18/05, 6/20/07, 5/21/08, 2/2/11, 11/16/11, 5/15/13, 11/16/16, 3/21/18,
12/18/19, 1/20/21, 6/22/22

Students

Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

Sexual Harassment

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law and district policies and regulations, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

State	Description
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Civ. Code 51.9	Liability for sexual harassment; business, service and professional relationships
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48900.2	Additional grounds for suspension or expulsion; sexual harassment
Ed. Code 48904	Liability of parent/guardian for willful student misconduct
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Gov. Code 12950.1	Sexual harassment training
Federal	Description
20 USC 1092	Definition of sexual assault
20 USC 1221	Application of laws
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974

Sexual Harassment

20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
34 CFR 106.1-106.82	Nondiscrimination on the basis of sex in education programs
34 CFR 99.1-99.67	Family Educational Rights and Privacy
34 USC 12291	Definition of dating violence, domestic violence, and stalking
42 USC 1983	Civil action for deprivation of rights
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended

Adopted: 2/17/93
Amended: 3/17/04, 8/5/09, 8/15/12, 10/19/16, 11/20/19, 9/23/20

Students

Sexual Harassment

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions

Sexual Harassment (Cont.)

2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Superintendent
2211 Washington Avenue
Oroville, CA 95966
(530) 538-2300, ext. 1107
pblaney@ouhsd.net

Notifications

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

Sexual Harassment (Cont.)

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)
4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)
5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
7. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

Sexual Harassment (Cont.)

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

State	Description
5 CCR 4600-4670	Uniform complaint procedures
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
Civ. Code 1714.1	Liability of parent or guardian for act of willful misconduct by a minor
Civ. Code 51.9	Liability for sexual harassment; business, service and professional relationships
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48900.2	Additional grounds for suspension or expulsion; sexual harassment
Ed. Code 48904	Liability of parent/guardian for willful student misconduct
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English
Gov. Code 12950.1	Sexual harassment training
Federal	Description
20 USC 1092	Definition of sexual assault
20 USC 1221	Application of laws
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
34 CFR 106.1-106.82	Nondiscrimination on the basis of sex in education programs
34 CFR 99.1-99.67	Family Educational Rights and Privacy
34 USC 12291	Definition of dating violence, domestic violence, and stalking
42 USC 1983	Civil action for deprivation of rights
42 USC 2000d-2000d-7	Title VI, Civil Rights Act of 1964
42 USC 2000e-2000e-17	Title VII, Civil Rights Act of 1964, as amended

Approved: 2/17/93
 Amended: 3/17/04, 8/5/09, 8/15/12, 10/19/16, 9/23/20

Students

Title IX Sexual Harassment Complaint Procedures

The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's education program or activity
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints or allegations brought by or on behalf of students shall be investigated and resolved in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

Because the complainant has a right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 are concurrently met while implementing the Title IX procedure.

Reporting Allegations/Filing a Formal Complaint

A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 5145.7 - Sexual Harassment or to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint. (34 CFR 106.44)

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

Title IX Sexual Harassment Complaint Procedures

The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be non-disciplinary, non-punitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal from School

A student shall not be disciplined for alleged sexual harassment under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Title IX Sexual Harassment Complaint Procedures

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to BP/AR 1312.3 - Uniform Complaint Procedures as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process

Title IX Sexual Harassment Complaint Procedures

4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence
5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Investigation Procedures

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

Title IX Sexual Harassment Complaint Procedures

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. (34 CFR 106.45)

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the decision-maker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process
3. Findings of fact supporting the determination

Title IX Sexual Harassment Complaint Procedures

4. Conclusions regarding the application of the district's code of conduct or policies to the facts
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant
6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties
2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome
4. Issue a written decision describing the result of the appeal and the rationale for the result
5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

The district's decision may be appealed to the California Department of Education within 30 days of the written decision in accordance with BP/AR 1312.3.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Title IX Sexual Harassment Complaint Procedures

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be non-disciplinary or non-punitive and need not avoid burdening the respondent. (34 CFR 106.45)

Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education of the student regarding the impact of the conduct on others
4. Positive behavior support
5. Referral of the student to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom

Title IX Sexual Harassment Complaint Procedures

2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances
3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not maintain a web site, available upon request by members of the public.

State

5 CCR 4600-4670

5 CCR 4900-4965

Civ. Code 1714.1

Civ. Code 51.9

Ed. Code 200-262.4

Ed. Code 200-262.4

Ed. Code 48900

Ed. Code 48900.2

Ed. Code 48985

Gov. Code 12950.1

Description

Uniform complaint procedures

Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance

Liability of parent or guardian for act of willful misconduct by a minor

Liability for sexual harassment; business, service and professional relationships

Prohibition of discrimination on the basis of sex

Prohibition of discrimination

Grounds for suspension or expulsion

Additional grounds for suspension or expulsion; sexual harassment

Notices to parents in language other than English

Sexual harassment training

Federal

20 USC 1092

20 USC 1221

20 USC 1232g

20 USC 1681-1688

34 CFR 106.1-106.82

34 CFR 99.1-99.67

34 USC 12291

42 USC 1983

42 USC 2000d-2000d-7

42 USC 2000e-2000e-17

Description

Definition of sexual assault

Application of laws

Family Educational Rights and Privacy Act (FERPA) of 1974

Title IX of the Education Amendments of 1972; discrimination based on sex

Nondiscrimination on the basis of sex in education programs

Family Educational Rights and Privacy

Definition of dating violence, domestic violence, and stalking

Civil action for deprivation of rights

Title VI, Civil Rights Act of 1964

Title VII, Civil Rights Act of 1964, as amended

Adopted:

NOTICE OF TITLE IX SEXUAL HARASSMENT POLICY

The Code of Federal Regulations, Title 34, Section 106.8 requires the district to issue the following notification to students at all grade levels and their parents/guardians:

The district does not discriminate on the basis of sex in any education program or activity that it operates. The prohibition against discrimination on the basis of sex is required by federal law (20 USC 1681-1688; 34 CFR Part 106) and extends to employment. The district also prohibits retaliation against any student for filing a complaint or exercising any right granted under Title IX.

Title IX requires a school district to take immediate and appropriate action to address any potential Title IX violations that are brought to its attention. Any inquiries about the application of Title IX, this notice, and who is protected by Title IX may be referred to the district's Title IX Coordinator, to the Assistant Secretary for Civil Rights of the U.S. Department of Education or both.

The district has designated and authorized the following employee as the district's Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking:

Superintendent
2211 Washington Avenue
Oroville, CA 95966
(530) 538-2300, ext. 1107
pblaney@ouhsd.net

Any individual may report sex discrimination, including sexual harassment, to the Title IX Coordinator or any other school employee at any time, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon receiving an allegation of sexual harassment, the Title IX Coordinator will promptly notify the parties, in writing, of the applicable district complaint procedure.

To view an electronic copy of the district's policies and administrative regulations on sexual harassment, including the grievance process that complies with 34 CFR 106.45, please see BP/AR 5145.7 - Sexual Harassment and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures on the district's web site at <https://www.ouhsd.org/Page/2719>.

To inspect or obtain a copy of the district's sexual harassment policies and administrative regulations, please contact the Superintendent's office at (530) 538-2300, ext. 1107.

Materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process are also publicly available on the district's web site or at the district office upon request.

Approved:

Instruction

Education for Homeless Children

The Governing Board believes that the identification of students experiencing homelessness is critical to improving the educational outcomes of such students and ensuring that students experiencing homelessness have access to the same free and appropriate public education provided to other students within the district. The district shall provide students experiencing homelessness with access to education and other services necessary for such students to meet the same challenging academic standards as other students.

When there are at least 15 students experiencing homelessness in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of students experiencing homelessness. (Education Code 52052, 52060, 52064)

The Superintendent or designee shall review district policies at least once every three years and recommend updates to ensure removal of any barriers to the education of homeless students and unaccompanied youth. Any such review shall address identification, enrollment, and retention of such students, including those barriers that are due to absences or outstanding fees or fines. (Education Code 48851.3, 42 USC 11432)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison for homeless students shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting students experiencing homelessness to succeed in school, and as specified in Education Code 48851.3 related to trainings for district staff providing assistance to students experiencing homelessness.

The Superintendent or designee shall ensure that each district school identifies all students experiencing homelessness and unaccompanied youths enrolled at the school. (Ed Code 48851)

To ensure easy identification of students experiencing homelessness, the Superintendent or designee shall annually provide and administer a housing questionnaire developed by the California Department of Education (CDE) to all parents/guardians of students and all unaccompanied youths. (Education Code 48851)

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, either the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education Code 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a student's parent/guardian or an unaccompanied youth. (Education Code 48851)

The Superintendent or designee shall report to CDE the number of students experiencing homelessness, including unaccompanied youths, enrolled in the district as identified from the housing questionnaire described above. (Education Code 48851)

In addition, the Superintendent or designee shall ensure that the district liaison's contact information and other information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district and school web sites as specified in the accompanying administrative regulation. (Education Code 48852.6)

Education for Homeless Children (Cont.)

The Superintendent or designee shall ensure that placement decisions for students experiencing homelessness are based on the student's best interest as defined in law and administrative regulation.

Each student experiencing homelessness shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (Education Code 48850; 42 USC 11432)

Students experiencing homelessness shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate students experiencing homelessness on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet their unique needs. (42 USC 11432, 11433)

The Superintendent or designee shall ensure that information and/or materials for students experiencing homelessness are provided in a manner and form understandable to the student's parents/guardians and to unaccompanied youths.

Information about the living situation of a student experiencing homelessness shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act, shall not be deemed to be directory information as defined in 20 USC 1232g, and shall not be released without written consent. (42 USC 11432)

The Superintendent or designee shall coordinate with other agencies and entities to ensure that students experiencing homelessness are promptly identified, ensure that students experiencing homelessness have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to students experiencing homelessness, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other inter-district activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for students experiencing homelessness and services for students with disabilities. (42 USC 11432)

At least annually, the district liaison and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of students experiencing homelessness. Such professional development and technical assistance shall include, but are not limited to, training on the district's homeless education program policies, definitions of terms related to homelessness, recognition of signs that students are experiencing or are at risk of experiencing homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect students experiencing homelessness with appropriate housing and service providers. (Education Code 48851.3, 48852.5; 42 USC 11432)

Education for Homeless Children (Cont.)

At least annually, the Superintendent or designee shall report to the Board on the identification of and outcomes for students experiencing homelessness, which may include, but are not limited to, the housing questionnaire responses, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to more effectively identify and support the education of students experiencing homelessness.

Annually, the Superintendent or designee shall report to CDE, in accordance with Education Code 51225.1, the number of students experiencing homelessness graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

State	Description
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 39807.5	Payment of transportation costs by parents
Ed. Code 48850	Academic achievement of students in foster care and homeless children
Ed. Code 48850-48859	Education of foster youth and homeless students
Ed. Code 48851	Identification of homeless children and youths and unaccompanied youths; housing questionnaire
Ed. Code 48851.3	Homeless education program policies; liaison responsibilities
Ed. Code 48851.5	Local educational agency liaison for homeless children and youths
Ed. Code 48852.3	Monitoring for compliance with chapter
Ed. Code 48852.5	Notice of educational rights of homeless students
Ed. Code 48852.6	Information regarding homelessness
Ed. Code 48852.7	Education of homeless students; immediate enrollment
Ed. Code 48859	Definitions
Ed. Code 48915.5	Recommended expulsion; foster youth with disabilities
Ed. Code 48918.1	Notice of recommended expulsion
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51225.1-51225.3	Graduation requirements
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan
Federal	Description
20 USC 1087vv	Free Application for Federal Student Aid; definitions
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 6311	State plan
42 USC 11431-11435	McKinney-Vento Homeless Assistance Act
42 USC 12705	Cranston-Gonzalez National Affordable Housing Act; state and local strategies

Adopted: 2/19/03

Amended: 9/20/06, 10/20/21, 11/16/22

Instruction

Education for Homeless Children

Definitions

Homeless students or students experiencing homelessness means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48859; 42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above

Unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian. (Education Code 48859; 42 USC 11434a)

School of origin means the school that the student experiencing homelessness attended when permanently housed or the school in which the student was last enrolled, including a preschool. If the school the student experiencing homelessness attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the student attended within the preceding 15 months and with which the student is connected, the district liaison for homeless students, in consultation with and with the agreement of the student experiencing homelessness and the person holding the right to make educational decisions for the student, shall determine which school is, in the best interests of the student experiencing homelessness, deemed the school of origin. (Education Code 48852.7; 42 USC 11432)

Best interest means that, in making educational and school placement decisions for a student experiencing homelessness, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Ed Code 48850, 48853; 42 USC 11432)

District Liaison

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

Jon Wood, Director of Education
2211 Washington Avenue
Oroville, CA 95966
jwood@ouhsd.net
(530) 538-2300, extension 1104

Education for Homeless Children (Cont.)

The district's liaison for homeless students shall: (Education Code 48851.3, 48851.5, 48852.5; 42 USC 11432)

1. Ensure that students experiencing homelessness are identified by school personnel through outreach and coordination activities with other entities and agencies
2. Ensure that students experiencing homelessness are enrolled in, and have a full and equal opportunity to succeed in, district schools
3. Ensure that families and students experiencing homelessness have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district
4. Ensure that families and students experiencing homelessness receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services
5. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children
6. Disseminate public notice of the educational rights of students experiencing homelessness in locations frequented by parents/guardians of students experiencing homelessness and by unaccompanied youth, including schools, shelters, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.
7. Mediate enrollment disputes in accordance with law and the section "Resolving Enrollment Disputes" below
8. Fully inform parents/guardians of students experiencing homelessness and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice
9. Offer annual training related to the district's homeless education program policies to school personnel who provide services to students experiencing homelessness, including principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel, to ensure that such employees are informed of available training, professional development, and other support, and the services provided by the district liaison for homeless students
10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the district liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090

Education for Homeless Children (Cont.)

11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to students experiencing homelessness, including the collection and provision of comprehensive data to the state coordinator as required by law

In addition, when notified pursuant to Education Code 48918.1, the district liaison shall assist, facilitate, or represent a student experiencing homelessness who is undergoing a disciplinary proceeding that could result in the student's expulsion. When notified pursuant to Education Code 48915.5, the district liaison shall participate in an individualized education program (IEP) team meeting to make a manifestation determination regarding the behavior of a student with a disability.

