

ALL MEETINGS ARE RECORDED

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

REGULAR MEETING AGENDA

Wednesday, January 18, 2023, 5:30 p.m. in the Transportation Conference Room, located at 2139 Washington Avenue, Oroville, CA 95966 and via YouTube (see coversheet for login information)

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; review of possible layoffs/non-reelects; administrative evaluations]
- **Conference with Legal Counsel-Anticipated or Existing Litigation—Gov't. Code Section 54956.9** [Case name unspecified because disclosure would jeopardize negotiations]
- **Conference with Labor Negotiators—Gov't. Code Sec. 54947.6** [OSTA/CSEA: Dr. Corey Willenberg, Superintendent, designated representative]
- **Graduation Requirement Waiver – California Education Code Section 51225.3**
- **Pupil Discipline—California Education Code Sections 48918/35146**

RESULTS OF CLOSED SESSION

PLEDGE OF ALLEGIANCE

APPROVAL OF AGENDA VARIANCE

PUBLIC HEARING (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. The President will also will read aloud any comments or questions received by 2:00 p.m. on the board meeting date. Presentations are **limited to three (3) minutes per person and fifteen (15) minutes per subject**. The Board is prohibited by State law from taking action on any item not listed on the agenda, except under special circumstances as defined in the Government Code.

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON AGENDA ITEMS

At this time, the President will invite anyone in the audience wishing to address the Board on a matter listed on the agenda to step to the podium, state their name for the record and make their presentation. The President will also will read aloud any comments or questions received by 2:00 p.m. on the board meeting date. Presentations are **limited to three (3) minutes per person and fifteen (15) minutes per subject**

REGULAR BOARD AGENDA FOR JANUARY 18, 2023

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

2. Board Comments
3. Superintendent
4. Administration
5. DOJ Update
6. 21/22 California School Dashboard Indicators

OLD BUSINESS (None)

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

7. Minutes from the December 14th Board Meeting
8. Check Registers Dated 12/6 – 1/9
9. Monthly Financial Report
10. 2nd Quarter Scholarship Donation Report
11. Donation of \$215 from the Ladies Auxiliary FOE to PHS for Senior Festivities
12. Independent Contractor Agreement with Cary Yasuhara for DJ Services at the Winter Formal
13. New Foundations in Health Science Course Description
14. Addition of “Wonder” Novel as Supplemental Materials to English Classes
15. 22/23 CTE Committee Members
16. School Accountability Report Cards – LPHS, OHS, PHS and CDS
17. Graduation Waiver Requests
18. High Risk Activity #1 – OHS Ski Trip to Mt. Shasta Ski Park
19. High Risk Activity #2 – OHS Environmental Club Overnight Camp Trip in Trinidad, CA
20. High Risk Activity #3 – OHS Cheerleaders to the National Competition in Las Vegas, NV

NEW BUSINESS

21. Review/Revise One-time Project List (Watts)

Four lists are presented for review and/or revision: 1) Current projects approved for completion; 2) Request to approve additional projects; 3) Completed projects; and 4) Projects removed by Board on 11/18/22. District staff is seeking direction as to specified projects and board priorities.

Board’s pleasure

Enclosure

22. Acceptance of June 30, 2021 Audit Report (Watts)

Mrs. Watts will present the district’s June 30, 2022 Audit Report prepared by Christy White Associates
Recommend acceptance of the June 30, 2022 Audit Report

Enclosure

23. MOU with the County of Butte for SRD Services Through June 30, 2023 (Willenberg)

The District was notified by the Butte County Sheriff’s Office that they could provide a 20 hour per week deputy to perform SRD duties at LPHS, PHS and CDS from January 31, 2023 – June 30, 2023. The contract will be funded by ESSER III. **Recommend approval**

Enclosure

REGULAR BOARD AGENDA FOR JANUARY 18, 2023

24. Resolution for Tie-Breaking Criteria for Certificated Employees (Willenberg)

The District must approve a resolution to establish tie-breaking criteria for those certificated employees having the same date of first paid service to the district. This is the same criteria used last year.

Recommend approval of Resolution #8-22/23

Enclosure

25. District EL Master Plan (Wood)

This guide is intended to not only foster compliance, but also to create the most positive learning environment for English learners in OUHSD. The goal is that we can provide the opportunity for these students to increase proficiency in English, thereby achieving high academic standards, self-esteem, and a cross-cultural understanding that will enable them to be productive contributors to our multilingual/multicultural society. Although many people have contributed to the development of this Master Plan, there is a belief that permeates throughout: all English learners should have equal access to the core curriculum, and the curriculum should be as rigorous as the one for native English speakers.

Recommend approval

Enclosure

26. Acceptance of Grant Funds from the BCOE Charitable Trust (Willenberg)

The District has received \$40,000 from the BCOE Charitable Trust, which will be used to purchase additional Chromebooks. **Recommend acceptance of grant funds**

Enclosure

27. Revisions to Administrative Regulation 6145.2 (Athletic Competition) (Willenberg)

The Superintendent and Athletic Directors (AD's) met to discuss drug testing, athletic eligibility and probationary periods. The AD's believe that our current eligibility and probationary periods are consistent with most North Section schools and therefore, should not be changed. They did want to adjust the athletic drug testing policy by requiring an athlete to receive drug/alcohol education for the first offense rather than automatically losing one-third of a season. **Recommend approval**

Enclosure

28. Paying AP Exam Fees with A-G Access Grant Funds (Watts)

BP 6141.5 allows for the payment of AP exam fees for eligible low-income students and other students with a score of 3 or better that are enrolled in an AP class in the semester that they take the test. This has been funded with Title VI funds in the past. The A-G Access Grant plan has also allocated funding for the payment of AP exam fees. It is being proposed that the A-G Access Grant funds be used to pay for the excess costs to pay for exam fees for all students in advance of taking the tests. Once the A-G Access Grant funds are fully utilized or the expenditure deadline is passed, AP exam payments will revert back to the practice as defined in board policy. **Recommend approval**

29. MOU with CSEA Chapter #342 (Willenberg)

The District and CSEA agreed on an MOU concerning filling the District's temporary need to fill positions during the 22/23 school year. **Recommend approval**

Enclosure

30. Extension of a MOU with the Boys & Girls Club of the North Valley (Willenberg)

The District has an existing MOU with the Boys & Girls Club through June 30, 2023, to provide academic support, social emotional support, health and wellness support and job readiness support to our students, which is funded through the Expanded Learning Opportunity Grant. The District is seeking to extend the MOU through June 30, 2024. **Recommend approval**

Enclosure

REGULAR BOARD AGENDA FOR JANUARY 18, 2023

31. New MOU with the Boys & Girls Club of the North Valley (Willenberg)

The District is seeking approval of a new MOU with the Boys and Girls Club through their After School Safety and Enrichment for Teens (ASSET) grant through June 30, 2027. They will provide our students with a high quality and school year programs that will focus on social emotion learning, access to technology and the internet, health and wellness, leadership skills, and academic and career supports. **Recommend approval.**

Enclosure

32. Out of State Travel Request #1 (Willenberg)

Las Plumas High School is seeking approval for Dr. Lamar Collins and Froylan Mendoza to attend the Cutler Consulting Group's Winter Conference in Reno, NV, on February 19th and 20th. All expenses will be funded by the LPHS administrative budget. **Recommend approval**

Enclosure

33. Out of State Travel Request #2 (Willenberg)

Oroville High School is seeking approval for Teresa Leyva and Jon Permann to attend the National Science Teacher Association Conference in Atlanta, GA, from March 22nd – 25th. All expenses will be funded by Title I. **Recommend approval**

Enclosure

34. Personnel Assignment Order

Approval is requested for the following Personnel Assignment Order:

Certificated

Brad Bidlack
Teacher-CIS
Retirement w/cont'd District pd benefits until
age of 65yrs & w/\$2000 Early Tells Incentive
Effective 6/2/2023

William McCutchen
Librarian
Resignation
Effective 6/2/2023

Eric Isenberg
Teacher – LPHS
Resignation w/\$2,000 Early Tells Incentive
Effective 6/2/2023

2022/23 Extra Duty Assignments

OHS

Drama – Stephanie Greco

Classified

Vanessa Scarbrough
Para-Educator II – LPHS
Resignation
Effective 12/31/2022

Christina McDonald
Para-Educator II – OHS
7 hrs. P/day; 195 days p/yr.
Step/Column 12/D \$18.84 p/hr.
Effective 1/19/2023

Christina McDonald
Para-Educator II - OHS
Temporary and voluntary Grant Funded
increase from 7 hrs. P/day to 8 hrs. /day
Effective 1/19/2023 – 23/24 school year

Margie Osby
Para-Educator II – ATC
Termination prior to completion of
probationary period
Effective 1/4/2023

Michela Monnot
Administrative Secretary – PHS
Resignation
Effective 1/30/2023

Libbie Benedict
Grant Funded Para-Educator II – LPHS
Increase from 4 hrs. P/day to 6 hrs. p/day
Effective 1/9/2023

REGULAR BOARD AGENDA FOR JANUARY 18, 2023

Certificated (Cont.)

Classified (Cont.)

Michael Commander
SH Para-Educator II – LPHS
Voluntary transfer to CDS at step/column
12/E01 \$19.79 p/hr.
Effective 1/19/2023

Amy Rempel
Para-Educator II – ATC
Resignation
Effective 1/20/2023

35. Outside Expulsion Case #3-22/23

36. Items for Next Agenda

ADJOURNMENT

The meeting will be adjourned to a regular board meeting scheduled for Wednesday, **February 15, 2023**, at 5:30 p.m. in the Transportation Conference Room.



To: OUHSD Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: January 9, 2023
Subject: California School Dashboard Indicators for 2021-2022

The California Department of Education released the California School Dashboard Indicators in December 2022 for the 2021-2022 school year.

OUHSD met our local indicators in Implementation of Academic Standards, Parent and Family Engagement, Climate, Access to a Broad Course of Study and Basics: Teachers, Instructional Materials and Facilities.

OUHSD improved the Graduation Rate to 87.9% and increased from the previous year of 83.5%.

OUHSD improved Suspension Rates to 5.5%, a decrease from the previous year 12.7% in 2019-2020.

OUHSD saw a decline in English Learner progress of 40.4%, a decrease from 60% in 2019-2020.

OUHSD saw a decline in English Language Arts proficiency of 78.6 points below standard, a decrease from .9 above standard in 2019-2020.

OUHSD saw a decline in Math proficiency of 150.1 points below standard, an increase from 83.3 points below standard in 2019-2020.






The College and Career Readiness indicator was not calculated for 2021-2022.

Attached is a report on how OUHSD performed overall.

Oroville Union High

Explore the performance of Oroville Union High under California's Accountability System.

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

<p>Suspension Rate</p>  <p>Medium</p>	<p>English Learner Progress</p>  <p>Low</p>	<p>Graduation Rate</p>  <p>Medium</p>	<p>College/Career</p> <p>Not Reported in 2022</p>
<p>English Language Arts</p>  <p>Very Low</p>	<p>Mathematics</p>  <p>Very Low</p>	<p>Basics: Teachers, Instructional Materials, Facilities</p> <p>STANDARD MET</p>	<p>Implementation of Academic Standards</p> <p>STANDARD MET</p>
<p>Parent and Family Engagement</p> <p>STANDARD MET</p>	<p>Local Climate Survey</p> <p>STANDARD MET</p>	<p>Access to a Broad Course of Study</p> <p>STANDARD MET</p>	

District Details

Optional Narrative Summary

Completed By Oroville Union High

Community and connection are central to who we are. Students, teachers and staff are all part of the OUHSD family. What makes us unique is our deep roots in the Oroville, CA community in Butte County, which is about 70 miles north of Sacramento, and is surrounded by natural beauty and countless opportunities for recreation in both rural and urban environments. We are committed to providing every student with equitable educational and extra-curricular opportunities.