The Superintendent or designee shall inform students experiencing homelessness, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the district's liaison. The Superintendent or designee shall also provide the name and contact information of the district's liaison to the California Department of Education (CDE) for publishing on CDE's web site. (42 USC 11432)

Enrollment

The district shall make placement decisions for students experiencing homelessness based on the student's best interest. (Education Code 48850; 42 USC 11432)

In determining a student's best interest, a student experiencing homelessness shall, to the extent feasible, be placed in the school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)

When determining the best interest of any student experiencing homelessness, the district shall give priority to the request of the student's parent/guardian, or in the case of an unaccompanied youth, the request of the student. The student's educational stability and opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress and other student-centered factors related to the student's best interest, including the impact of mobility on the student's achievement, education, health, and safety, shall also be considered. (Education Code 48850; 42 USC 11432)

Such factors may include, but are not limited to, the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a student experiencing homelessness lives with the student's homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the district liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of the right to appeal. (42 USC 11432)

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if the student: (Education Code 48850, 48852.7; 42 USC 11432)

Education for Homeless Children (Cont.)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records
4. Has missed application or enrollment deadlines during any period of homelessness

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other required health records, the principal or designee shall immediately refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if the student is an unaccompanied youth, in obtaining the necessary immunizations, screenings, or records for the student. (42 USC 11432)

If the student is placed at a school other than the school of origin or the school requested by the student's parent/guardian or the student, if an unaccompanied youth, the Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the reasons for the decision, including why placement in the student's school of origin or requested school is not in the student's best interest, along with a statement regarding the right to appeal the placement decision. The written explanation shall be in a manner and form understandable to such parent/guardian or unaccompanied youth. (42 USC 11432)

At the point of any change or subsequent change in the residence of a student experiencing homelessness, the student may continue attending the student's school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the student experiencing homelessness has the benefit of matriculating with the student's peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7; 42 USC 11432)

1. If the student is transitioning between grade levels, the student shall be allowed to continue in the same attendance area
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, the student shall be allowed to continue to the school designated for matriculation in that district

If the student's housing status changes before the end of the school year so that the student is no longer experiencing homelessness, the student shall be allowed to stay in the school of origin through graduation if the student is in high school: (Education Code 48852.7)

Resolving Enrollment Disputes

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the district liaison, who shall carry out the dispute resolution process as expeditiously as possible. (42 USC 11432)

Education for Homeless Children (Cont.)

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions. (42 USC 11432)

The written explanation shall include:

1. A description of the action proposed or refused by the district
2. An explanation of why the action is proposed or refused
3. A description of any other options the district considered and the reasons that any other options were rejected
4. A description of any other factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources
5. Appropriate timelines to ensure any relevant deadlines are not missed
6. Contact information for the district liaison and state coordinator, and a brief description of those roles

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

The district liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter.

In working with a student's parents/guardians or unaccompanied youth to resolve an enrollment dispute, the district liaison shall:

1. Inform the student's parents/guardians or unaccompanied youth that written and/or oral documentation to support their position may be provided
2. Inform the student's parents/guardians or unaccompanied youth that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide a copy of the dispute form they submit for their records
5. Provide the outcome of the dispute for their records

When a student's parent/guardian or an unaccompanied youth involved in the enrollment dispute is an English learner, Items #1-5 shall be provided either in the native language of the parent/guardian or unaccompanied youth or through an interpreter. Any additional support needed because of a disability of that parent/guardian or unaccompanied youth shall be made available without a charge.

Education for Homeless Children (Cont.)

If a parent/guardian or unaccompanied youth disagrees with the district liaison's enrollment decision, the decision may be appealed to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the liaison for homeless students at the county office of education.

Pending final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities. (42 USC 11432, 11434a)

Transportation

The district shall provide transportation for a student experiencing homelessness to and from the student's school of origin when the student is residing within the district and the parent/guardian, or the district liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend the student's school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

Any fees that the district charges for home-to-school transportation and other transportation as expressly provided by law shall be waived for students experiencing homelessness. (Ed Code 39807.5)

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they secure permanent housing, unless the formerly homeless student has an IEP that includes transportation as a necessary related service for the student. (Education Code 48852.7)

Transfer of Coursework and Credits

When a student experiencing homelessness transfers into a district school, the district will receive an official transcript from the transferring school or district which reflects full and partial credits and grades earned by the student and includes: (Education Code 51225.2)

1. A determination of the days of enrollment and/or seat time, if applicable, for all full and partial credits earned based on any measure of full or partial coursework being satisfactorily completed

Partial coursework satisfactorily completed includes any portion of an individual course, even if the student did not complete the entire course
2. Separate listings for credits and grades earned at each school and local educational agency so it is clear where credits and grades were earned
3. A complete record of the student's seat time, including both period attendance and days of enrollment

The district shall transfer the credits and grades from the transferring school's transcript onto an official district transcript in the same manner as described in Item #2, above. (Education Code 51225.2)

Education for Homeless Children (Cont.)

If the Principal or designee has knowledge that the transcript from the transferring school may not include certain credits or grades, the Principal or designee shall contact the prior school within two business days to request that the full or partial credits be issued, which shall then be issued and provided by the prior school within two business days of the request. (Education Code 51225.2)

The district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school. (Education Code 51225.2)

If the entire course was completed, the district shall not require the student to retake the course. (Education Code 51225.2)

If the entire course was not completed at the previous school, the student shall be issued partial credit for the coursework completed and shall be required to take the uncompleted portion of the course. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a student in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a student experiencing homelessness from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Applicability of Graduation Requirements

To obtain a high school diploma, a student experiencing homelessness shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements established by the Governing Board.

However, when a student experiencing homelessness who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, the student shall be exempted from all district-established coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of the fourth year of high school. Within 30 calendar days of the student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for the student, and the district liaison for homeless students of the availability of the exemption and whether the student qualifies. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (Education Code 51225.1)

Education for Homeless Children (Cont.)

To determine whether a student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer, the length of school enrollment, or, for a student with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, whichever qualifies the student for the exemption. (Education Code 51225.1)

If a student experiencing homelessness was not properly notified of an exemption, declined the exemption, or was not previously exempted, the student or the person holding the right to make educational decisions for the student may request the exemption and the Superintendent or designee shall exempt the student within 30 days of the request. A student may request the exemption even if the student is no longer a student experiencing homelessness. (Education Code 51225.1)

When the Superintendent or designee determines that a student who transferred into a district school is reasonably able to complete district-established graduation requirements by the end of the student's fourth year of high school, the student shall not be exempted from those requirements. Within 30 calendar days of the following academic year, the student shall be reevaluated based on the student's course completion status at the time, to determine if the student continues to be reasonably able to complete the district-established graduation requirements in time to graduate by the end of the student's fourth year of high school. Written notice as to whether the student then qualifies for exemption shall be provided to the student, the person holding the right to make educational decisions for the student, and if applicable, to the student's social worker or probation officer. (Education Code 51225.1)

If, upon reevaluation, it is determined that the student experiencing homelessness is not reasonably able to complete the district-established graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the Superintendent or designee shall provide the student with the option to receive an exemption from district-established graduation requirements or stay in school for a fifth year to complete the district-established graduation requirements upon agreement with the student, or if under 18 years of age, the person holding the right to make educational decisions for the student, and provide notifications in accordance with Education Code 51225.1. (Education Code 51225.1)

When a student experiencing homelessness is exempted from district-established graduation requirements, the Superintendent or designee shall consult with the student and the person holding the right to make educational decisions for the student about the following: (Education Code 51225.1)

1. Discussion of how any requirements that are waived may affect the student's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution
2. Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges
3. Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption

The district shall not require or request a student experiencing homelessness to transfer schools in order to qualify for an exemption and shall not grant any request made by a student experiencing homelessness, the person holding the right to make educational decisions for the student, or the district liaison on behalf of the student, for a transfer solely to qualify for an exemption. (Ed Code 51225.1)

Education for Homeless Children (Cont.)

The Superintendent or designee shall not require a student experiencing homelessness who is eligible for an exemption from district-established graduation requirements, and would otherwise be entitled to remain in attendance at the school, to accept the exemption or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether such courses are required for statewide graduation requirements. (Education Code 51225.1)

If a student experiencing homelessness is exempted from district-established graduation requirements, the exemption shall not be revoked. Additionally, the exemption shall continue to apply after the student is no longer experiencing homelessness or if the student transfers to another school, including a charter school, or school district. (Education Code 51225.1)

The Superintendent or designee shall not require or request a student experiencing homelessness who is exempted from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)

Upon making a finding that a student experiencing homelessness is reasonably able to complete district-established graduation requirements within the fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Consult with the student and, if under 18 years of age, the person holding the right to make educational decisions for the student, of the option to remain in school for a fifth year to complete the district-established graduation requirements and how that will affect the student's ability to gain admission to a postsecondary educational institution
2. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the student or with the person holding the right to make educational decisions for the student if under 18 years of age, permit the student to stay in school for a fifth year to complete the district-established graduation requirements
4. Consult with the student or with the person holding the right to make educational decisions for the student of the option to remain in the student's school of origin

When a student experiencing homelessness who has completed the second year of high school transfers into the district from another school district or transfers between high schools within the district, and is not reasonably able to complete the district-established graduation requirements within the student's fifth year of high school but is reasonably able to complete the statewide coursework requirements within the fifth year of high school, the student shall be exempted from all district-established graduation requirements and be provided with the option to remain in school for a fifth year to complete the statewide requirements. In such situations, the Superintendent or designee shall consult with the student and the person holding the right to make educational decisions for the student, regarding the following: (Education Code 51225.1)

1. The student's option to remain in school for a fifth year to complete statewide coursework requirements

Education for Homeless Children (Cont.)

2. The effect of waiving the district-established requirements and remaining in school for a fifth year on the student's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education
3. Other options available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges
4. The student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements

Eligibility for Extracurricular Activities

A student experiencing homelessness who enrolls in any district school shall have access to extracurricular and enrichment activities that are available to all students in the school, including but not limited to, interscholastic sports administered by the California Interscholastic Federation. (Education Code 48850)

Notification, Complaints, and Posting Requirements

Information regarding the educational rights of students experiencing homelessness, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of students experiencing homelessness, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

The Superintendent or designee shall ensure that a list of the district's liaison(s) and the contact information for such liaison(s), as well as specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to students experiencing homelessness, are posted on the district's web site. (Education Code 48852.6)

Each district school that has a web site shall also post the contact information for the district liaison and the name and contact information of any employee or other person under contract with the school who assists the district liaison in completing the liaison's duties pursuant to 42 USC 11432. (Education Code 48852.6)

State	Description
5 CCR 4600-4670	Uniform complaint procedures
Ed. Code 39807.5	Payment of transportation costs by parents
Ed. Code 48850	Academic achievement of students in foster care and homeless children
Ed. Code 48850-48859	Education of foster youth and homeless students
Ed. Code 48851	Identification of homeless children and youths and unaccompanied youths; housing questionnaire
Ed. Code 48851.3	Homeless education program policies; liaison responsibilities
Ed. Code 48851.5	Local educational agency liaison for homeless children and youths
Ed. Code 48852.3	Monitoring for compliance with chapter
Ed. Code 48852.5	Notice of educational rights of homeless students
Ed. Code 48852.6	Information regarding homelessness

Education for Homeless Children (Cont.)

Ed. Code 48852.7	Education of homeless students; immediate enrollment
Ed. Code 48859	Definitions
Ed. Code 48915.5	Recommended expulsion; foster youth with disabilities
Ed. Code 48918.1	Notice of recommended expulsion
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51225.1-51225.3	Graduation requirements
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 52060-52077	Local control and accountability plan

Federal

20 USC 1087vv
 20 USC 1232g
 20 USC 1400-1482
 20 USC 6311
 42 USC 11431-11435
 42 USC 12705
 strategies

Description

Free Application for Federal Student Aid; definitions
 Family Educational Rights and Privacy Act (FERPA) of 1974
 Individuals with Disabilities Education Act
 State plan
 McKinney-Vento Homeless Assistance Act
 Cranston-Gonzalez National Affordable Housing Act; state and local

Board Bylaws

Governing Board Elections

Board Member Qualifications

Any person is eligible to be a member of the Governing Board, without further qualifications, if the person is 18 years of age or older, a citizen of California, a resident of the school district or, if applicable, the trustee area, a registered voter, and not legally disqualified from holding civil office. Any person who has been convicted of a felony involving the giving, accepting, or offering of a bribe, embezzlement or theft of public funds, extortion, perjury, or conspiracy to commit any such crime, under California law or the law of another state, the United States of America, or another country, is not eligible to be a candidate for office or elected as a Board member except when the person has been granted a pardon in accordance with law.
(Education Code 35107; Elections Code 20)

A district employee elected to the Board shall resign from district employment before being sworn in or shall have the employment automatically terminated upon being sworn into office.
(Education Code 35107)

The Board encourages all candidates to become knowledgeable about the role of board members. The Superintendent or designee shall provide all candidates with information that will enable them to understand the responsibilities and expectations of being a Board member, including information regarding available workshops, seminars, and/or training. The Superintendent or designee shall provide all candidates with the county election official's contact information and general information about school programs, district operations, and Board responsibilities.

Recalling a Board Member

A Board member may be recalled as permitted by Elections Code 11000. Proponents of a recall are required to serve, file, and publish or post a notice of intention to circulate the recall petition and to comply with other applicable law and formalities and county elections official directives. The petition, pursuant to Elections Code 11041, is required to be in the format provided by the Secretary of State and to include an estimate of the cost of conducting the special election, as determined by the county elections official, in consultation with the district.

Within 14 days after the meeting at which the Board receives a certificate of sufficiency of signatures on a recall petition from the county elections official, the Board shall order an election to be held to determine whether the Board member named in the petition shall be recalled. The election shall be held not less than 88, nor more than 125, days after the date that the Board orders the election. However, the election may be conducted within 180 days after the issuance of the Board's order to consolidate the election with a regularly scheduled election.

Recall elections shall be conducted in accordance with Elections Code 11381-11386.

Consolidation of Elections

To reduce costs associated with conducting elections, the Board may consolidate Board elections with the local municipal or statewide primary or general election in accordance with Elections Code 1302.

Governing Board Elections (Cont.)

In addition, if a regularly scheduled Board election held other than on a statewide election date results in a decrease in local voter turnout of 25 percent or more compared to the average local turnout for the previous four statewide general elections, the Board shall take action to consolidate Board elections with statewide elections. (Elections Code 14051, 14052)

In order to consolidate elections based on either circumstance described above, the Board shall adopt a resolution and submit it to the County Board of Supervisors for approval not later than 240 days prior to the date of the currently scheduled district election. (Elections Code 10404.5)

Whenever a regularly scheduled Board election is changed due to consolidation of elections, the terms of office of incumbent Board members shall be extended to align with the next applicable election. (Elections Code 10404.5)

Elections Process and Procedures

The district is divided into trustee areas and each trustee area shall be represented by a Board member who resides in and is elected by voters residing within that trustee area. Trustee areas shall be balanced by population as required by state and federal law.

Prior to March 1 following the year in which the results of each decennial federal census are released, the Board shall adjust the boundaries of the district's trustee areas based on population figures as validated by the Population Research Unit of the Department of Finance. (Education Code 5019.5)

To ensure ongoing compliance with the California Voting Rights Acts, the Board may review the district's Board election method to determine whether any modification is necessary due to changes in the district's population or any of its racial, color, or language minority group composition. The review shall be based on the Superintendent or designee's report to the Board after the release of each decennial federal census.

When the district's election method is to be changed, the Board shall hold public hearings in accordance with Elections Code 10100 before adopting a resolution at an open meeting specifying the change(s), and shall, in accordance with Education Code 5019, obtain approval from the county committee on school district organization having jurisdiction over the district.

The election method or trustee-area boundaries in effect at the beginning of a Board member's term shall be used when any vacancy that occurs during that term is to be filled, even if, during the term, the district has adopted "by-trustee area" election method or trustee area boundaries have been adjusted.

Any petition for a special election ordered pursuant to Education Code 5091 shall contain the county election official's estimate of the cost of conducting the special election, expressed on a per-student basis. (Education Code 5091)

Campaign Conduct

All candidates, including current Board members running as incumbents, shall abide by local, county, state, and federal requirements regarding campaign donations, funding, and expenditures.

Governing Board Elections (Cont.)