NAME

Oroville Union High

ADDRESS

2211 Washington Avenue
Oroville, CA 95966-5440

WEBSITE

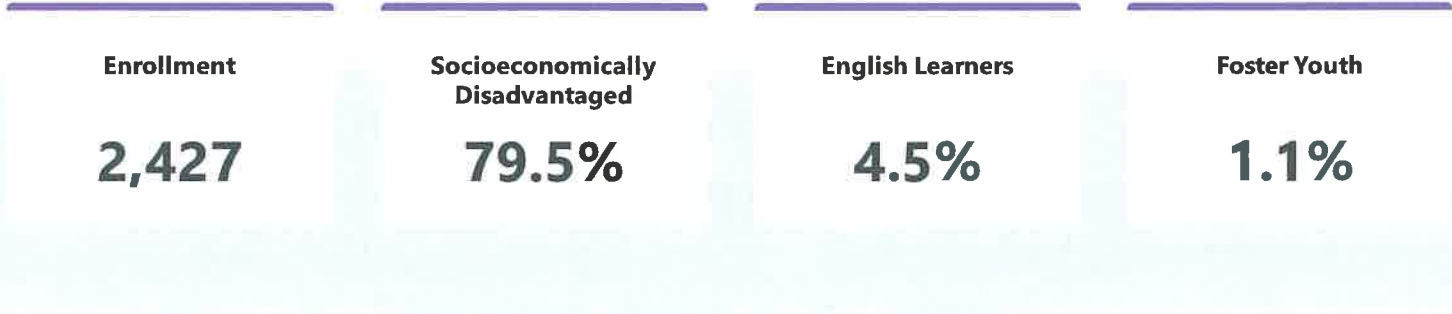
<http://www.ouhsd.org>

GRADES SERVED

9-Adult

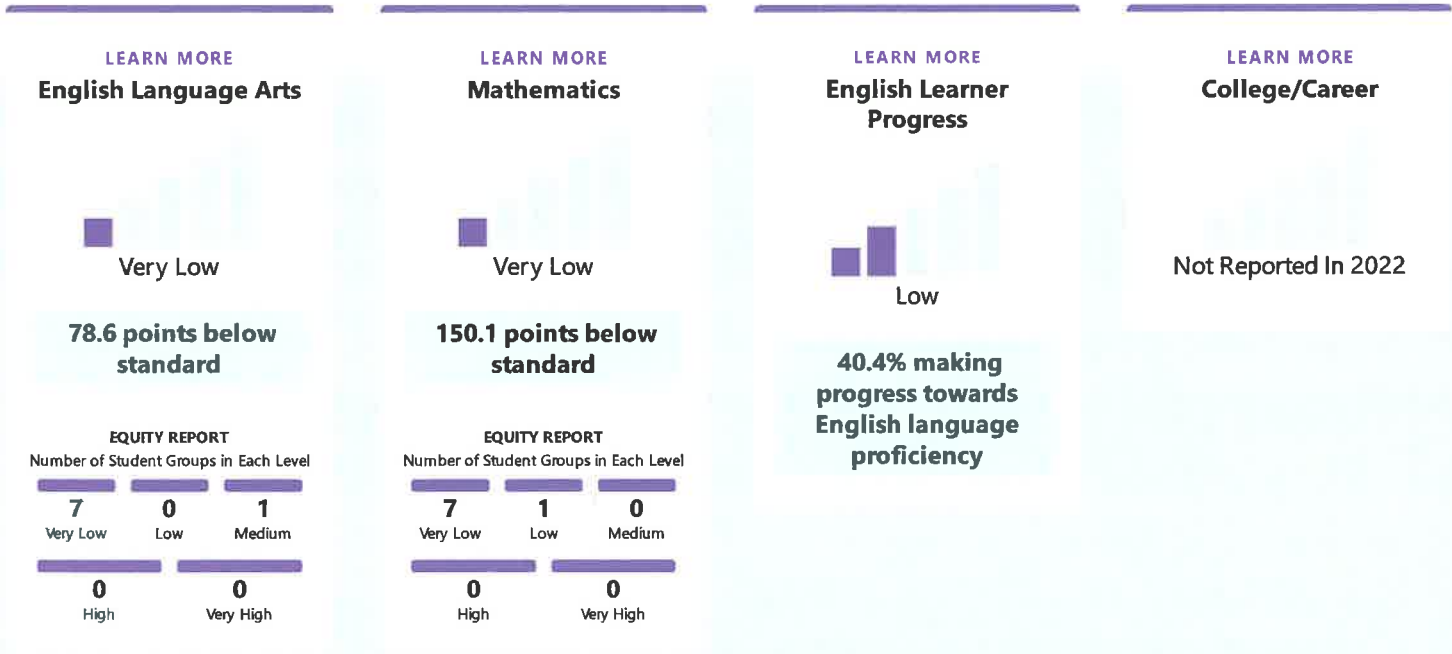
Student Population

Explore information about this district's student population.



Academic Performance

View Student Assessment Results and other aspects of school performance.



Local Indicators

[LEARN MORE](#)

Implementation of

OROVILLE UNION HIGH

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

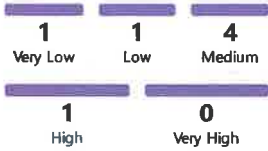
Graduation Rate



87.9% graduated

EQUITY REPORT

Number of Student Groups in Each Level



Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

OROVILLE UNION HIGH

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



Medium

5.5% suspended at least one day

EQUITY REPORT

Number of Student Groups in Each Level



Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

[LEARN MORE](#)

Parent and Family Engagement

STANDARD MET

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

**OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING
December 14, 2022**

MINUTES

CALL TO ORDER

Board President, Mr. Damon, called the meeting to order at 5:30 p.m. on Wednesday, December 14, 2022, at the Transportation Conference Room and via YouTube.

1. Certificate of Appointment & Oath of Office for New and Newly Reelected Board Members

Mike Ramsey, Butte County District Attorney, administered the Oath of Office to Dr. Englund, Mrs. King and Mr. Smith.

ROLL CALL

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

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 5:35 p.m.

RESULTS OF CLOSED SESSION

At 6:15 p.m., the board reconvened to open session. No action was taken.

PLEDGE OF ALLEGIANCE

CONVENE TO ANNUAL ORGANIZATIONAL MEETING

2. Election of Board President

#59-22/23: On a motion by Mr. Sehorn, seconded by Dr. Englund, Mr. Damon was elected Board President by the following vote:

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

3. Election of Board Vice President

#60-22/23: On a motion by Mr. Damon, seconded by Mrs. King, Dr. Englund was elected Board Vice President by the following vote:

MINUTES OF REGULAR MEETING – DECEMBER 14, 2022

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

4. Election of Board Clerk

#61-22/23: On a motion by Mr. Damon, seconded by Dr. Englund, Mrs. King was elected Board Clerk by the following vote:

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

5. Establishment of Board Meeting Dates, Time, and Location

#62-22/23: On a motion by Mr. Sehorn, seconded by Mrs. King, meetings will remain on the third Wednesday of the month at 5:30 p.m. in the Transportation Conference Room by the following vote:

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

6. Board Governance Handbook

#63-22/23: On a motion by Mr. Sehorn, seconded by Mrs. King, the Board Governance Handbook was approved as presented by the following vote:

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

APPROVAL OF AGENDA VARIANCE

#64-22/23: On a motion by Mrs. King, seconded by Dr. Englund, 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)

RECOGNITIONS AND PRESENTATIONS

7. Student Achievement/Recognition – Las Plumas High School

Dr. Collins recognized five students who were selected by their teachers: Mrs. Schneider selected Trenton Hoffman and Bryan Houghton, who are both three-sport athletes and make a point to work with our challenging students to ensure that they feel valuable and connected to the school. Mr. Lewis selected Jaius Thomas, who is an exceptional student, and an even better young man. He has been an active member of the Las Plumas community by playing two sports as well as being someone who is

MINUTES OF REGULAR MEETING – DECEMBER 14, 2022

always trying to help others when they are down. Mr. Lewis would be hard-pressed to find a student with such positive character, and pure Grit to be better. Mrs. Albrecht and Ms. Grundy selected Elliana Steele-Tirado. Although math isn't her favorite subject, she is almost always there and she works really hard. She is always nice and kind to all of her classmates and participates in all daily activities. Mr. Paim recognized Emily Williams for leading the band this year as our head drum major. She is determined, compassionate, considerate, and incredibly hard working. She volunteers her time during lunch and afterschool to ensure band members have a positive and fun experience. This includes helping other band members learn multiple instruments or planning band events. He feels fortunate to have students like Emily in the band and glad she is getting recognized for all her hard work and dedication to Las Plumas High School.

8. Recognition of Retirees

Glenn Davis (12 years) and Tom Murphy (22 years) were recognized for their years of service to the district.

9. Recognition of Outgoing Board President

Mr. Damon chose the OHS library to receive a book pertaining to baseball in his name for serving as the 2022 Board President.

HEARING OF INDIVIDUALS ON NON-AGENDA ITEMS

Before Non-Agenda Items began, Mr. Damon stated that the Board cannot comment on personnel issues. Dr. Willenberg stated that administrators are required to walk through classrooms to ensure that appropriate teaching is taking place. Administrators fill out sheets for each classroom visit that are uploaded to the Department of Justice.

John (no last name given) addressed the Board regarding an OHS English teacher who was featured on the news for what she is teaching in her classroom. He asked if the board agreed with her premise. He takes exception to what she said. She was hired to be an English teacher, but her aim is to undermine it. She is teaching ideology, which does not belong in the classroom. He feels strongly that "wokeism" has found its way to Oroville. He hopes the situation will be handled appropriately.

Corinna Brown read the district's mission and vision statements. She is upset by what this English teacher has done and feels the teacher has failed our students.

Dawn Wheeler learned about this English teacher by a news outlet. She is furthering her own political ideas, which are extremely divisive toward our citizenry. The statements she made were arrogant and ignorant. United we stand, divided we fall. Thoughts must be constructed in an appropriate manner. She is paid to teach English. She urged the board not to further her small-minded politics.

Gwen Gonzalez stated it's the teacher's job to teach students to go out in the real world to lead happy and productive lives. This teacher doesn't believe in structure and needs to be stopped.

Mark Wisterman stated that cancer left untreated will suck the life out of someone. CRT, or as he calls it, Critical Racial Theory, is like a cancer and most often effects school aged children. These teachers are being indoctrinated in college. They need to be purged before it extends further. The district needs to be transparent on how this is being dealt with and needs to stand up to the union and terminate anyone who will not do their job correctly.

Will luli asked the board what they have done to make the schools better. The state website shows that our schools rank poorly in many areas compared to other local districts. The board should be invested in our students. The kids deserve better than they are getting. Why are the Las Plumas athletic facilities in such poor shape? There is no outdoor lighting on the ball fields. Parents are moving their kids to other districts. Student-athletes are at school 8-12 hours per day. He hopes to see some things change. There is a lot of potential.

Jennifer Lopez agreed that the Las Plumas athletic facilities are in poor shape. The baseball fields at other schools are far better than ours. We have portable toilets and there is no snack bar. PCP donated a scoreboard but somebody wouldn't allow it to be installed. When she played sports in school, they rode on

MINUTES OF REGULAR MEETING – DECEMBER 14, 2022

buses. She doesn't understand why buses aren't available now. Staff are quitting because of the ways things are run. She asked about the status of changing the athletic probation period from one to three. Dr. Willenberg responded that he met with the Athletic Directors. They are making some changes to the athletic policy, but are against increasing the number of probation periods as student-athletes are students first and athletes second. She feels this is unfair to students who struggle, like her son. Dr. Willenberg responded that we provide tutoring and extra support to students. He hopes to have the athletic policy ready for the January agenda.

HEARING OF INDIVIDUALS ON AGENDA ITEMS (None)

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

10. Board Comments

Mr. Sehorn commended OHS for putting on a great Thanksgiving lunch. Students helped serve food and it was well attended. Mrs. Wiedenman shared results from her staff working on the portrait of a graduate and they are on the right track. Mr. Damon stated that he appreciates parents who care and show up to meetings. Change happens through their input. Mrs. King concurred and stated that she really enjoyed the winter band concert.

11. Superintendent

Dr. Willenberg welcomed Mr. Smith to the board. He stated that sand will be installed on the LPHS and OHS football fields and work will begin on the baseball fields as soon as the weather permits. Coaches, and sometimes parents, have to drive for athletics because the district's priority is home to school transportation. We have recently increased our number of Bus Drivers, so it should get better. A survey to collect ideas on spending priorities for two block grants will be posted tomorrow. Perfect attendance for October: LPHS 128 and OHS 117. Perfect attendance for November: LPHS 157 and OHS 117. The district received \$40,000 from the Butte County Charitable Trust, which will be used to purchase Chromebooks.

12. Administration

Mr. Wood followed up on the topic of teachers attending IEP's, 504's and SST's from the last meeting. While it would be ideal to have every teacher attend an IEP, only one teacher is required to attend. Teachers are sometimes absent, covering another class, or don't have coverage for their class in order to attend. Others are choosing not to attend. He is looking into trends of which teachers have been invited to attend but haven't shown up. The School Psychologists recommended sending reminders. Dr. Englund asked if parents could request specific teachers to attend. Mr. Wood stated that the schools try to honor those requests but a more concerted effort is needed. He is reviewing the entire IEP process to make it more effective. All programs he is responsible for are being reviewed to make sure they are in compliance to avoid issues in the future.

13. DOJ Update

Dr. Willenberg stated that he would be having a quarterly meeting with the DOJ soon. He is working on the Community Bulletin, which contains first semester data. It will be posted in January. We had 234 suspensions and 6 expulsions last year. For the first semester of this year, we have had 92 suspensions and 10 expulsions.

14. Thrive Update

Dr. Willenberg reviewed the slides, which detailed over 1200 people responding to the survey, being interviewed or attending meetings, and input from students, parents and the community on what they like about our schools as well as suggestions for change. Administration is currently working with their staff to develop a portrait of a graduate. This information will be submitted to Thrive and we should get feedback from them in January.