A Board member shall not expend, and a candidate shall not accept, any public money for the purpose of seeking elective office. However, the district may establish a dedicated fund for those seeking election to the Board, provided that the funds are available to all candidates who are qualified pursuant to Education Code 35107 without regard to incumbency or political preference. (Government Code 85300)

In order to help protect the public's trust in the electoral process as well as the public's confidence in the Board and district, the Board encourages all candidates to sign and adhere to the principles in the Code of Fair Campaign Practices pursuant to Elections Code 20440.

Statement of Qualifications

On the 125th day prior to the day fixed for the general district election, the Board secretary or designee shall deliver a notice, bearing the secretary's signature and district seal, to the county elections official describing both of the following: (Elections Code 10509)

1. The elective offices of the district to be filled at the general election and which offices, if any, are for the balance of an unexpired term
2. Whether the district or the candidate is to pay for the publication of a statement of qualifications pursuant to Elections Code 13307

Candidates for the Board may submit a candidate statement to the elections official for inclusion in the voter's pamphlet. Candidate statements shall be limited to no more than 200 words. (Elections Code 13307)

When the elections official allows for the electronic distribution of candidate statements, a candidate for the Board may, in addition to or instead of submitting a candidate statement for inclusion in the mailed voter's pamphlet, prepare and submit a candidate statement for electronic distribution.

The district shall assume no part of the cost of printing, handling, translating, mailing, or electronically distributing candidate statements filed pursuant to Elections Code 13307. As a condition of having candidate statements included in the hard copy and/or electronic voter's pamphlet, the district may require candidates to pay their estimated pro rata share of these costs to the district in advance pursuant to Elections Code 13307.

Tie Votes in Board Member Elections

Before each election, the Board shall decide whether to resolve a potential tie by lot or by a runoff election. If the Board has decided to resolve a tie by lot, the Board shall, immediately after the election, notify the candidates who received the tie votes of the time and place where the candidates or their representatives should appear before the Board. The Board at that time shall determine the winner by lot. If the Board has decided to resolve a tie with a runoff election, the Board shall schedule the runoff election in accordance with law. (Education Code 5016)

Adopted: 8/21/02
Amended: 10/18/06, 8/15/07, 10/16/13, 11/15/17

Board Bylaws

Filling Vacancies

Events Causing a Vacancy

A vacancy on the Governing Board may arise from any of the following events:

1. The death of an incumbent (Government Code 1770)
2. The adjudication pursuant to a quo warranto proceeding declaring that an incumbent is physically or mentally incapacitated due to disease, illness, or accident and that there is reasonable cause to believe that the incumbent will not be able to perform the duties of the office for the remainder of the term (Government Code 1770)
3. A Board member's resignation (Government Code 1770)

A vacancy resulting from resignation occurs when the written resignation is filed with the County Superintendent of Schools having jurisdiction over the district, except where a deferred effective date is specified in the resignation so filed, in which case the resignation shall become operative on that date. A Board member may not defer an effective date of resignation for more than 60 days after the date the resignation is filed with the County Superintendent. Upon being filed with the County Superintendent, a written resignation, whether specifying a deferred effective date or otherwise, shall be irrevocable. (Education Code 5090, 5091)

4. A Board member's removal from office by recall (Elections Code 11000; Government Code 1770)
5. A Board member's ceasing to be a resident of the district (Government Code 1770)
6. A Board member ceases to inhabit the trustee area represented on the Board (58 Ops.Cal.Atty.Gen. 888 (1975))
7. A Board member's absence from the state for more than 60 days, except in the following situations: (Government Code 1064, 1770)
 - a. Upon district business with the approval of the Board
 - b. With the consent of the Board for an additional period not to exceed a total absence of 90 days
 - c. In the case of illness or other urgent necessity, and upon a proper showing thereof, the time limited for absence from the state may be extended by the Board
 - d. For federal military deployment, not to exceed an absence of a total of six months, as a member of the armed forces of the United States or the California National Guard

Filling Vacancies (Cont.)

If the absence of the Board member for this purpose exceeds six months, the Board may approve an additional six-month absence upon a showing that there is a reasonable expectation that the member will return within the second six-month period, and the Board may appoint an interim member to serve during the absence. If two or more members of the Board are absent by reason of these circumstances, and those absences result in the inability to establish a quorum at a regular meeting, the Board may immediately appoint one or more interim members as necessary to enable the Board to conduct business and discharge its responsibilities. The term of an interim member appointed in these circumstances shall not extend beyond the return of the absent Board member or beyond the next regularly scheduled election for that office, whichever occurs first.

8. A Board member's ceasing to discharge the duties of the office for the period of three consecutive months, except when prevented by illness or when absent from the state with the permission required by law (Government Code 1770)
9. A Board member's conviction of a felony or any offense involving a violation of official duties or conviction of a designated crime resulting in a forfeiture of office (Government Code 1770, 3000-3003)
10. A Board member's refusal or neglect to file the required oath within the time prescribed (Government Code 1770)
11. The decision of a competent tribunal declaring void a Board member's election or appointment (Government Code 1770)
12. A Board member's commitment to a hospital or sanitarium as a drug addict, dipsomaniac, inebriate, or stimulant addict by a court of competent jurisdiction, in which case the office shall not be deemed vacant until the order of commitment has become final (Government Code 1770)
13. A "failure to elect" in which no candidate or an insufficient number of candidates have filed to run for a Board seat(s) (Education Code 5090, 5326, 5328)

Timelines for Filling a Vacancy

When a vacancy occurs, the Board shall take the following action, as appropriate:

1. When a vacancy occurs within four months of the end of a Board member's term, the Board shall take no action. (Education Code 5093)
2. When a vacancy occurs from six months to 130 days before a regularly scheduled Board election at which the position is not scheduled to be filled, a special election to fill the position shall be consolidated with the regular election. The person so elected shall take office at the first regularly scheduled Board meeting following the certification of the election and shall serve only until the end of the term of the position which the person was elected to fill. (Education Code 5093)

Filling Vacancies (Cont.)

3. When a vacancy occurs outside of the statutory time windows identified in Items #1 and #2 above, the Board shall, within 60 days of the date of the vacancy or the filing of the member's deferred resignation, either order an election or make a provisional appointment. (Education Code 5091, 5093)

Eligibility

In order to be appointed or elected to fill a vacancy on the Board, a person must meet the eligibility requirements specified in Education Code 35107, as described in BB 9220 - Governing Board Elections.

Provisional Appointments

When authorized by law to make a provisional appointment to fill a vacancy on the Board, the Board shall advertise in the local media to solicit candidate applications or nominations. A committee consisting of less than a quorum of the Board shall ensure that applicants are eligible for Board membership and announce the names of the eligible candidates. The Board shall interview the candidates at a public meeting, accept oral or written public input, and select the provisional appointee by majority vote.

Within 10 days after the appointment is made, the Board shall post notices of the actual vacancy, or the filing of a deferred resignation, and the provisional appointment. The notice shall be published in the local newspaper pursuant to Government Code 6061 and posted in at least three public places within the district. (Education Code 5092)

The notice shall contain: (Education Code 5092)

1. The date of the occurrence of the vacancy or the date of the filing of, and the effective date of, the resignation
2. The full name of the appointee
3. The date of appointment
4. A statement notifying the voters that unless a petition calling for a special election pursuant to Education Code 5091 is filed in the office of the County Superintendent within 30 days of the provisional appointment, it shall become an effective appointment

The person appointed shall hold office until the next regularly scheduled election for district Board members and shall be afforded all the powers and duties of a Board member upon appointment. (Education Code 5091)

If within 30 days of the Board's appointment, registered voters of the district or, where elections are by trustee areas, of the trustee area submit a petition for special election which the County Superintendent determines to be legally sufficient, the provisional appointment is terminated, and a special election shall be held in accordance with Education Code 5091 to fill the vacancy.

Filling Vacancies (Cont.)

Appointment Due to Failure to Elect

When a vacancy occurs because no candidate or an insufficient number of candidates have been nominated (i.e., a failure to elect) and a district election will not be held, the Board shall appoint a qualified person to the office. This appointment shall be made at a meeting prior to the day fixed for the election and the appointee shall be seated at the organizational meeting as if elected at the district election. (Education Code 5328)

When an appointment is being made because of a failure to elect, the district shall publish a notice once in a newspaper of general circulation published in the district, or if no such newspaper exists, in a newspaper having general circulation within the district. This notice shall state that the Board intends to make an appointment and shall inform persons of the procedure available for applying for the appointment. (Education Code 5328.5)

The procedure for selecting and interviewing candidates shall be the same as the procedures for "Provisional Appointments," as specified above.

State	Description
Ed. Code 35107	School district employees
Ed. Code 35178	Resignation with deferred effective date
Ed. Code 5000-5033	Election of school district board members
Ed. Code 5090-5095	Vacancies on the board
Ed. Code 5200-5208	Districts governed by boards of education
Ed. Code 5300-5304	General provisions; conduct of elections
Ed. Code 5320-5329	Order and call of elections
Ed. Code 5340-5345	Consolidation of elections
Ed. Code 5360-5363	Election notice
Ed. Code 5420-5426	Cost of elections
Ed. Code 5440-5442	Miscellaneous provisions
Elec. Code 10600-10604	School district elections
Elec. Code 11000-11386	Candidates for recall
Gov. Code 1064	Absence from state
Gov. Code 1770	Vacancy of office
Gov. Code 3000-3003	Forfeiture of office
Gov. Code 3060-3075	Removal other than by impeachment
Gov. Code 54950-54963	The Ralph M. Brown Act
Gov. Code 6061	Manner of notice as prescribed in designated section
Pen. Code 88	Bribery; forfeiture from office
Federal	Description
18 USC 704	Military medals or decorations

Adopted: 3/7/84
 Amended: 5/17/89, 9/19/01, 5/4/05, 10/18/06, 2/4/09, 3/7/12

Board Bylaws

Remuneration, Reimbursement and Other Benefits

Each member of the Governing Board may receive a monthly compensation of \$35 per month. (Education Code 35120)

On an annual basis, the Board may increase the compensation of Board members beyond the limit delineated in Education Code 35120 in an amount not to exceed five percent based on the present monthly rate of compensation. (Education Code 35120)

Board members are not required to accept payment for meetings attended.

A member may be compensated for meetings he/she missed when the Board, by resolution, finds that he/she was performing designated services for the district at the time of the meeting or that he/she was absent because of illness, jury duty, or a hardship deemed acceptable by the Board. (Education Code 35120)

Whenever a quorum of Board members serves as another legislative body which will meet simultaneously or in serial order to a Board meeting, the Board clerk or a member of the Board shall verbally announce the amount of any additional compensation or stipend that each member will be entitled to receive as a result of convening the simultaneous or serial meeting. (Government Code 54952.3)

Board members shall be reimbursed for actual and necessary expenses incurred when performing authorized services for the district. Expenses for travel, telephone, business meals, or other authorized purposes shall be in accordance with policies established for district personnel and at the same rate of reimbursement.

(cf. 1160 - Political Processes)

(cf. 3100 - Budget)

(cf. 3350 - Travel Expenses)

(cf. 3513.1 - Cellular Phone Reimbursement)

Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board. (Education Code 35044)

(cf. 9240 - Board Training)

Authorized purposes may include, but are not limited to, attendance at educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the district's interests; attendance at district or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Board members. Personal expenses include, but are not limited to, the personal portion of any trip, tips or gratuities, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on district-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while on district business.

Remuneration, Reimbursement and Other Benefits (Cont.)

Any questions regarding the propriety of a particular type of expense should be resolved by the Superintendent or designee before the expense is incurred.

Health and Welfare Benefits for Current Board Members

Board members may participate in the health and welfare benefits program provided for district employees.

(cf. 4154/4254/4354 - Health and Welfare Benefits)

Health and welfare benefits for Board members shall be no greater than that received by the district's non-safety employees with the most generous schedule of benefits. (Government Code 53208.5)

The district shall pay \$1165 per month for each board member that elects to participate in the district's health and welfare benefits program. Board members electing a plan that exceeds the district's contribution must pay the difference.

Health and welfare benefits provided to Board members shall be extended at the same level to their spouse/registered domestic partner and to their eligible dependent children as specified in law and the health plan.

Health and Welfare Benefits for Former Board Members

Former Board members may participate in the health and welfare benefits program provided for district employees under the conditions specified below.

Health and welfare benefits for former Board members shall be no greater than those received by district non-safety employees with the most generous schedule of benefits. (Government Code 53208.5)

Any former Board member leaving the Board after at least one term of office may participate in the health and welfare benefits program at his/her own expense if coverage is in effect at the time of retirement. (Government Code 53201)

Health and welfare benefits provided to a former Board member shall be extended, at his/her expense and at the same level, to his/her spouse/registered domestic partner and eligible dependent children as specified in law and the health plan.

State	Description
Ed. Code 33050-33053	General waiver authority
Ed. Code 33362-33363	Reimbursement of expenses; board member or member-elect
Ed. Code 35012	Board members; number, election and terms
Ed. Code 35044	Payment of traveling expenses of representatives of board
Ed. Code 35120	Course credit for student board members
Ed. Code 35172	Promotional activities
Ed. Code 44038	Cash deposits for transportation purchased on credit
Fam. Code 297-297.5	Rights, protections, benefits under the law; registered domestic partners
Gov. Code 20322	Elective officers; election to become member
Gov. Code 20420-20445	Membership in Public Employees' Retirement System; definition of safety employees

OROVILLE UNION HIGH SCHOOL DISTRICT

BB 9250 (c)

Remuneration, Reimbursement and Other Benefits (Cont.)

Gov. Code 3543.7	Duty to meet and negotiate in good faith
Gov. Code 53200-53209	Group insurance
Gov. Code 54952.3	Simultaneous or serial meetings; announcement of compensation
Gov. Code 8314	Use of public resources
H&S Code 1373	Health services plan; coverage for dependent children
Ins. Code 10277-10278	Group and individual health insurance; coverage for dependent children
Federal	Description
26 CFR 1.403(b)-2	Tax-sheltered annuities; definition of employee
26 USC 403	Tax-sheltered annuities
42 USC 18011	Right to maintain existing health coverage

Adopted: 10/18/06
Amended: 5/21/14, 8/14/19, 3/16/22

Board Bylaws

Agenda/Meeting Materials

Agenda Content

Governing Board meeting agendas shall reflect the district's vision and goals and the Board's focus on student learning and well-being.

Each agenda shall state the meeting time and location and shall briefly describe each item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. However, the agenda need not provide an opportunity for public comment when the agenda item has previously been considered at an open meeting by a committee comprised exclusively of Board members, provided that members of the public were afforded an opportunity to comment on the item, before or during the committee's consideration of the item, and the item has not been substantially changed since the committee considered it. (Government Code 54954.3)

The agenda for a regular Board meeting shall also provide members of the public an opportunity to provide comment on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

Each agenda for a regular meeting shall list the address designated by the Superintendent or designee for public inspection of documents related to an open session item that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall include information regarding how, when, and to whom a request for disability-related accommodations or modifications, including auxiliary aids and services, may be made by an individual who requires accommodations or modifications in order to participate in the Board meeting. (Government Code 54954.2)

Each agenda shall include a statement regarding the option for students and parents/guardians to request that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes. The agenda shall also state that the request must be made in writing to the secretary or clerk of the Board.

Agenda Preparation

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each regular and special meeting.

Any Board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

Agenda/Meeting Materials (Cont.)

The Board president and Superintendent shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board president and Superintendent shall determine if the item is merely a request for information, and if so, respond accordingly.