OLD BUSINESS (None)

MINUTES OF REGULAR MEETING – DECEMBER 14, 2022

CONSENT CALENDAR

- 15. Minutes from the November 16th Board Meeting
- 16. Check Registers Dated 11/8 – 12/5
- 17. Monthly Financial Report
- 18. Donation of \$152.31 from the Berry Creek Rancheria and Mooretown Rancheria to the LPHS Native American Club
- 19. 22/23 Agreement for Special Services (Induction Program) with BCOE
- 20. 23-25 MOU with Butte College for the Collect Connection Program
- 21. Revised 22/23 School Year Calendar to Reflect the Juneteenth Holiday
- 22. Graduation Waiver Requests
- 23. High Risk Activity – OHS Senior Picnic at the Forebay Aquatic Center

#65-22/23: On a motion by Mr. Sehorn, seconded by Mrs. King, the consent calendar was approved as presented by the following vote:

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

NEW BUSINESS

24. 23/24 School Year Calendar

#66-22/23: On a motion by Mrs. King, seconded by Dr. Englund, the calendar was approved as presented by the following vote:

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

25. First Interim Report

Mrs. Watts reported that the General Fund is based on an ADA estimate of 2114 and enrollment of 2347, which is down 81 from last year. The unduplicated counts is 81%, which is up from mid-70's in last few years. LCFF is up \$5.6 million due to being provided with ADA relief (one-time payment). The State added a 6.7% augmentation to COLA. Carryover amounts, COVID funds for special education and a Food Service infrastructure grant are included. Staffing has been updated as well as contracted positions. Report includes purchase of resources for math and science classes. The ending balance is \$19 million before raises are given. The District can meet the board and state requirements for the next two years. The unrestricted fund balance is \$9.8 million but some funds already allocated for specific things. OAE will have a balanced budget. The Cafeteria Fund will end in the black. On the Facilities Fees, RDA funds will be spent on the turf and track replacement at Harrison Stadium. The District will have to make up \$200k difference. The Multi-Year Projection balances show an increase every year although raises are not included

#67-22/23: On a motion by Dr. Englund, seconded by Mr. Sehorn, the First Interim Report was approved as presented by the following vote:

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

MINUTES OF REGULAR MEETING – DECEMBER 14, 2022

26. Resolution Regarding Accounting of Development Fees for 21/22 in the Capital Facilities Fund

#68-22/23: On a motion by Mrs. King, seconded by Dr. Englund, Resolution #7-22/23 was approved as presented by the following vote:

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

27. Contract for Legal/Consultation Services

#69-22/23: On a motion by Mr. Sehorn, seconded by Mrs. King, the contract was approved as presented by the following vote:

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

28. Agreement with Plumas County Office of Education for Network and IT Administration Duties

#70-22/23: On a motion by Mrs. King, seconded by Mr. Sehorn, the agreement was approved as presented by the following vote:

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

29. Request for Dual Enrollment Course with CSU, Chico

#71-22/23: On a motion by Mr. Sehorn, seconded by Mrs. King, the dual enrollment course was approved as presented by the following vote:

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

30. MOU with American Honda Motor (AMH) Co, Inc.

#72-22/23: On a motion by Dr. Englund, seconded by Mr. Sehorn, the MOU was approved as presented by the following vote:

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

31. Amended Personnel Assignment Order

#73-22/23: On a motion by Mrs. King, seconded by Dr. Englund, the amended Personnel Assignment Order was approved by the following vote:

MINUTES OF REGULAR MEETING – DECEMBER 14, 2022

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

Ryan Rogowski
Teacher
Request for FMLA/CFRA Medical Leave
Effective 11/9/2022 – 1/2/2023

Christopher Berg
Social Science Teacher – OHS
1.0 FTE; 184 days p/yr.
Step/Class 15/IV \$84,059 p/yr.
Effective 1/3/2023

Tom Murphy
Teacher-OHS
Retirement w/o continued District benefits &
w/\$2000 Early Tells Incentive
Effective 12/1/2022

Patricia Hutton
Teacher-CIS
Retirement w/cont'd District pd benefits until
age of 65yrs & w/\$2000 Early Tells Incentive
Effective 6/2/2023

2022/23 Extra Duty Assignments

Music – Marco Paim
Academic Decathlon – Christian Bruce

2022/23 Coaches

LPHS

Baseball

Varsity Head – Tim Harles-Resignation

Golf

Head Coach – Lisa Ross (PD)

Softball

Buddy Hobbs – Change from PD to NP
Johnny Huffstetler – Change from NP to PD
JV Assistant – Dakota Nelson (NP)

Soccer

Assistant Coach–Zachary Fairbanks (NP)
Assistant Coach – Jose Garcia (NP)

Tennis

Head Coach – Rob Rodney-Resignation

Track

Head Boys Coach – Justin Younger (PD)
Boys Assistant Coach – Chase Hays (PD)
Girls Head Coach – Eddie Carey – (PD)

Classified

Paul Suarez
Custodian
Termination
Effective 11/17/2022

Cynthia Griswold
Bus Driver
Resignation
11/30/2022

Lillian Folsom
Food Service Worker
5.5 hrs. P/day; SDO+2
Step/Column 5/B \$15.00 p/hr.
Effective 1/3/2023

Brandon Ramos
Food Service Worker
3.9hrs p/day; SDO+2
Step/Column 5/B \$15.00 p/hr.
Effective 1/3/2023

Regina Sayles-Lambert
Courier
6.0hrs p/day; SDO
Step/Column 15/A \$17.51 p/hr.
Effective 12/15/2022

William Macomber
Bus Driver
6.0hrs p/day; SDO+1
Step/Column 17/D \$21.28
Effective 12/15/2022

Ashley Ferris
Custodian
8.0 hrs. P/day; 260 days p/yr.
Step/Column 15/ C \$19.31 p/hr.
Effective 12/15/2022

Christopher Thurman
Custodian
8.0 hrs. P/day; 260 days p/yr.
Step/Column 15/C \$19.31 p/hr.
Effective 12/15/2022

MINUTES OF REGULAR MEETING – DECEMBER 14, 2022

Certificated (Cont.)