If the Board president and Superintendent deny a request from a Board member to place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board president and Superintendent shall also decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Superintendent recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

The agenda shall provide an opportunity for members of the public to comment on any consent agenda item unless such item has been previously considered at an open meeting of a committee comprised exclusively of Board members. (Government Code 54954.3)

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

Agenda Dissemination to Board Members

At least 72 hours before each regular meeting, each Board member shall be provided a copy of the agenda and agenda packet, including the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, and others; and other available supporting documents pertinent to the meeting.

When special meetings are called, Board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted. (Government Code 54956)

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

Agenda/Meeting Materials (Cont.)

Agenda Dissemination to Members of the Public

Any agenda and related materials distributed to the Board shall be made available to the public upon request without delay. Only those documents which are disclosable public records under the Public Records Act (PRA) and which relate to an agenda item scheduled for the open session portion of a regular meeting shall be made available to the public. (Government Code 54957.5)

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

In addition, the Superintendent or designee shall post the agenda on the homepage of the district web site. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2. When the district utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the web site with the district's agendas, and the current agenda shall be the first available. (Government Code 54954.2)

If a document which relates to an open session agenda item of a regular Board meeting is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board. (Government Code 54957.5)

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

The Superintendent or designee shall email a copy of, or a web site link to, the agenda or a copy of all the documents constituting the agenda packet to any person who requests such items to be delivered by email. If the Superintendent or designee determines that it is technologically infeasible to do so, a copy of the agenda or a web site link to the agenda and a copy of all other documents constituting the agenda packet shall be sent to the person who has made the request in accordance with mailing requirements specified in law. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Any document prepared by the district or Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the PRA. (Government Code 54957.5)

Agenda/Meeting Materials (Cont.)

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

State	Description
Ed. Code 35144	Special meeting
Ed. Code 35145	Public meetings
Ed. Code 35145.5	Agenda; public participation and regulations
Ed. Code 49061	Definitions; directory information
Ed. Code 49073.2	Privacy of student and parent/guardian personal information; minutes of board meeting
Gov. Code 53635.7	Separate item of business for borrowing of \$100,000 or more
Gov. Code 54954.1	Request for copy of agenda or agenda packet by member of public
Gov. Code 54954.2	Agenda posting requirements; board actions
Gov. Code 54954.3	Opportunity for public to address legislative body
Gov. Code 54954.5	Closed session item descriptions
Gov. Code 54956.5	Emergency meetings
Gov. Code 54957.5	Public records
Gov. Code 54960.2	Challenging board actions; cease and desist
Gov. Code 7920.000 – 7930.170	California Public Records Act
Gov. Code 95000-95004	California Early Intervention Services Act
Federal	Description
28 CFR 35.160	Effective communications for individuals with disabilities
28 CFR 36.303	Nondiscrimination on the basis of disability; public accommodations; auxiliary aids and services
42 USC 12101-12213	Americans with Disabilities Act

Adopted: 2/1/78
 Revised: 5/17/89, 3/20/02, 10/18/06, 5/21/08, 2/6/13, 2/13/19, 6/22/22

Board Bylaws

Meeting Conduct

Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned by 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and, if necessary, may subsequently be adjourned to a later date.

Quorum and Abstentions

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, the abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

Provided the Board typically has seven members and there are no more than two vacancies on the Board, the vacant position(s) shall not be counted for purposes of determining how many members of the Board constitute a majority. In addition, whenever any provisions of the Education Code require unanimous action of all or a specific number of the members, the vacant position(s) shall not be counted for purposes of determining the total membership constituting the Board. (Education Code 35165)

Public Participation

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting, except that if the meeting is conducted using remote public participation or with a Board member attending remotely pursuant to Government Code 54953, a member of the public desiring to provide comment through the use of a third party internet website or online platform may be required to register as required by the third party provider.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

Meeting Conduct (Cont.)

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5; Government Code 54954.3)
2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5; Government Code 54954.2)
3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, Board members or staff members may ask a question for clarification, make a brief announcement, or make a brief report on their own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)
5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

In general, individual speakers will be allowed three minutes to address the Board on each agenda or non-agenda item, and the Board will limit the total time for public input on each item to 20 minutes. However, in exceptional circumstances when necessary to ensure full opportunity for public input, the Board president may, with Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. The president may also ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

6. The Board president may rule on the appropriateness of a topic, subject to the following conditions:

Meeting Conduct (Cont.)

- a. If a topic would be suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.
 - b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3)
 - c. The Board shall not prohibit public criticism of district employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate complaint procedure.
7. The Board president shall not permit actual disruption of Board meetings. Actual disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board and remove the individual from the meeting.

The Board President or designee may remove an individual for actually disrupting the meeting. Prior to removal, the individual shall be warned that their behavior is disrupting the meeting and that failure to cease the disruptive behavior may result in removal. If, after being warned, the individual does not promptly cease the disruptive behavior, the Board president, or designee, may then remove the individual from the meeting. (Government Code 54957.95)

When an individual's behavior constitutes the use of force or a true threat of force, the individual shall be removed from a Board meeting without a warning. (Government Code 54957.95)

Disrupting means engaging in behavior during a Board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, a failure to comply with reasonable and lawful regulations adopted by a legislative body pursuant to Section 54954.3 or any other law, or engaging in behavior that constitutes use of force or a true threat of force. (Government Code 54957.95)

True threat of force means a threat that has sufficient indicia of intent and seriousness, that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat. (Government Code 54957.95)

Additionally, the Board may order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When disruptive conduct occurs, the Board may decide to recess the meeting to help restore order, or if removing the disruptive individual(s) or clearing the room is infeasible, move the meeting to another location. The Board may direct the Superintendent or designee to contact local law enforcement as necessary.

Meeting Conduct (Cont.)

Recording by the Public

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee may designate locations from which members of the public may make such recordings without causing a distraction.

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

State	Description
CCP. 527.8	Workplace violence safety
Ed. Code 32210	Willful disturbance of public school or meeting
Ed. Code 35010	Control of district; prescription and enforcement of rules
Ed. Code 35145.5	Agenda; public participation and regulations
Ed. Code 35163	Official actions, minutes and journal
Ed. Code 35164	Actions by majority vote
Ed. Code 35165	Effect of vacancies upon majority and unanimous votes by seven member board
Ed. Code 5095	Powers of remaining board members and new appointees
Elec. Code 18430	Prevention or hinderance of electors assembling in public meeting
Gov. Code 54953.3	Meetings to be open and public; remote attendance
Gov. Code 54953.5	Audio or video recording of proceedings
Gov. Code 54953.6	Broadcasting of proceedings
Gov. Code 54954.2	Agenda posting requirements; board actions
Gov. Code 54954.3	Opportunity for public to address legislative body
Gov. Code 54957	Closed session personnel matters
Gov. Code 54957.9	Disorderly conduct of general public during meeting; clearing of room
Gov. Code 54957.95	Opening meetings; orderly conduct
Pen. Code 403	Disruption of assembly or meeting

Adopted: 3/20/02
 Amended: 10/18/06, 8/15/07, 11/15/17, 3/18/20

PUBLIC DISCLOSURE FORM

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213) and GC 3547.5 and 3540.2

Oroville Union High School District

Bargaining/Represented Unit:

CSEA Feather River Chapter #342

Certificated ☐

Classified ☒

Confidential ☐

Management ☐

The proposed agreement covers the period beginning July 1, 2022

and ending

June 30, 2023

It will be acted upon by the District Governing Board at the meeting on

April 19, 2023

A. Proposed Change in Compensation

Compensation	Cost prior to Proposed Agreement	Fiscal Impact of Proposed Agreement		
		Current Year Increase/Decrease to cost	Year 2 Increase/Decrease to cost	Year 3 Increase/Decrease to cost
1. Salary Schedule (This is to include Step and Column.)	4,543,912	442,467		
2. Other Compensation Changes to Stipends, Bonuses, Longevity, O/T, Differential, etc.				
Description of "Other Compensation"				
3. Statutory Benefits STRS, PERS, FICA, WC, UI, Medicare, etc.	1,621,268	157,872		
4. Health and Welfare Plans	1,521,242			
5. Total Compensation (Add Items 1 thru 4)	7,686,422	600,339	0	0
Percentage Change		7.81%	0.00	0.00

B. Average Cost of Compensation per Employee

6. Total Number of Represented Employees (Use FTE's if appropriate)	119.0	119.0	119.0	119.0
7. Total compensation Cost for Average Employee	64,592	5,045	0	0

C. Change to Fund Balance

8. Fund Balance Prior to Agreement		17,003,041
9. Fund Balance Following Agreement		16,532,340
10. Change to Fund Balance		(470,701)
11. Economic Reserve Requirement		1,290,993

Disclosure of Collective Bargaining Agreement

Page 2

12. Provide a summary of the terms of the agreement.
9.5% salary schedule increase effective 7/1/22 and a change in step placement for the Universal Support Staff position from Step 15 to Step 17
13. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what was the percentage increase given, what is the effective date of the increase, and what is the annualized percentage increase?
9.5% retroactive to 7/1/22
14. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain)
No
15. Proposed negotiated changes in non-compensation items (e.g., class size adjustments, staff development days, teacher prep time, etc.)
A change in language setting six hours per day as the threshold for a full-time health benefit contribution, a change in extended sick leave and parental leave language so that employees receive 50% of their regular salary and the addition of Junteenth as a paid holiday.
16. What contingency language is included in the proposed agreement (i.e., re-openers, etc.)?
None

Source of Funding for Proposed Agreement

Current Year:

- ☒ Funding was included in adopted budget
☐ Funding will come from designated reserves
☐ Funding will come from: the General Fund.

Second Year:

- ☐ Funding was included in adopted budget
☐ Funding will come from designated reserves
☐ Funding will come from: the General Fund.

Third Year:

- ☐ Funding was included in adopted budget
☐ Funding will come from designated reserves
☐ Funding will come from: the General Fund.

CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COST OF
COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Business Officer
at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent
and Chief Business Officer of Oroville Union High School District

hereby certify that the District can meet the costs incurred under the Collective Bargaining

Agreement between the District and the CSEA Feather River Chapter #342

Bargaining Unit, during the term of the agreement from 07/01/22 to 06/30/23.

The budget revisions necessary to meet the costs of the agreement in each year of its term are
as follows:

Increases to salaries and salary-driven benefits were included in the Second Interim Budget.

N/A ☐ (No budget revisions necessary)



District Superintendent
(Signature)

3.30.23

Date



Chief Business Officer
(Signature)

3/30/23

Date

CERTIFICATION NO. 2: CERTIFICATION OF ACCEPTANCE BY BOARD OF PROPOSED
COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent (or Designee)
(Signature)

Date

Susan Watts
Contact Person

(530) 538-2300 ex. 1103
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on April 19, 2023, took action to approve the proposed Agreement with the CSEA Feather River Chapter #342 Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

Date

Special Note: The Butte County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

TENTATIVE AGREEMENT
BETWEEN THE OROVILLE UNION HIGH SCHOOL DISTRICT AND THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS FEATHER RIVER CHAPTER #342 ("CSEA")
February 8, 2023

This tentative agreement between the Oroville Union High School District to the California School Employees Association and its Feather River Chapter #342 ("CSEA") is expressly made pursuant to the Education Employment Relations Act and the Collective Bargaining Agreement between the parties. The following articles shall be deemed to remain unchanged in the Collective Bargaining Agreement except as set forth below:

ARTICLE 6
SALARIES AND FRINGE BENEFITS

6.1 Salaries:

- 6.1.1 The Salary schedules and classification of all employees are set forth in Appendices "A" and "B" of this Agreement. All temporary or substitute employees shall be placed on Column A of the step to which they are assigned. In the event that a probationary/permanent employee covered by this agreement is required or requested to perform work beyond his/her contracted days or work year such as special projects or substituting for employees on leave; the Oroville Union High School District shall compensate said employee(s) as defined below:

Substitute Pay for Probationary/Permanent Employees:

6.1.1.1 Increases:

- a. For 2022-2023, each cell of the Salary Schedule (Appendix "A") shall be increased by 9.5%, effective July 1, 2022, for all employees currently employed at the time of ratification and Board approval;
- b. For 2023-2024, the parties mutually agree to reopeners on Article 6;
- c. For 2024-2025, the parties mutually agree to reopeners on Article 6.

- 6.1.1.2 Wages will be paid to any probationary/permanent employee who works out of their classification as a substitute but in "like or related work duties" at their regular rate of pay.

Example: If a Universal Support Staff member Groundskeeper (Step 15 18/Column G-E) substitutes for a Custodian I (Step 13/Column E), the employee will be paid at their current rate of pay (Step 15 18/Column G-E)

- 6.1.1.23 Wages will be paid to any probationary/permanent employee who works in a lower classification than their permanent position, the rate of pay of the classification they are substituting in at Step A.

Example: If a Universal Support Staff member (Step 15/Column G) substitute for a Food Service Worker (Step 5/Column J), the employee would be paid Step 5/Column A.

- 6.1.2 All new employees shall be placed on the first column of the appropriate salary step

Employee is in 1st year as of 7/1/~~45~~23

6.4 The parties agree to review and update three mutually agreed upon job descriptions each year of this Agreement.

FOR THE DISTRICT

 Sept 29 23

FOR THE ASSOCIATION

 (Annie)

**TENTATIVE AGREEMENT
BETWEEN THE OROVILLE UNION HIGH SCHOOL DISTRICT AND THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS FEATHER RIVER CHAPTER #342 ("CSEA")
February 8, 2023**

This tentative agreement between the Oroville Union High School District to the California School Employees Association and its Feather River Chapter #342 ("CSEA") is expressly made pursuant to the Education Employment Relations Act and the Collective Bargaining Agreement between the parties. The following articles shall be deemed to remain unchanged in the Collective Bargaining Agreement except as set forth below:

APPENDIX "C"

FRINGE BENEFITS

- C.1 During the period of this agreement, the DISTRICT will pay Monthly Health and Welfare Insurance premiums for family coverage (not to exceed \$12,840 annually) for each 1/2.5 time or more classified employee employed prior to July 1, 1991.
- C.2 If the aforementioned premiums exceed the monthly figures set forth above during the term of this agreement, DISTRICT agrees to pay any such increases during the term of this agreement only and to reopen this provision and to negotiate relative to any such increase.
- C.3 Beginning with the 1994/95 school year, employees will have the option of choosing between medical plans. If the employee chooses a less expensive plan, the employee will receive the premium savings each month; if the employee chooses to receive a more expensive plan, the employee will pay the additional premium monthly cost.
- C.4 In the event the premiums during the term of this agreement exceed the annual cap of \$12,840, the DISTRICT agrees to advance the cost of any increases in premiums above the monthly figures set forth above of \$1070 per month for medical, dental and vision for up to a period of three (3) months. It is understood and agreed that in the event agreement is not reached within said period of time the DISTRICT shall not be required to pay any more than the monthly figure referred to above (\$1070 for medical, dental and vision).
- C.5 Classified employees working less than 3/4.75 but more than 1/2.5 may elect the Health and Welfare Package with the employee contributing toward the total package costs prorated total hours worked per day over six (6) hours. For employees hired on or before June 30, 2023, A four (4) hours employees will earn fully paid benefit when their contract hours with the DISTRICT exceed 2,500 hours. The seniority hours that will be considered will go back retroactively from their date of hire. For employees hired on or after July 1, 2023, only those employees working 3/4.75 or more shall receive fully paid benefits.
- C.6 The DISTRICT shall provide fully paid Health Insurance coverage for employee and eligible dependents for employees reaching their 55th birthday, provided said employee has served ten (10) years in the DISTRICT prior to retirement. The retiring employee will have the same choice of health, dental, and/or vision plans available to employees of the DISTRICT at the time of retirement, subject to the cap in effect in the year of retirement. Payment of such benefits shall continue until the retiree attains age 65.
- C.7 The open enrollment period for employee changes of medical insurance will be during the month of September each year.
- C.8 Retirees may elect pay in lieu of health and welfare insurance benefits. The District will pay to the retiree the amount of its required contribution for retiree health and welfare insurance

benefits at the time the employee opts to take cash in lieu of benefits. The District will pay this amount annually to the employee for all the remaining years of eligibility until he/she reaches the age of sixty-five (65). The District will process the first payment on the next payroll period following termination of benefits and will process subsequent year payments prior to October 1 of each succeeding year until the employee reaches age sixty five (65).

Once an employee chooses to receive pay in lieu of retiree health and welfare insurance benefits, his/her retiree benefits will cease at the end of the current month in which the employee makes his/her choice. Once the benefits are terminated, they cannot be reinstated.

These payments will be generated through the district payroll system and will be subject to all required statutory deductions. Should an employer contribution be required, the amount of that contribution will also be deducted from the pay.

C.9 Alternative Insurance Coverage

For the 2015/16 school year, upon providing proof of alternative insurance coverage to the District, an employee may elect to decline the District-provided medical, dental and vision insurance plan. Butte Schools Self-Funded Programs requires that an administration fee equal to the premiums of the least expensive health benefits plan available, including premiums, for the dental and vision plans selected by the bargaining unit must be submitted on behalf of the employee. If the administration fee is less than the annual cap, the employee will receive the savings each month. If the administration fee exceeds the annual cap, the employee will pay the additional monthly cost.

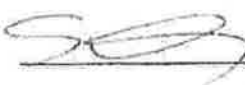
During a plan year, an employee that has declined health and welfare coverage may re-enroll in the plan for which the administration fee has been paid. The employee may change plans during the next open enrollment process.

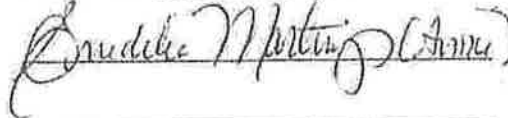
This provision does not preclude an employee from re-enrolling in a plan after a break in coverage should there be a qualifying event as defined in the Butte Schools Self-Funded Program's Re-Enrollment After Break in Coverage policy.

This section will sunset effective July 1, 2016 and bargaining unit members will no longer be allowed to opt out of District provided insurances, even with proof of alternative coverage. However, any member who was taking advantage of the provisions of this section (C.9) in 2015/16 will be grandfathered in and allowed to continue to opt out of coverage. No administrative fee will be charged to these grandfathered members and they will receive the full amount of the District's contribution for coverage that they continue to opt out of.

FOR THE DISTRICT

FOR THE ASSOCIATION

 Sept 29 23



**TENTATIVE AGREEMENT
BETWEEN THE OROVILLE UNION HIGH SCHOOL DISTRICT AND THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS FEATHER RIVER CHAPTER #342 ("CSEA")
February 8, 2023**

This tentative agreement between the Oroville Union High School District to the California School Employees Association and its Feather River Chapter #342 ("CSEA") is expressly made pursuant to the Education Employment Relations Act and the Collective Bargaining Agreement between the parties. The following articles shall be deemed to remain unchanged in the Collective Bargaining Agreement except as set forth below:

**ARTICLE 7
HOLIDAYS**

7.0 Annual Work Year

In the event the Oroville Union High School District school year has an excess of 260 workday(s), for 12-month employees and/or an excess of 240 workday(s) for 11-month employees the excess day(s) will be utilized by employees as floating non-duty day(s). If the school year is less than 260/240 workday(s) the employee shall forfeit their floating holiday. The method for the utilization of the non-duty work day(s) shall be as per Article 7.1.1 Holidays, Floating Holidays.

7.1 Scheduled Holidays:

7.1.1 All classified employees shall be entitled to the following paid Holidays provided they are in paid status during any portion of the work day immediately preceding or succeeding the Holiday:

January 1 st	-	NEWS YEAR'S DAY
3 rd Monday in January	-	MARTIN LUTHER KING DAY
February 12 th	-	LINCOLN'S DAY
3 rd Monday in February	-	WASHINGTON'S DAY
Monday after Easter	-	EASTER
Last Monday in May	-	MEMORIAL DAY
<u>June 19th</u>		<u>JUNETEENTH</u>
July 4 th	-	INDEPENDENCE DAY
First Monday in September	-	LABOR DAY
September 9*	-	FLOATING HOLIDAY*
November 11 th	-	VETERAN'S DAY
Thanksgiving Day	-	THE DAY OF, THE DAY BEFORE &
AFTER		
December 24 th	-	DAY BEFORE CHRISTMAS
December 25 th	-	CHRISTMAS DAY
December 31	-	NEW YEAR'S EVE DAY

*The Floating Holiday is taken on a date selected by the employee with prior permission of the employee's immediate supervisor.

7.1.2 When a Holiday falls on a Saturday, the preceding workday not a Holiday shall be deemed to be that Holiday. When a Holiday falls on a Sunday, the following workday not a Holiday shall be deemed to be that Holiday.

7.1.3 Holidays shall also be governed by Ed Code Sections 37220 and 45203.

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FOR THE ASSOCIATION



**TENTATIVE AGREEMENT
BETWEEN THE OROVILLE UNION HIGH SCHOOL DISTRICT AND THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS FEATHER RIVER CHAPTER #342 ("CSEA")
February 8, 2023**

This tentative agreement between the Oroville Union High School District to the California School Employees Association and its Feather River Chapter #342 ("CSEA") is expressly made pursuant to the Education Employment Relations Act and the Collective Bargaining Agreement between the parties. The following articles shall be deemed to remain unchanged in the Collective Bargaining Agreement except as set forth below:

**ARTICLE 8
VACATION PLAN**

8.1 Eligibility:

8.1.1 Vacation benefits are earned on a fiscal year basis (July 1 through June 30).

8.1.2 ~~Effective July 1, 2018, e~~ Earned vacation shall be computed at the end of each fiscal year or within the following fiscal year. If vacation earned during the previous fiscal year is not taken or scheduled by January 15th, the employee shall be paid at their regular rate for the remaining days in the regular February pay warrant.

8.1.3 Under unusual circumstances vacation may be taken at a later date upon approval by the Principal and/or Superintendent.

8.1.4 The chart below shows the schedule of how much vacation employees earn based on years of service. Employees will advance on the vacation schedule on their anniversary date (see Section 6.3 for explanation of anniversary dates). Full time employees earn vacation at the following rate: Effective 3/26/15

FULL YEARS IN PAID STATUS	DAY/MO	DAYS/YR
1 thru 6	1.00	12
7 thru 10	1.25	15
11	1.33	16
12	1.42	17
13	1.50	18
14	1.58	19
15	1.67	20
20	1.75	21
25	1.83	22
30	1.92	23

8.1.5 Employees working less than eight (8) hours per day, or less than five (5) days per week, or less than twelve (12) months per year, shall earn vacation in an amount which the length of time they work bears to full time employment for twelve (12) months.

8.1.6 A classified employee must begin work on or before the 15th of the month in order to earn vacation for that month. When an employee is terminated for any reason, they shall be entitled to all vacation pay earned to the effective day of termination.

8.1.7 Earned vacation may be taken after completion of six (6) months of employment.

8.1.8 Vacations shall be scheduled at times requested by the employees so far as possible within the ~~DISTRICT~~District'S work requirements. In the event of a conflict between employees, seniority shall prevail.

FOR THE DISTRICT

SL SEPT 29-23

FOR THE ASSOCIATION

Donna M. Mithy (Amie)

**REVISED TENTATIVE AGREEMENT
BETWEEN THE OROVILLE UNION HIGH SCHOOL DISTRICT AND THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS FEATHER RIVER CHAPTER #342 ("CSEA")
March 23, 2023**

This tentative agreement between the Oroville Union High School District to the California School Employees Association and its Feather River Chapter #342 ("CSEA") is expressly made pursuant to the Education Employment Relations Act and the Collective Bargaining Agreement between the parties. The following articles shall be deemed to remain unchanged in the Collective Bargaining Agreement except as set forth below:

**ARTICLE 9
LEAVES**

9.1 Sick Leave (E.C. 45191)

- 9.1.1** Every classified employee employed full-time (12) months (40 hours per week) shall be entitled to twelve (12) days (96 hours) leave of absence for illness or injury. A classified employee employed less than full-time shall be entitled to that proportion of twelve (12) days (96 hours) leave of absence for illness or injury as the number of hours he/she is employed bears to full-time employment.

Eleven (11) month employees shall receive eleven (11) days. An eleven (11) month employee working less than full-time shall be entitled to that proportion of eleven (11) days (88 hours) leave of absence for illness or injury as the number of hours he/she is employed bears to full-time employment. (Effective 3/26/15)

School day only employees and ten (10) month employees shall receive ten (10) days (equivalent number of hours depending on work schedule). Sick leave calculations will be computed in hours. (Effective 3/26/15)

- 9.1.2** A sick leave benefit may not be used as severance pay. Credit for a leave of absence need not be accrued prior to taking such leave and may be taken at any time during the year. Should an employee terminate service with the District prior to earning the used sick leave, a deduction will be made from the final check. However, a NEW employee of the DISTRICT shall not be eligible to take more than six (6) days of the proportionate amount to which he may be entitled until the 1st day of the calendar month after completion of six (6) months of service. Employees must notify his/her Supervisor and the District Office of any intended absence no later than one (1) hour prior to the employee's normal start time (Bus Driver must follow rules of the Transportation Department, see Section 17.10). Employees taking sick leave will furnish a doctor's certificate upon request, for three (3) or more days of absence. (Effective 3/26/15)

- 9.1.3** Sick Leave can be used by a classified employee for the diagnosis, care, or treatment of an existing health condition, and for preventative care for the employee or any member of his/her family as defined in Section 9.1.4. *Sick leave may also be used by an employee who is the victim of domestic violence, sexual assault, or stalking.* (Effective 3/26/15)

- 9.1.4** "Member of the immediate family" means: (Effective 3/26/15)

- Child (biological, adoptive, foster, step, legal ward or to whom the employee stands in loco parentis), regardless of age or dependency status.

- Parent (biological, adoptive, foster, step, legal guardian, or person who stood in loco parentis when employee was a minor) of the employee or the employee's spouse/registered domestic partner.
- Spouse or registered domestic partner
- Grandparent of the employee or his/her spouse
- Grandchild of the employee or his/her spouse
- Sibling of the employee or his/her spouse

9.1.5 Each regular classified employee shall be credited once a year with a total of 100 working days of paid sick leave, including days to which the employee is entitled under Education Code Section 45191. Such days of paid sick leave in addition to those required by Education Code Section 45191, shall not be accumulated from year to year, and shall be compensated at 50 percent of the employee's regular salary.

9.1.6 Military Veterans Sick Leave (E.C. 45191)

This section only applies to an employee hired on or after January 1, 2017, who is a military veteran with a military service-connected disability rate at 30 percent or more by the United States Department of Veterans Affairs. An employee who qualifies under these provisions is entitled to an additional 12 days of paid leave for the purpose of undergoing medical treatment for his/her military service-connected disability. The 12 days shall be credited once each 12 month period and is not cumulative from year-to-year. If not used during the 12-month period the leave shall not be carried over and shall be forfeited.

[....]

9.2 Bereavement Leave (E.C. 45194) (Effective 3/26/15)

9.2.1 Classified employees shall be entitled to ~~three (3)~~ five (5) days of absences for the death of any member of the immediate family, ~~of which three (3) days shall be~~ with no deduction from the salary of the employee. Bargaining unit members may take unpaid days or use vacation, sick leave, or other accrued paid leaves for the remainder of the five (5) days.

a. _____ In the event the employee must be out-of-state or travel more than 400 miles from Oroville, a period of five (5) days with pay shall be granted.

b. _____ "Member of the immediate family" means:

- *Spouse/domestic partner*
- *Mother, Father, Grandfather, Grandmother, or Grandchild of the employee or spouse/domestic partner of the employee,*
- *Son, son-in-law, or daughter, daughter-in-law,*
- *Brother, brother-in-law, or sister, sister-in-law, or*
- *Any relatives living in the immediate household of the employee.*

9.2.2 Mother and Father as used in this section is defined as the biological, adoptive, foster, step, legal guardian or person who stood in loco parentis when the employee was a minor. Son, son-in-law, daughter, and daughter-in-law as used in this section is defined as biological, adoptive, foster, step, legal ward or person to whom the employee stands in loco parentis.

9.2.3 At the discretion of the Superintendent and where unusual circumstances exist, bereavement leave may be granted for a period longer than three (3) days, or because of death of a person in the foregoing definition. Written request shall be made to the Superintendent.

9.2.4 All Bereavement Leave under this section is separate and distinct from all other types of leave and from vacation. No deduction from any other accrued leave or from vacation will be taken when an employee uses bereavement leave.

9.2.5 Use of this leave shall be taken within three (3) months from the date of the death of the family member, and need not be taken consecutively.

9.2.6 Verification

Within thirty (30) days of a request by the District, the bargaining unit member may be required to provide documentation of the death of the immediate family member. Documentation includes death certificate, a published obituary, or written certification of death, burial, or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or government agency.

[...]

9.4 Paternity Leave

One day's paternity leave shall be granted the prospective employee on "the day" or "the take home day". This shall be leave with pay.

9.5 Parental Leave [Education Code 45196.1]

9.5.1 During each school year, a classified employee may use his/her sick leave or accrued vacation for the purpose of parental leave for up to 12 workweeks. "Parental leave" means leave for the reason of the birth of a child of the employee, or the placement of a child with an employee in connection with the adoption or foster care of the child by the employee.

9.5.2 If the employee has exhausted his/her accumulated sick leave, he/she may use sick leave differential (Ed. Code 45196) which shall be compensated at not less than 50 percent of the employee's regular salary for the remaining for the duration of the 12 workweeks period. ~~An employee who has exhausted all paid leaves is entitled to use unpaid leave for the duration of the 12 weeks.~~

9.5.3 The employee shall not be provided more than one 12-workweek period for parental leave during any 12-month period.

9.5.4 Parental leave taken under this section shall run concurrently with parental leave taken pursuant to Government Code section 12945.2 (California Family Rights Act). The employee is not required to meet the 1,250 hours of service within the previous 12 months in order to take parental leave under this section. Per Government Code section 12945.2, to the extent an employee has used CFRA leave for other purposes during the twelve preceding months, the twelve weeks afforded under this section shall be reduced by time already used.

- 9.5.5** An employee shall provide the District reasonable advance notice of his/her intention to take leave under this section if the need to take the leave is foreseeable.
- 9.5.6** If both parents are employed by the District, they are only entitled to one 12-week period for parenting leave. They shall inform the District of how they intend to use the 12-week period between them.
- 9.5.7** Leave provided under this section may be taken intermittently in full-day increments. An employee desiring to take this leave intermittently shall provide at least one week notice of intention to take intermittent leave if possible. Intermittent use of leave shall not serve to extend the one year period within which this leave is taken.