Girls Assistant Coach – Andy Graham (PD)
Assistant Coach – Jerold Stokes (NP)
Assistant Coach – Rosa Howald (NP)
Assistant Coach – Jesus Gomez (NP)
Assistant Coach – Brendan Matheson (NP)
Assistant Coach – Justin Knoefler (NP)

Wrestling

Assistant Coach – Joe Deal (NP)
Assistant Coach – Tom Waters (NP)
Blake Friese – Change from ASB PD to NP

OHS

Basketball

Frosh Girls Head Coach - Elliott Delmatier–
Resignation due to no team

Track

Girls Head Coach – Rick Villianueva (PD)
Girls Assistant Coach – Ricardo Torres (NP)

Wrestling

Assistant Coach – Aiden Edwards (NP)

Michael Young
Social Science Teacher – OHS
1.0 FTE; 184 days
Step/Class 01/III \$55,407 p/yr.
Effective 1/3/2023

Annie Bacior
Teacher-LPHS
Retirement w/o continued District benefits &
w/\$2000 Early Tells Incentive

Effective 6/2/2023

Caryn Albrecht
Teacher – LPHS
Retirement w/cont'd District pd benefits until
age of 65yrs & w/\$2000 Early Tells Incentive
Effective 6/2/2023

2022/23 Tutors

Paul Marrone
Jennifer McKim

Classified (Cont.)

2022/23 Substitute Food Service

Patricia Cramer
Lori Taylor

2022/23 Substitute Para-Educator II

Robyn Lyon
Debra Hoffman

Brittany Eldridge
ATC Para-Educator II
6.0 hrs. p/day; SDO+2
Step/Column 12/A \$16.30 p/hr.
Effective 1/3/2023

30. Items for Next Agenda

#74-22/23: On a motion by Mr. Damon, seconded by Mrs. King, a review of the one-time project list will be added to the next agenda by the following vote:

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

MINUTES OF REGULAR MEETING, DECEMBER 14, 2022

ADJOURNMENT

On a motion by Dr. Englund, seconded by Mrs. King, the meeting adjourned at 7:55 p.m.

(Signature of Board Official)

ATTEST:

Secretary to the Board of Trustees

Checks Dated 12/06/2022 through 01/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-245300	12/06/2022	Horsley, Jeff W	01-4300	Reimb-ClassBooks		62.22
3005-245301	12/06/2022	Deadmore, Jacqueline	13-4300	Reimb-Food&SuppliesSchoolWideThanks giving	49.10	
			13-4700	Reimb-Food&SuppliesSchoolWideThanks giving	94.78	143.88
3005-245302	12/06/2022	Barnett, Courtney R	01-4300	Reimb-ClassKahootMembership		36.00
3005-245303	12/06/2022	360 Degree Customer Inc	01-5800	LVN HSadrin) 11/1-11/15/2022	3,274.50	
				ParaEd(8) 11/1-11/15/2022	25,688.00	
				SpTherp ZYusufov) 11/1-11/15/2022	8,560.00	37,522.50
3005-245304	12/06/2022	ABILITYUSA, INC	01-5804	PreScreening(1)11/1-11/30/2022		276.00
3005-245305	12/06/2022	ACE PLUMBING	01-5640	1500wingDrainCleaning-LPHS		550.00
3005-245306	12/06/2022	ALPHA FIRED ARTS CERAMIC SUPPLIES NOW	01-4300	ClassSupplies		2,178.97
3005-245307	12/06/2022	Amazon.com Lic	01-4300	Backdrops-Anderson	173.76	
				DualMonitorMountStands(8)	246.72	
				HomeEcMixers&PastaRoller/CutterSets	606.33	
				MathSupplies-RHoward	73.50	
				PenSet-JWood	27.02	
				TransportationSupplies	156.45	1,283.78
3005-245308	12/06/2022	ANIXTER INC	01-4300	CustomStamp		111.19
3005-245309	12/06/2022	AZ BUS SALES INC	01-4363	Bandages Compress	37.96	
			01-5620	Service Bus-85	10,437.40	10,475.36
3005-245310	12/06/2022	WILLIAM PATTERSON BETTER BUILT FENCE	01-5640	DumpsterGates-OHS		1,200.00
3005-245311	12/06/2022	BETTER DEAL EXCHANGE	01-4300	Batteries	19.64	
				Bit	9.30	
				Bits&MiscBolts,nuts,washers	15.28	
				BrssTube&DoorStop	25.96	
				cord	5.40	
				Coupling	8.65	
				DoorLock	21.64	
				DuctTape&Spray	29.20	
				Elem240vlt&ElementWtrtrReturnOrgIN268	6.50-	
				028		
				ElementWtrtrtr &Termostats	106.03	
				Gloves&ScouringPads	14.05	
				Hinges	21.61	
				MiscBolts,nuts,washers&Setter	29.75	
				MiscGroundsSupplies	22.69	
				MiscMaintSupplies	64.87	

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ESCAPE ONLINE

Page 1 of 16

Checks Dated 12/06/2022 through 01/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-245311	12/06/2022	BETTER DEAL EXCHANGE	01-4300	PaintRoller&Tape	22.71	
				PVC/Coupl	45.87	
				RootKiller	18.39	
				ThrdLckr/MiscBolts,nuts,washers	18.49	
				ValveBox	56.28	549.31
3005-245312	12/06/2022	BSN SPORTS LLC	01-4300	AthleticSuppliesLPHS		1,355.36
3005-245313	12/06/2022	Butte College Bookstore	01-4100	BooksFallSem2022ColleteConnectStudent		2,567.07
				s		
3005-245314	12/06/2022	Butte County AgCommissioner	01-5800	AnimalRemoval-OHS		20.00
3005-245315	12/06/2022	BUTTE ROOFING COMPANY	01-5640	Repairs2022 LPHS		468.00
3005-245316	12/06/2022	CASEY PRINTING	11-5806	OAE Spring 2023 Class Catalogs		14,619.12
3005-245317	12/06/2022	COMERS PRINT SHOP	01-4300	Embosser	126.62	
				OfficialCopy Stamp	31.34	157.96
3005-245318	12/06/2022	DAN'S ELECTRICAL SUPPLY	01-4300	20Am&Screwdrivers	52.41	
				30WwallPk&OSNipple	117.29	169.70
3005-245319	12/06/2022	DANIELSEN CO	13-4300	Foods&Supplies	175.41	
				Foods&Supplies	2,280.80	
				Unpaid Sales Tax	12.36-	2,443.85
3005-245320	12/06/2022	DAY WIRELESS SYSTEMS	01-5900	December2022Billing		777.50
3005-245321	12/06/2022	HEATHER MCGOWAN DBA SOUNDING BOARD MKT & COMM	01-5800	CommSrvcNov2022		3,450.00
3005-245322	12/06/2022	Dannis Woliver Kelley	01-5801	ProfSvc10/18-10/28/2022	708.00	
				ProfSvc10/20-10/31/2022	1,024.00	
				ProfSvc10/3-10/31 & 8/31/2022	23,660.97	25,392.97
3005-245323	12/06/2022	ERICKSON LAW FIRM A.P.C.	01-5801	MandServices10/1-10/31/2022		3,164.17
3005-245324	12/06/2022	FOOD MAXX SAVE MART SUPERMARKET	01-4300	ATC Supplies CUST#-4243		110.19
3005-245325	12/06/2022	GOLD STAR FOODS	13-4700	Foods	11,465.99	
				FoodsCredit OrgINV#5355554	359.88-	
				FoodsCredit OrgINV#5355690	179.94-	
				November2022Storage	105.45	
				SuppersFoods	1,013.39	12,045.01
3005-245326	12/06/2022	HILLYARD INC.	01-4300	Custodial Supplies	3,636.76	
				MatDrkBlue-LPHS(4)	1,623.32	
				Pads	60.85	5,320.93
3005-245327	12/06/2022	JACKSONS GLASS CO	01-5640	DG Grey-Rm1012 LPHS		583.39
3005-245328	12/06/2022	LG ENVIRONMENTAL	01-4361	MthlyInspection- Nov2022		150.00
3005-245329	12/06/2022	NORTH STATE AV INC	01-5620	HarrisonStadiumSpeakerRepairs		1,243.02
3005-245330	12/06/2022	NORTHAM DISTRIBUTORS INC	13-4700	Foods	1,915.90	