9.6 Family Leave Act

9.6.1 Definitions:

- 9.6.1.1** "Child" means a biological, adopted or foster child, a step child, a legal ward, or a child of a person standing in loco parentis as long as the child is under eighteen (18) years of age or an adult dependent child.
- 9.6.1.2** "Parent" means a biological, foster or adoptive parent, a stepparent, a legal guardian, mother-in-law or step mother-in-law, father-in-law or a step father-in-law or another person who stood in loco parentis to the employee when the employee was a child.
- 9.6.1.3** "Serious Health Condition" means an illness, injury, impairment or physical or mental condition that involves either:
- Inpatient care in a hospital, hospice or residential health care facility, or
 - Continuing treatment or continuing supervision by a health care provider.

9.6.2 Eligibility:

- 9.6.2.1** Any eligible employee who has served the district more than one continuous year shall be eligible to take **unpaid** family care and medical leave under the provision of state and federal law.
- 9.6.2.2** The district may deny family care and medical leave to part-time employees who worked fewer than 1,250 hours during the previous year.
- 9.6.2.3** Family care leave may be used for the following reasons:
- Because of the birth of the employee's child, and in order to care for the child.
 - Because of the placement of a child with the employee for foster care or in connection with the employee's adoption of the child.
 - In order to care for the employee's child, parent or spouse with a serious health condition.
 - Because of the employee's own serious health condition which makes the employee unable to perform the functions of his/her job, except for leave

taken for disability on account of pregnancy, childbirth, or related medical conditions.

9.6.3 Terms of Leave:

9.6.3.1 Family care leave shall not exceed 12 workweeks during any 12-month period. This 12-month period shall coincide with the fiscal year.

9.6.3.2 Leave taken pursuant to the state Family Care and Medical Leave Act shall run concurrently with leave taken pursuant to the federal Family and Medical Leave Act (FMLA), except for any leave taken under the FMLA for disability on account of pregnancy, childbirth, or related medical conditions. In addition to family care and medical leave, an employee may be entitled to take pregnancy disability leave of up to four months. During the otherwise unpaid portion of pregnancy disability leave, the employee may use any accrued vacation, sick time or other paid leave.

9.6.3.3 Leave taken for the birth or placement of a child must be initiated within one (1) year of the birth or placement of the child. Such leave shall not be taken intermittently or on a reduced leave schedule unless the district and the employee agree otherwise. If both parents of a child work for the district, their family care and medical leave related to the birth or placement of the child shall be limited to a total of 12 weeks.

9.6.3.4 During the period of family care and medical leave, the district shall require the employee to use his/her accrued vacation leave, other accrued time off, and any other paid or unpaid time off negotiated with the district. Accrued sick leave shall be used when the purpose of the family care and medical leave is one for which sick leave can be taken pursuant to the collective bargaining agreement.

9.6.4 Request, Advance Notice and Certification

9.6.4.1 The employee shall give the district at least 30 days written advance notice of his/her need for family care and medical leave. If the employee learns of the need for this leave fewer than 30 days in advance, he/she shall provide such notice as soon as practicable.

9.6.4.2 An employee's request for family care and medical leave shall be supported by a certification from the health care provider of the person requiring care. This certification shall include all of the following:

- The date on which the serious health condition began.
- The probable duration of the condition.
- The appropriate medical facts within the knowledge of the health care provider regarding the condition.
- If the employee is requesting leave because of his/her own serious health condition, the health care provider's certification that due to the serious health condition, the employee is unable to perform the functions of his/her job.
- If the employee is requesting leave to care for a child, spouse or parent who has a serious health condition, the certification shall also include the health care provider's:

- Estimate of the amount of time the health care provider believes the employee needs to care for the child, parent or spouse, and
- Statement that the serious health condition warrants the participation of a family member to provide care during a period of the treatment or supervision of the child, parent or spouse.
- If additional leave is needed when the time estimated by the health care provider expires, the district may require the employee to provide re-certification as specified above.
- If the employee is requesting leave for intermittent treatment or is requesting leave on a reduced-leave schedule for planned medical treatment, the certification must state the medical necessity for the leave, the dates on which treatment is expected to be given, the duration of such treatment, and the expected duration of the leave.

9.6.5 Intermittent/Reduced Work Schedule Leave

Leave related to the serious health condition of the employee or his/her child parent or spouse may be taken intermittently or on a reduced work schedule when medically necessary; in such a case, the employee may be required:

- To take the leave for period of a particular duration not to exceed the duration of the planned medical treatment, or
- To transfer temporarily to a different job that has the equivalent pay and benefits but could better accommodate recurring periods of leave.

9.6.6 Maintenance of Benefits

9.6.6.1 During the period of family care leave, the employee shall continue to be entitled to participate in the district's medical, dental and vision plan.

9.6.6.2 During the period of family care leave, the employee shall continue to be entitled to participate in life, disability and accident insurance plans and/or any other employee welfare benefit plan to the same extent and under the same conditions as apply to an unpaid leave taken for any other purpose. In the absence of these conditions, the employee shall continue to be entitled to participate in these plans and the district may, at its discretion, require the employee to pay the premium for periods not covered by accrued leave.

9.6.7 Maintenance of Status

The employee shall retain his/her employee status with the district during the leave period, and the leave shall not constitute a break in service for the purposes of longevity or seniority under any employee benefit plan or collective bargaining agreement. For purposes of layoff, recall, promotion, job assignment and seniority related benefits such as vacation, the employee returning from family care leave shall return with no less seniority than he/she had when the leave began.

9.6.8 Reinstatement

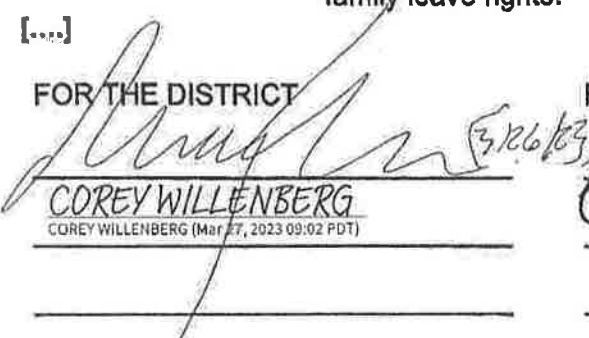
9.6.8.1 Upon granting an employee's request for family care leave, the district shall guarantee to reinstate the employee in the same or a comparable position when the leave ends.

9.6.8.2 An employee who takes leave has no greater right to reinstatement than if he/she had been continuously employed during the leave period. If the district reduces its work force during the leave period and the employee is laid off for legitimate reasons at the time, he/she is not entitled to reinstatement.

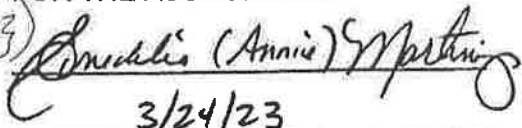
9.6.8.3 The district shall not refuse to hire and shall not discharge, fine, suspend, expel or discriminate against any employee because he/she exercises the right to family care leave or because he/she gives information or testimony related to his/her or another person's family care leave in an inquiry related to family leave rights.

[...]

FOR THE DISTRICT

 (3/26/23)
COREY WILLENBERG
COREY WILLENBERG (Mar 27, 2023 09:02 PDT)

FOR THE ASSOCIATION


3/24/23

APPENDIX "A"
OROVILLE UNION HIGH SCHOOL DISTRICT
2022-2023 Classified Salary Schedule (Hourly) and Job Classifications w/9.5%

Step	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	16.43	16.43	16.43	16.43	16.51	17.01	17.52	18.05	18.58	19.14	19.72	20.31	20.91	21.55
2	16.43	16.43	16.43	16.43	16.94	17.44	17.97	18.51	19.06	19.63	20.22	20.84	21.46	22.10
3	16.43	16.43	16.43	16.53	17.34	17.87	18.40	18.95	19.52	20.10	20.71	21.33	21.98	22.63
4	16.43	16.43	16.43	16.95	17.80	18.34	18.89	19.46	20.04	20.64	21.26	21.90	22.56	23.24
5	16.43	16.43	16.53	17.36	18.21	18.76	19.32	19.90	20.50	21.11	21.75	22.39	23.07	23.76
6	16.43	16.43	16.95	17.82	18.70	19.26	19.84	20.43	21.05	21.68	22.33	23.01	23.70	24.41
7	16.43	16.55	17.37	18.22	19.14	19.71	20.30	20.91	21.54	22.18	22.85	23.54	24.24	24.98
8	16.43	16.96	17.83	18.71	19.61	20.20	20.81	21.43	22.08	22.73	23.42	24.12	24.85	25.59
9	16.57	17.38	18.24	19.15	20.09	20.70	21.32	21.95	22.61	23.29	23.99	24.71	25.46	26.21
10	16.96	17.84	18.71	19.67	20.60	21.21	21.86	22.50	23.18	23.88	24.59	25.33	26.09	26.87
11	17.39	18.28	19.16	20.10	21.12	21.76	22.40	23.08	23.77	24.48	25.22	25.97	26.76	27.56
12	17.85	18.72	19.67	20.63	21.67	22.32	23.00	23.68	24.39	25.12	25.87	26.65	27.45	28.27
13	18.29	19.16	20.15	21.13	22.18	22.85	23.53	24.24	24.97	25.72	26.49	27.29	28.10	28.94
14	18.74	19.68	20.63	21.68	22.71	23.39	24.09	24.81	25.56	26.32	27.11	27.93	28.77	29.63
15	19.17	20.16	21.14	22.24	23.28	23.98	24.69	25.44	26.20	26.90	27.80	28.63	29.49	30.38
16	19.69	20.64	21.68	22.75	23.90	24.62	25.36	26.12	26.90	27.71	28.55	29.40	30.28	31.19
17	20.16	21.16	22.25	23.30	24.48	25.22	25.97	26.75	27.56	28.38	29.24	30.11	31.01	31.94
18	20.65	21.70	22.75	23.95	25.11	25.86	26.64	27.44	28.26	29.11	29.98	30.88	31.81	32.76
19	21.16	22.65	23.31	24.51	25.70	26.47	27.27	28.09	28.93	29.79	30.68	31.61	32.55	33.53
20	21.70	22.80	23.97	25.12	26.37	27.16	27.98	28.81	29.67	30.57	31.48	32.43	33.40	34.40
21	22.26	23.31	24.56	25.78	27.06	27.87	28.70	29.57	30.45	31.37	32.31	33.28	34.27	35.30
22	22.80	23.97	25.14	26.38	27.70	28.54	29.39	30.28	31.19	32.12	33.08	34.08	35.09	36.15
23	23.33	24.52	25.79	27.08	28.39	29.25	30.12	31.02	31.95	32.92	33.90	34.92	35.97	37.04
24	23.99	25.14	26.39	27.79	29.13	30.00	30.90	31.83	32.78	33.77	34.78	35.82	36.90	38.01
25	24.56	25.79	27.08	28.42	29.83	30.73	31.65	32.60	33.57	34.58	35.62	36.68	37.79	38.92
26	25.17	26.41	27.75	29.15	30.61	31.53	32.47	33.44	34.45	35.48	36.54	37.64	38.77	39.93
27	25.82	27.09	28.43	29.88	31.36	32.30	33.27	34.27	35.29	36.35	37.45	38.57	39.73	40.92
28	26.43	27.75	29.16	30.63	32.12	33.08	34.08	35.11	36.15	37.23	38.35	39.50	40.68	41.91
29	27.08	28.43	29.86	31.35	32.92	33.90	34.92	35.97	37.04	38.16	39.30	40.48	41.70	42.95
30	27.76	29.13	30.59	32.13	33.74	34.74	35.80	36.87	37.97	39.11	40.29	41.49	42.74	44.02
31	28.46	29.86	31.37	32.94	34.58	35.62	36.68	37.79	38.92	40.09	41.29	42.53	43.80	45.11
32	29.16	30.61	32.14	33.76	35.45	36.51	37.60	38.73	39.89	41.10	42.32	43.59	44.91	46.25

LONGEVITY: Beginning 7th year - 3% per month additional

EFFECTIVE: July 1, 2022

APPROVED:

MEMORANDUM OF UNDERSTANDING
Between the
OROVILLE UNION HIGH SCHOOL DISTRICT
And the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS FEATHER RIVER
CHAPTER #342 (CSEA)

February 10, 2022

This memorandum is agreed upon between Oroville Union High School District (District) and the California School Employees Association and its Feather River Chapter #342 ("CSEA") concerning changes to the Universal Support Staff job description.

CSEA and the District agree the updates to the Universal Support Staff job description are the result of adding the job duties of the Campus Supervisor to the Universal Support Staff. The salary range was increased from range 15 to range 17 to reflect the additional work. The Campus Supervisor classification will no longer be filled.

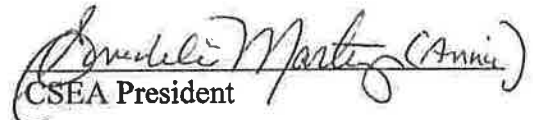
DATE: 2.13.23

FOR THE DISTRICT:



Superintendent

FOR CSEA:



CSEA President

Unrestricted Multi-year Projection

	2nd Interim 2022/23	2023/24	2024/25
Revenue Limit Sources	34,402,397	35,386,713	35,737,313
Federal Revenues	-	-	-
Other State	500,000	500,000	500,000
Other Local	1,441,975	1,411,975	1,411,975
Other Financing	(6,405,243)	(5,245,137)	(5,306,478)
Total	<u>29,939,129</u>	<u>32,053,551</u>	<u>32,342,810</u>
Certificated	10,664,619	10,765,619	11,204,619
Classified	4,078,222	4,078,222	4,139,222
Benefits	7,993,569	8,028,569	8,329,569
Books and Supplies	1,211,759	440,759	670,759
Services	2,970,353	2,796,353	3,358,353
Capital Outlay	232,559	95,559	95,559
Other Outgo	366,570	366,570	366,570
Indirect	(566,783)	(542,783)	(458,783)
Other Financing Uses	-	-	-
Total	<u>26,950,868</u>	<u>26,028,868</u>	<u>27,705,868</u>
Net Increase(Decrease)	2,988,261	6,024,683	4,636,942
Beginning Fund Balance	11,179,134	14,167,395	20,192,078
Ending Fund Balance	<u>14,167,395</u>	<u>20,192,078</u>	<u>24,829,020</u>
Revolving Fund	1,050	1,050	1,050
Prepaid Expenditures			
Assigned	68,432 0%	68,432 0%	68,432 0%
Econ Uncert (3% Required)	1,290,993 3%	1,137,434 3%	1,108,304 3%
Econ Uncert (BP 3100)	6,024,632 14%	5,308,023 14%	5,172,083 14%
Undesignated/Unappropriated	6,782,288 15%	13,677,139 36%	18,479,151 50%
	<u>14,167,395</u>	<u>20,192,078</u>	<u>24,829,020</u>

Notes

The assigned Fund Balance is reserves committed for maintenance at Harrison Stadium, vehicle replacement, field lighting and solar savings allocated for performance guarantee and the O&M agreement.

Board Policy 3100 states "To protect the district against unforeseen circumstances such as revenue shortfalls and unanticipated expenditures, the Board intends to maintain a minimum unassigned fund balance which includes a reserve of economic uncertainties equal to at least two months of general fund operating expenditures, or 17 percent of general fund expenditures and other financing uses."

Note - Step & column movement is estimated by using a 3 year average of costs net of savings from attrition. 3 year averages may result in an overall savings as attrition savings may exceed step/column costs.

RESTRICTED

Note - Step & column movement is estimated by using a 3 year average of costs net of savings from attrition. 3 year averages may result in an overall savings as attrition savings may exceed step/column costs.

OROVILLE UNION HIGH SCHOOL DISTRICT

Resolution #10-22/23

CLASSIFIED SCHOOL EMPLOYEE WEEK

Whereas, classified professionals provide valuable services to the schools and students of the Oroville Union High School District; and

Whereas, classified professionals contribute to the establishment and promotion of a positive instructional environment; and

Whereas, classified employees, individually and collectively, set an exemplary standard of performance and commitment; and

Whereas, classified professionals serve a vital role in providing for the welfare and safety of the Oroville Union High School District's students; and

Whereas, classified professionals employed by the Oroville Union High School District strive for excellence in all areas relative to the educational community;

Therefore, be it resolved that the Oroville Union High School District hereby recognizes and wishes to honor the contribution of the classified professionals to quality education in the state of California and the Oroville Union High School District and declares the week of May 21st – 27th as Classified School Employee Week.

Passed and adopted this 19th day of April, 2023.

President of the Board

OROVILLE UNION HIGH SCHOOL DISTRICT

Resolution #11-22/23

TEACHER APPRECIATION WEEK

Whereas, a strong, effective system of free public education for all children and youth is essential to our democratic system of government; and

Whereas, the United States and the State of California has made considerable progress in the social, technological, and scientific fields due to our system of free and universal public education; and

Whereas, much of this progress can be attributed to the qualified and dedicated teachers entrusted with the educational development of our children; and

Whereas, teachers should be accorded high public esteem, reflecting the value the community places on public education; and

Whereas, PTSA is keenly aware of the importance of teachers in children's reaching their full potential; and

Whereas, it is appropriate that teachers be recognized for their dedication and commitment to educating our children;

Now, therefore, the Oroville Union High School District Board of Trustees hereby proclaims May 8th – 12th as PTSA Teacher Appreciation Week and urges all citizens to pay tribute to our public school teachers.

Adopted this 19th day of April, 2023.

President of the Board



EDUCATION SERVICES DEPARTMENT
OROVILLE UNION HIGH SCHOOL DISTRICT

MEMO

To:	OUHSD Board of Trustees	Date:	Mar 31, 2023
From:	Jon Wood - Director of Education		
Subject:	Contract with Daybreak Medical for Student Counseling Services		

Recommendation: APPROVAL

Background:

Throughout OUHSD, we are seeing significant numbers of students who are affected by trauma and other life factors that inhibit their ability to perform to the best of their ability academically. Many of these students do not have access to counseling services because it is cost prohibitive or there is a lack of local availability. This is especially true for students whose families do not qualify for Medi-Cal services. Because of this, we would like to enter into a service agreement with Daybreak Medical. This agreement would provide over 1000 hours of counseling (approximately 80 students) services for students across the district. Students will be given space and time at all campuses to be able to take advantage of this service. This agreement will also provide 6 parent and community virtual classes that can cover a variety of mental health related topics.

Financial Impact:

\$116,000 to be taken from Supplemental and Concentration funds. However this could change depending on other budget needs.

SERVICES AGREEMENT

This Services Agreement (the “Agreement”) is made and entered into this 9 day of March, 2023 by and between Oroville Union High School District (hereinafter referred to as “Entity”) and Daybreak Medical PC, (hereinafter referred to as “Provider.”)

PROVIDER.

Daybreak Medical PC
Provider

415 992 6155 _____
Telephone Number

447 Sutter St, Suite 405
Street Address

16503606913 _____
Fax Number

San Francisco, CA 94108
City, State, Zip code

partnerships@daybreakhealth.com
E-mail Address

86-3772055
Tax Identification or Social Security Number

License Number (if applicable)

- A. Entity desires to engage Provider services as more particularly described on “Statement of Work” which is attached hereto and incorporated herein by this reference (“Services”).
- B. Provider has the necessary qualifications by reason of training, experience, preparation and organization, and is agreeable to performing and providing such Services, upon and subject to the terms and conditions as set forth below in this Agreement.

NOW THEREFORE, for valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto hereby agree as follows:

1. **CONDITIONS.** Provider will have no obligation to provide services until Entity returns a signed copy of this Agreement.
2. **NATURE OF RELATIONSHIP.** The parties agree the relationship created by this Agreement is that of independent contractor. In performing all of the Services, Provider shall be, and at all times is, acting and performing as an independent contractor with Entity, and not as a partner, coventurer, agent, or employee of Entity, and nothing contained herein shall be construed to be inconsistent with this relationship or status. Provider is not granted any right or authority to assume or to create any obligation or responsibility, express or implied, on behalf of or in the name of Entity or to bind the Entity in any manner. Except for any materials, procedures, or subject matter agreed upon

between Provider and Entity, Provider shall have complete control over the manner and method of performing the Services.

Provider understands and agrees to independent contractor status. Provider understands and agrees that the filing and acceptance of this Agreement creates a rebuttable presumption and that the Provider, officers, agents, employees, or subcontractors of Provider are not entitled to coverage under the California Workers' Compensation Insurance laws, Unemployment Insurance, Health Insurance, Pension Plans, or any other benefits normally offered or conveyed to Entity employees. Provider will be responsible for payment of all Provider employee wages, payroll taxes, employee benefits, and any amounts due for federal and state income taxes and Social Security taxes. These taxes will not be withheld from payments under this agreement.

3. NON-EXCLUSIVITY.

- a. During the term of this agreement Provider may, independent of Provider's relationship with the Entity, without breaching this Agreement or any duty owed to the Entity, act in any capacity, and may render services for any other entity.
- b. During the term of this Agreement the Entity may, independent of its relationship with the Provider, without breaching this Agreement or any duty owed to the Provider contract with other individuals and entities to render the same or similar services to the Entity.

- 4. SERVICES.** Provider shall provide Entity with the services, which are described on the "Statement of Work" (the "Work" or "Service") attached hereto and incorporated herein by this reference. Entity acknowledges that neither the online platform through which counseling shall be provided (the "Platform") nor counselors employed by Provider to provide the Services ("Counselors") provide or facilitate any assistance in medical emergencies, recommendations or information regarding drugs or medical treatment, nor will the Counselors provide a clinical diagnosis requiring an in-person evaluation (and the Platform is not intended for such use). Moreover, neither Provider nor Counselors will provide official documentation or approvals for court-ordered counseling or emotional service dog certification. The Platform and Counselor services are provided "as is" without any express or implied warranties, including without limitation, warranties of merchantability or fitness for a particular purpose, and Entity hereby releases Provider from any claim of any nature resulting from use of the Platform or the Counselors' services, including, without limitation, any act, omission, opinion, response, advice, suggestion, information and/or service of any Counselor and/or any other content or information accessible through the Platform. Provider will use commercially reasonable efforts to ensure the Platform's reliability and accessibility, however Entity acknowledges that Provider cannot guarantee that such access will be uninterrupted or that it will be accessible or error-free at all times. The terms in this Statement of Work

apply only to this Statement of Work and prevail over all other conflicting or different terms and conditions set forth in the Agreement.

5. **TIME OF PERFORMANCE.** The term of this Agreement shall commence on April 20, 2023 (the "Services Commencement Date"), and terminate on June 30, 2024. All work and services contracted for under the terms of this Agreement shall be undertaken and completed in such sequence as to assure their full completion in accordance with the terms and conditions set forth in this Agreement.

6. **PAYMENT AND EXPENSES.** All payments due to Provider are set forth in the "Schedule of Fees" attached hereto and incorporated herein by this reference.

All payments due Provider are set forth in "Schedule of Fees" and shall be paid by the Entity within 15 days of the Services Commencement Date as specified by on the receipt of a proper, undisputed invoice from Provider. The Entity reserves the right, in its sole and absolute discretion, to reject any invoice that is not submitted in compliance with the Entity's standards and procedures. In the event that any portion of an invoice submitted by a Provider to the Entity is disputed, the Entity shall only be required to pay the undisputed portion of such invoice at that time, and the parties shall meet to try to resolve any disputed portion of any invoice.

The rates set forth in "Schedule of Fees" are not set by law, but are negotiable between Provider and Entity.

7. **ASSIGNMENT AND SUBCONTRACTORS.** Provider shall not assign, sublet, or transfer this Agreement or any rights under or interest in this Agreement without the prior written consent of the Entity, which may be withheld by the Entity in its sole and absolute discretion for any reason. Nothing contained herein shall prevent Provider from employing independent associates, subcontractors, and sub-consultants as Provider may deem appropriate to assist in the performance of services herein, subject to the prior written approval of the Entity. Any attempted assignment, sublease, or transfer in violation of this Agreement shall be null and void, and of no force and affect. Any attempted assignment, sublet, or transfer in violation of this Agreement shall be grounds for the Entity, in its sole discretion, to terminate the Agreement.

8. **TERMINATION OR AMENDMENT.** This Agreement may be terminated or amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 60 days advance written notice. In the event of cancellation prior to completion of the specified services, all finished or unfinished projects, documents, data, studies, and reports prepared by the Provider under this agreement shall, at the option of the Entity, become Entity property.

The parties to this Agreement shall be excused from performance thereunder during the time and to the extent they are prevented from obtaining, delivering, or performing due to act(s) of God. Satisfactory evidence thereof to the other party is required, provided that it

is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.

9. **NOTICE.** Any notices required or permitted to be given under this Agreement shall be deemed fulfilled by written notice, demand or request personally served on (with proof of service endorsed thereon, or mailed to, or hereinafter provided) the party entitled thereto or on its successors and assigns, and may be given by:
- a. Personal delivery;
 - b. Overnight commercial courier;
 - c. Certified or registered prepaid U.S. mail, return receipt requested; or
 - d. Electronic mail or electronic facsimile transmission; provided that if given electronically, an additional copy shall also be delivered by a, b, or c, above.

If mailed, such notice, demand, or request shall be mailed certified or registered mail, return receipt requested, and deposited in the United States mail addressed to such party at its address set forth below or to such address as either party hereto shall direct by like written notice and shall be deemed to have been made on the third (3rd) day following posting; or if sent by a nationally recognized overnight express carrier, prepaid, such notice shall be deemed to have been made on the next business day following deposit with such carrier. For the purposes herein, notices shall be sent to the Entity and the Provider as follows:

Oroville Union High
Entity

Attn: _____

2211 Washington Avenue,
Street

Oroville, CA 95966
City, State, Zip Code

Daybreak Medical PC.
Provider

Attn: Alex Alvarado _____

447 Sutter St, Suite 405
Street

San Francisco CA 94108
City, State, Zip Code

10. **COMPLIANCE WITH LAWS.** Provider hereby agrees that Provider, officers, agents, employees, and subcontractors of Provider shall obey all local, state, and federal laws and regulations in the performance of this Agreement, including, but not limited to minimum wages laws and/or prohibitions against discrimination.

Provider, officers, agents, employees and/or subcontractors of Provider shall secure and maintain in force for the full term of this Agreement, at Provider's sole cost and expense, such licenses and permits as are required by law, in connection with the furnishing of all the Services, materials, or supplies necessary for completion of the Services described.

11. **NON-DISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**

Provider represents and agrees that it does not and shall not discriminate against any employee or applicant for employment, Entity, individual or group of individuals, because of ancestry, age, color, disability (physical and mental, including HIV and AIDS), genetic information, gender identity, gender expression, marital status, medical condition, military or veteran status, national origin, race, religion, sex/gender, and sexual orientation.

12. **INDEMNIFICATION.** To the fullest extent permitted by law, Provider agrees to defend, indemnify, and hold harmless Entity, its governing board, officers, agents, employees, successors, assigns, independent contractors and/or volunteers from and against any and all claims, demands, monetary or other losses, loss of use, damages and expenses,, including but not limited to, legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property resulting from bodily injury, illness, communicable disease, virus, pandemic, or any other loss, sustained or claimed to have been sustained arising out of activities of the Provider or those of any of its officers, agents, employees, participants, vendors, customers or subcontractors of Provider, whether such act or omission is authorized by this Agreement or not.

Provider also agrees to pay for any and all damage to the real and personal property of the Entity, or loss or theft of such property, or damage to the Property done or caused by such persons. Entity assumes no responsibility whatsoever for any property placed on Entity premises by Provider, Provider's agents, employees, participants, vendors, customers or subcontractors. Provider further hereby waives any and all rights of subrogation that it may have against the Entity. The provisions of this Indemnification do not apply to any damage or losses caused solely by the negligence of the Entity or any of its governing board, officers, agents, employees and/or volunteers.

Provider's indemnification obligations and liability only extend to claims asserted against Entity by third parties and are conditioned upon Entity promptly notifying Provider of such claim, giving Provider sole control of the defense and any settlement of such claim, and, at Provider's request and expense, reasonably cooperating with such claim. Under no circumstances will Provider be liable to the extent any claim arises from the negligence or willful misconduct of Entity. Provider's maximum liability hereunder shall not exceed the aggregate amounts paid to Provider by Entity during the term of the Agreement.

13. **DISPUTE RESOLUTION.**

Any controversy or claim arising out of or relating to this Agreement, or the breach thereof, shall be settled by arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association, and judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction thereof, provided however, that each party will have a right to seek injunctive or other equitable relief in a court of law. The prevailing party will be entitled to receive from the nonprevailing party all costs, damages and expenses, including reasonable attorneys' fees, incurred by the

prevailing party in connection with that action or proceeding, whether or not the controversy is reduced to judgment or award. The prevailing party will be that party who may be fairly said by the arbitrator(s) to have prevailed on the major disputed issues. Entity hereby consents to the arbitration in the [State of California in the county of San Francisco.]

14. **ATTORNEYS FEES.** In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or arbitrator, shall be entitled to recover its reasonable attorney fees and costs incurred in connection with such actions or proceeding
15. **NATURE OF AGREEMENT.** This Agreement constitutes a binding expression of the understanding of the parties with respect to the services to be provided hereunder and is the sole contract between the parties with respect to the subject matter thereof. There are no collateral understandings or representations or agreements other than those contained herein. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.
16. **BINDING EFFECT.** This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.
17. **WAIVER.** No claim or right arising out of a breach of this Agreement can be discharged in whole or in part by a waiver or renunciation of the claim or right unless such waiver is in writing.
18. **SEVERABILITY.** It is intended that each paragraph of this Agreement shall be treated as separate and divisible, and in the event that any paragraphs are deemed unenforceable, the remainder shall continue to be in full force and effect so long as the primary purpose of this Agreement is unaffected.
19. **PARAGRAPH HEADINGS.** The headings of paragraphs hereof are inserted only for the purpose of convenient reference. Such headings shall not be deemed to govern, limit, modify or in any other manner affect the scope, meaning or intent of the provisions of this Agreement or any part or portion thereof, nor shall they otherwise be given any legal effect whatsoever.
20. **AUTHORITY.** Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement. Each party warrants that the individuals who have signed this Agreement have the legal power, right, and authority to make this Agreement and to bind each respective party.

21. **COUNTERPART EXECUTION: ELECTRONIC DELIVERY.** This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission, and shall have the same legal effect as an "ink-signed" original.

IN WITNESS WHEREOF, the parties have executed this agreement as of the date first written above.

Oroville Union High School District
Entity

Daybreak Medical PC
Provider

By:

Signature

Signature

Name

Siddarth Cidambi
Name

Title

Chief Operating Officer
Title

STATEMENT OF WORK and FEES (Or attach proposal of services)

DESCRIPTION OF WORK:

Provider will provide a counseling intervention program through their virtual platform. Services include: Support for rollout and education of staff, students, and families; an online referral and intake process; virtual counseling interventions for students; and regular progress updates for school staff.