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Checks Dated 12/06/2022 through 01/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-245330	12/06/2022	NORTHAM DISTRIBUTORS INC	13-4700	SuppersFoods	386.48	2,302.38
3005-245331	12/06/2022	OFFICE DEPOT	01-4300	OAE&CIS Supplies OfficeSupplies	88.85 95.56	
3005-245332	12/06/2022	OLIVER PACKAGING & EQUIPMENT COMPANY	11-4300	Toner&posterboard	70.51	304.35
3005-245333	12/06/2022	OROVILLE FORD	13-4300	OAE&CIS Supplies	49.43	1,841.17
			01-4363	Supplies		
			01-4363	CoverAsy VIN#1FTEX1EM8CKD83164	138.02	
				SeatCover&Rivetsvin#1FMZK1CMXKKB852	110.36	248.38
			94			
3005-245334	12/06/2022	OROVILLE POWER EQUIPMENT	01-5620	Sharpened 10 Chains Off Saw		90.00
3005-245335	12/06/2022	PACE SUPPLY CORP	01-4300	RapidwayTopSpud3-Bolt		365.02
3005-245336	12/06/2022	PG&E	01-5501	7241342564-5 Includes9/30-11/16/2022	35,246.44	
			11-5501	7241342564-5 Includes9/30-11/16/2022	594.44	35,840.88
3005-245337	12/06/2022	PROPACIFIC FRESH	13-4700	Foods	746.01	
3005-245338	12/06/2022	S&L Meat Sales Company, Inc.	13-4300	FoodsOrgINV#6972863	831.54	1,577.55
			13-4700	Foods&Supplies	388.05	
				Foods&Supplies	244.14	
				Unpaid Sales Tax	29.57-	602.62
3005-245339	12/06/2022	GATEWAY EDUCATION HOLDINGS LLC SAWVAS	11-4100	EmergencyCareEMTBooks(30)		3,893.40
3005-245340	12/06/2022	SCHOOL SAVERS CORPORATION	01-4300	SolarScientificCalculators		636.52
3005-245341	12/06/2022	Stanislaus County Office of Ed Ath: Dawn Powell, ISS	01-5200	MathCon2022		620.00
3005-245342	12/06/2022	BRANDON ASHER TWIN CITY TROPHIES	01-4300	Plate for Bell-GDavis		6.44
3005-245614	12/08/2022	Castillo-Siplin, Diana	01-4300	ReimbGiftCrds-CR-PBIS raffie		100.00
3005-245615	12/08/2022	Leih, Bonnie	01-4300	Reimb-ClassrmSupplies		86.27
3005-245616	12/08/2022	De La Torre, Amanda M	01-5200	Reimb UC Davis Tour Pkg Fees		45.00
3005-245617	12/08/2022	Vereecke, Summer	01-4300	Reimb-Curr Teacher Pay Teacher		63.39
3005-245618	12/08/2022	Daley, Robert	01-5200	Reimb Meals, Mlg & reg Cattle mens Conv		593.00
3005-245619	12/08/2022	BSN SPORTS LLC	01-4300	BBallShotClockw/Stand & Case	195.27	
			01-4400	BBallShotClockw/Stand & Case	3,850.96	4,046.23
3005-245620	12/08/2022	Curriculum Associates, LLC	01-5850	EllevationCA Platform&Training		10,187.50
3005-245621	12/08/2022	KIMBALL MIDWEST	01-4363	Shrnk Tubes		29.83
3005-245622	12/08/2022	HUNT AND SONS INC	01-4361	FUEL Diesel	29,775.30	
				FUELregUnleaded	10,222.63	39,997.93
3005-245623	12/08/2022	KEELY FRAZIER	01-4300	Reimb-Stdlncnt\$10eachGftCrds	30.00	
				TacoBell, Mcdonalds&Celestinos		
				Reimb-StudentInlcnt. FeatherRiverCinema	10.00	
				Reimb-StudentInlcnt. StarbuckCrds	50.00	90.00