District shall receive the following services:

- Up to one thousand and forty (1,040) 1:1 counseling or intake sessions (each session to be 50 minutes in duration), covering services for approximately eighty (80) students.

- Ongoing communication and reporting with school and district leads (monthly check-ins, program reporting)

- Online intake scheduler, school staff dashboard, mobile app for students

- Up to six (6) virtual classes for families on a range of mental health topics selected from Daybreak's library of topics.

- A dedicated Account Manager for ongoing project support, reporting, and marketing materials

FEES: One hundred and sixteen thousand dollars (\$116,000) to be paid as a one-time, lump sum payment within 15 days of the Services Commencement Date. Entity shall have the option to purchase additional counseling hours at a cost of one hundred twenty dollars (\$120) per hour.



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, Ed.D, Superintendent
Date: March 16, 2023
Subject: Request Approval of Three Year SRO Contract with OPD

The Superintendent is requesting approval of a three year contract for the City of Oroville and the Oroville Police Department to provide an SRO at Oroville High, Prospect High and Community Day School from August 10, 2023 through June 10, 2026. The total cost of the agreement was \$262,500.00 or \$87,500 yearly.

The agreement and expenditure aligns with the LCAP and input received from stakeholders. The contract will be funded from the General Fund.

**MEMORANDUM OF UNDERSTANDING
BETWEEN THE
OROVILLE POLICE DEPARTMENT
AND THE
OROVILLE UNION HIGH SCHOOL DISTRICT**

This Memorandum of Understanding will start on August 10th, 2023 will remain in effect until June 10th, 2026. The following is agreed to by the Oroville Police Department and the Oroville Union High School District:

- 1. Independent Contractor.** Contractor, in the performance of this Agreement, shall be and act as an independent contractor with the sole authority for controlling and directing the performance of the details of the Services, District being interested only in the results obtained. Contractor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes with respect to Contractor's employees. If Contractor is not a resident of California and is not exempt from withholding, the District shall withhold California income taxes as required by the Revenue & Taxation Code. The Contractor shall still be responsible for payment of all state and federal taxes.
- 2. Standard of Care.** Contractor represents that Contractor has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of the District. If any of the Services are performed by any of the Contractor Parties, such work shall only be performed by competent personnel under the supervision of and in the employment of Contractor. Contractor's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession for services to California school districts.
- 3. Equipment and Materials.** Contractor shall furnish, at his/her own expense, all tools, labor, materials, equipment, supplies, transportation services and any other items (collectively, "Equipment") necessary to complete the Services in a manner which is consistent with Generally accepted standards of the profession for similar services. Notwithstanding the foregoing, District shall not be responsible for any damages to persons or property as a result of the use, misuse or failure of any equipment used by Contractor of the Contractor's agents, personal employee(s), and/or subcontractor(s) ("Contractor Parties"), even if such Equipment is furnished, rented or loaned to Contractor or Contractor Parties by District. All original curricular materials provided in conjunction with Contractor services must be authorized for use by the District only and remain exclusively the intellectual property of the authors.

4. Confidentiality. The Contractor and all Contractor Parties shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

5. Termination.

5.1 With Cause by District. District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

- 5.1.1.** material violation of this Agreement by the Contractor; or
- 5.1.2.** any act by Contractor Exposing the District to liability to others for personal injury or property damage; or
- 5.1.3.** Contractor is adjudged a bankrupt, Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.

Written notice by the District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required services from another Contractor. If the expense, fees, and costs to the District exceed the cost of providing there service pursuant to this Agreement, the Contractor shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

5.2. Reduction in District Funding. If the District has an unforeseen reduction in state funding, the District may, at any time, with or without reason, terminate this Agreement upon fifteen (15) days written notice and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day or mailing, whichever is sooner. In the event that District terminates this Agreement pursuant to this section, District shall compensate Contractor for Services completed to date.

6. Indemnification. To the furthest extent permitted by California law, Contractor shall, at its sole expense, indemnify, and hold harmless the District, the State of California, and their agents, representatives, officers, Contractors, employees, trustees, and volunteers (the "District Parties") from any and all demands, losses, liabilities, claims, suits, and actions (the "Claims") of any kind, nature, and description, including, but not limited to, personal injury, death, property damage, and Contractors and/or attorneys' fees and costs, directly or

indirectly arising out of, connected with, or resulting from the performance of the Agreement or from any activity, work, or thing done, permitted or suffered by the Contractor under or in conjunction with this agreement, unless the Claims are caused wholly by the sole negligence or willful misconduct of the District Parties. Contractor shall, to the furthest extent permitted by California law, defend the District at the Contractor's own expense, from any and all Claim(s) and allegations relating thereto with counsel approved by District where such approval is not to be unreasonably withheld. Whereas the cost to defend the District Parties charged to the Contractor shall not exceed the Proportionate percentage of Contractor's fault as determined by a court of competent Jurisdiction, any amounts paid in excess of such established fault will be reimbursed by the District. Notwithstanding the previous sentence, in the event one or more defendants is unable to pay its share of defense costs due to bankruptcy or dissolution of the business, such defendant shall meet and confer with other parties regarding unpaid defense costs. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

7. **Insurance.** The contractor shall procure and maintain at all times it performs any portion of the Services the following insurance:

7.1. General Liability. One Million Dollars (\$1,000,000) per occurrence and two Million Dollars (\$2,000,000) general aggregate for bodily injury, personal injury and property damage in the form of Comprehensive General Liability and Contractual Liability.

7.2. Automobile Liability Insurance. One Million Dollars (\$1,000,000) per occurrence and One Million Dollars (\$1,000,000) general aggregate for automobile liability insurance that shall protect the Contractor and the District from all claims of Bodily injury, property damage, personal injury, death, and medical payments arising performing any portion of the Services by Contractor.

7.3. Workers' Compensation and Employers' Liability Insurance. For all the Contractor's employees who are subject to this Agreement and to the extent required by the applicable state or federal law, Contractor shall keep in full force and effect, a Workers' Compensation policy. That policy shall provide employers' liability coverage with minimum liability coverage of One Million Dollars (\$1,000,000) per accident for bodily injury or disease. Contractor shall provide an endorsement that the insurer waives the right of Subrogation against the District and its respective elected officials, officers, employees, agents, representatives, Contractors, Trustees, and Volunteers.

7.4. Other Insurance Provisions:

- 7.4.1.** The general liability and automobile liability policies are to contain, or be endorsed to contain, the following provisions:

7.4.1.1. The District, its representatives, Contractors, trustees, officers, officials, employees, agents, and volunteers ("Additional Insureds") are to be covered as additional insureds as respects liability arising out of activities performed by or on behalf of the Contractor; instruments of Service and completed operation of the Contractor; premises owned, occupied or used by the Contractor; or automobiles owned, leased, hired or borrowed by the contractor. The coverage shall contain no special limitations on the scope of protection afforded to the Additional Insureds.

7.4.1.2. For any claims related to the projects, the Contractor's insurance coverage shall be primary insurance as respects the Additional Insureds. Any insurance or self-insurance maintained by the Additional Insureds shall be in excess of the Contractor's insurance and shall not contribute with it.

7.4.1.3. Any failure to comply with reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to the Additional Insureds.

7.4.2. The Contractor's Insurance shall apply separately to each insured against who claim is made of suit is brought, except with respect to the limits of the insurer's liability.

7.4.3. Each insurance policy required by this clause shall be endorsed to state that coverage shall not be canceled except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.

7.4.4. Contractor shall furnish the District with Certificates of insurance showing maintenance of the required insurance coverage and original endorsements affecting general liability and automobile liability coverage. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. All endorsements are to be received and approved by the District before Services commence.

8. Limitation of District Liability. Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

EXHIBIT A

Scope of Services

This agreement is made between the Oroville Police Department and the Oroville Union High School District hereafter to be referred to as the "School District."

The Oroville Police Department and the Oroville Union High School District recognize the need for a School Resource Officer (SRO) to be directly involved with the youth on the campus of Oroville High School and Prospect Alternative Center for Education. The School District is very aware of the potential for violence on school campuses; the widespread drug and alcohol use by students, both on and off school campuses; and the gang mentality sweeping the youth of today toward criminal behavior.

The purpose of the School Resource Officer is to be a liaison between the staff, faculty, students, and parents of the students at Oroville High School and Prospect Alternative Center for Education to promote a safe environment where an orderly educational process can take place.

The School Resource Officer Program will receive support beginning August 10, 2023 through June 10, 2026 or until 30-day written notice of termination is given by either party. This MOU is subject to review upon request by either party. The School Resource Officer will be available to the School District every regular day School is in session. When school is not in regular session, the School Resource Officer will be assigned to the Oroville Police Department.

The Oroville Police Department will provide the following services:

Under the Oroville Police Department Supervision, dedicate one full time Officer to Oroville High School and Prospect Alternative Center for Education. The schedules will be coordinated between the Oroville Police Department and Principal of Oroville High School and the Principal of Prospect Alternative Center for Education.

1. The officer will coordinate enforcement details targeting truancy and assist faculty and staff in the development of a proactive truancy enforcement program.
2. The Oroville Police Department will provide all necessary training that would improve the effectiveness of the officer.
3. The officer will participate in home visits to student truants along with outreach workers and monthly meetings of the Truancy Team to Coordinate with other Truancy prevention related services.
4. The officer will coordinate enforcement details with campus staff targeting students and problem areas involving vandalism, narcotics, fighting, reckless driving, loitering etc. The officer will

work with staff and the surrounding business community to target problems on or off campus involving students.

5. The officer will assist school staff with the development of yearly update, practice drills and implementation of the school's safety plan.
6. The officer may participate in the weekly school meetings and have weekly contact with school administrators.
7. The officer may also participate in other activities not specifically covered in the MOU such as the Every 15 Minutes Program that are mutually agreed upon by the Participating Agencies that fall within the total authorized hours/cost.
8. The Officer will provide quarterly reports regarding the number of citations, home visits/Probation sweeps, student and parent contacts, staff and classroom presentations, attend coalition meeting, and other related activities.
9. The term of this contract is (3) three years beginning August 2023.
10. The Oroville Police Department will provide a quarterly invoice to OUHSD for 21,875.00 dollars for a total of 262,500.00 dollars by June 30, 2026 and the final invoice will include the End of Year Report. The billing to OUHSD shall be invoiced reflecting the total number of hours worked by the Officer for duties requested or required as overtime or straight-time assignments.
11. Overtime will be contracted on an as needed basis.

The Oroville Union High School District agree to the following:

1. To provide the officer with office space and the necessary furniture to conduct interviews, write reports, etc. Prepare a work schedule for the SRO that is agreeable to the Oroville Police Department. The schedule may be modified with agreement by both the Oroville Police Department and the Oroville Union High School District.
2. In the absence of an actual crime being committed in the presence of a sworn SRO, they are subject to the same rules of search and seizure as any other District/COE employee; if a crime is committed in their physical presence, they are entitled to proceed in the same manner as a peace officer in any other situation or circumstance.
3. In the traditional role of an SRO: The SRO may **briefly** detain and question a student regarding a specific potential violation of law or school district policy, as long as the interview (detention) is not arbitrary, capricious, or performed in a harassing manner; and
4. The SRO may conduct searches of student property if there is a "reasonable suspicion" that the student currently possesses illegal or prohibited property, or that a bag/locker, etc., **presently contains** direct evidence of a crime or breach of District Policies.

Financial Commitment:

The Oroville Union High School District will contribute 262,500.00 dollars towards a 3 year contract and the cost of the Oroville Police Officers in the role of School Resource and Truancy Officer.

The Foregoing has been agreed upon by the following:

Dr. Corey Willenberg, Superintendent
Oroville Union High School District

Date

Bill LaGrone, Chief of Police
Oroville Police Department

Date

David Pittman, Mayor
City of Oroville

Date



To: Oroville Union High School District Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: April 3, 2023
Subject: Request Board Approval for Facility Fee Waiver

The Boys and Girls Club is a great community partner to the Oroville Union High School District. They currently use two classrooms at Las Plumas High School and Oroville High School to house their Oroville Clubhouses.

OUHSD would like the Boys and Girls Club to offer educational and social emotional activities at summer school, which is being housed at Oroville High School and Oroville Adult Education.

The Superintendent is requesting Board approval to change the fee waiver approval from two years to four years (23/24 - 27/28).



Mary Sakuma

Superintendent

msakuma@bcoe.org

Student Programs and Educational Support

Michelle Zevely

Associate Superintendent

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Student Educational Services

Maryanne Taylor

Senior Director

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Oroville, CA 95965

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Fx: (530) 532-5794

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Mesa Vista School

Dominic Manfredi

Principal, Special Ed

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dmanfredi@bcoe.org

Board of Education

Karin Matray

Alan White

Brenda J. McLaughlin

Amy Christianson

Mike Walsh

Julian Diaz

Daniel Alexander

An Equal Opportunity

Employer

1859 Bird Street

Oroville, CA 95965

(530) 532-5757

Fax (530) 532-5794

<https://www.bcoe.org/>

3/18/23

Dear Board Members,

My name is Cami Anderson and I am one of the Coordinators of the annual Butte County Office of Education School Site Track Meet event held at Harrison Stadium. We are in our 20th year of providing this opportunity for students with disabilities, ages pre-K through age 22, to compete in track and field events. This event is free of charge to all participants, of which there is typically 650 in attendance along with over 400 volunteers. All athletes have disabilities and this is the largest event they compete in yearly, which is held annually on the first Friday in May, which falls on May 5, 2023 this year. This is a not for profit event, and any proceeds collected go right back into supporting athletes in attending the subsequent years event.

Our event management team is requesting that the Harrison Stadium facility use fee be waived for this event. We appreciate your consideration in waiving the facility fee and look forward to another great event at Harrison Stadium. Mark your calendars and feel free to stop by and check out our event, you'll see the most smiles in one place that you'll ever experience.

If you have any further questions, please feel free to contact me at:

Cami Anderson

canderso@bcoe.org

530-532-5740 ext. 1008

Sincerely,

SSTM Management Team

(Cami Anderson, Heidi Erickson, Gina McKellar, Lawna Dunbar, Lindsay Canales, Mike Martini and Laurie Sousa)

"WHERE STUDENTS COME FIRST"

Requesting Organization: BCOE Special Olympics
 Facility Requested: Harrison Stadium
 Date Requested: 5/5/2022 Group: II

Facility Charge (includes attendant)	# of hours	Rate	Total
First Hour	1.0	125.00	125.00
Additional Hours	6.0	50.00	300.00
Additional Hours (with lights - Harrison only)	0.0	75.00	0.00
			425.00

Additional Custodial	# of hours	Rate	Daily Total
Harrison Stadium	2.0	48.34	96.68
Gym		48.34	0.00
Classroom		48.34	0.00
Other		48.34	0.00
	2.0	38.00	96.68

Extra help during event	# of hours	Rate	Total
Additional Attendance for large events		48.34	0.00
Sound System		0.00	0.00
District Security		48.34	0.00
Oroville Police Dept.		57.51	0.00
			0.00

Summary of Charges	Total
Total Event Charges	\$521.68

Facility Use Deposit (separate check)

\$100 Classroom \$500 Library/Gym \$1,000 Harrison Stadium

The facility deposit may be forfeited in the event of damage to the facility or excessive trash being left.