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Checks Dated 12/06/2022 through 01/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-245624	12/08/2022	MT SHASTA SPRING WATER CO INC	01-4300	DO 1 5GAL BOTTLE	5.07	
3005-245625	12/08/2022	OFFICE DEPOT	01-4363	TRANSP 2 5GGAL BOTTLES	21.07	26.14
			01-4300	Chairs(6) LPHS	530.44	
				Desk-OGarcia	508.98	
3005-245626	12/08/2022	OUHSD SCHOLARSHIP FUND	73-5800	Pallet of Paper LPHS	1,801.37	2,840.79
3005-245627	12/08/2022	PG&E	01-5501	ReimbCk 1748-1749		1,525.00
3005-245628	12/08/2022	US BANK CORPORATE PAYMENT SYSTEM	01-4200	8353087371-6 10/31-11/30/2022		898.21
				CSBABmAct(9)BluPtBrdMeet(7) -CWillenberg	447.45	
			01-4300	AgClassSupplies-RDaley	46.34	
				ATCsnacks&supplies-JTratom	71.80	
				Brackets-WUpton	42.58	
				DrStp&ShopVac-BCash	124.73	
				LPCulinarySupplies-AvonderMehden	307.73	
				ShopSupplies-WUpton	120.61	
				UBoltKit-WUpton	17.36	
			13-4300	Foods&Supplies-JDeadmore	115.20	
			13-4700	Foods&Supplies-JDeadmore	55.14	
				Foods-JDeadmore	16.06	1,365.00
3005-245915	12/13/2022	ACCULARM DAN R LEDFORD	01-5640	InstallAdditAlarmEquip-OHS		3,560.00
3005-245916	12/13/2022	ALICIA CUEVAS	01-5800	InterpSrvs10/26/22 2hrs 11/9/22 2hrs		100.00
3005-245917	12/13/2022	Amazon.com Lic	01-4300	CALCULATORSRRETURNEDorgIn#1MMMM MCM1HLDNH	1,047.19-	
				ClassroomSupplies-Diaz	146.76	
				DigitalInstantCamera,PhotoPaper,Nintendo Switch	425.78	
				DOofficeSupplies	159.75	
				Ink/Folders	155.14	
				S&HCREDITORGIN#1KCPNCXHDQXF	22.59-	
				S&HCREDITORGIN#1T1J9MLJFMPL	4.45-	
			01-4360	Bus/OfficeSupplies	302.44	
				ReturnCablesOrgIN#1HF7DWKDT7PJ	9.73-	
3005-245918	12/13/2022	AT&T	01-4400	TshirtTransferPrinter	3,191.21	3,297.12
			01-5900	9391008278 MthlySrvc10/24-11/23/2022	26.35	
				9391008279 MthlySrvc10/24-11/23/2022	26.30	
				9391008280 MthlySrvc10/24-11/23/2022	26.33	
				9391008281 MthlySrvc10/24-11/23/2022	26.32	
				9391008282 MthlySrvc10/24-11/23/2022	581.34	

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.

ReqPay12c

Board Report

Checks Dated 12/06/2022 through 01/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-245918	12/13/2022	AT&T	11-5900	9391008282 MthlySrvc10/24-11/23/2022	20.96	
				9391047160 Mthlystmt10/24-11/23/2022	1,262.42	
				9391008282 MthlySrvc10/24-11/23/2022	3.72	1,973.74
3005-245919	12/13/2022	BUSWEST	01-4363	GearPump	2,684.58	
				IdlerShaftConlink	155.47	2,840.05
3005-245920	12/13/2022	CUTLER CONSULTING GROUP LLC	01-5800	2023WinterSeminar FMendoza&TArnold	1,750.00	
				3rdInstCoach/Mentor LCollins&MKermen	8,437.50	10,187.50
3005-245921	12/13/2022	FOOD MAXX SAVE MART SUPERMARKET	01-4300	ATC Supplies CUST#-4243		34.66
3005-245922	12/13/2022	HERFF JONES	01-4300	Diploma	18.73	
				Salutatorian&Valedictorian	9.08	27.81
3005-245923	12/13/2022	HOBBS PEST SOLUTIONS INC	01-5502	MthlyService-2022 November	323.00	
				MthlyService-2022 November	55.00	378.00
3005-245924	12/13/2022	HOME DEPOT	01-4300	Coupling	16.23	
				GalvElbow	6.05	
				Gloves&StemMount	86.41	
				IrrigTeeAdaptor	3.30	
				LadderHook	11.89	
				LineMtk&Spikes	45.00	
				MiscGroundsSupplies	860.54	
				MiscGroundsSupplies	349.23	
				MiscMaintSupplies	302.75	
				PowerCord&GarbageDisp	167.77	
				Rebar&Thermostat	27.43	
				RoofSealant	218.10	
				RoofSealant&BrushSet	83.49	
				Switch&WallPlt	131.22	
				Tape	76.87	
				ZincCombTruss	1.49	
				MiscTranspSupplies	69.58	
				PVC	10.61	2,467.96
3005-245925	12/13/2022	CENTURY LINK	01-4360	Acct#87101630 BillingDecember2022		.61
3005-245926	12/13/2022	METAL WORKS	01-4300	Pipe and PostCap		91.35
3005-245927	12/13/2022	MJB SALES & SERVICE	01-4300	Electrode Rods	432.35	
				WeldingCable,Electrode&connector	339.15	771.50
3005-245928	12/13/2022	OFFICE DEPOT	01-4300	Ink-LRoss	200.15	
				Keyboard&Mouse-LRoss	77.42	277.57
3005-245929	12/13/2022	OROVILLE POWER EQUIPMENT	01-4300	Belt	9.95	

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Checks Dated 12/06/2022 through 01/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-245929	12/13/2022	OROVILLE POWER EQUIPMENT	01-4300	MiscGroundsSupplies	196.84	
				SparkPlugs	6.98	
				MowerSupplies	359.02	572.79
3005-245930	12/13/2022	PG&E	01-5501	6255577568-3 10/31-11/30/2022		
3005-245931	12/13/2022	RECOLOGY BUTTE COLUSA COUNTIES	01-5506	8100123160 MthlySrvNov2022	1,227.37	
				8100123161 MthlySrvNov2022	2,421.13	
				8100123162 MthlySrvNov2022	1,113.57	
				Acct#8100123161 GenWstMix	28.12	
				Acct#8100123161 Organics	20.00	
			11-5506	8100123160 MthlySrvNov2022	194.86	
				Acct#8100123161 Organics	22.50	5,027.55
3005-245932	12/13/2022	School Steps Inc.	01-5800	BMastonPSY 10/2/2022-11/1-11/30/2022		10,395.00
3005-245933	12/13/2022	STATE OF CALIF DEPT OF JUSTICE	01-5804	Cust#140602 DEC2022Billing-3	64.00	
			13-5804	Cust#140602 DEC2022Billing-3	32.00	96.00
3005-245934	12/13/2022	STATE OF CALIFORNIA ENERGY RESOURCE CONSERVATION	01-7439	Loan#005-15-ECG pymt#9		147,368.43
3005-245935	12/13/2022	SUTTER BUTTES COMMUNICATIONS	01-5800	3rdQrt GPS Tracking,Jan, Feb&Mar2023		3,411.45
3005-245936	12/13/2022	SUTTER COUNTY SUPERINTENDENT OF SCHOOLS	01-5800	22/23TruColnductProg RDaley pymt1of2		750.00
3005-245937	12/13/2022	Thrive Public Schools	01-5800	Phase 1 Completion:Reimagining		17,191.00
				HSinOroville		
3005-245938	12/13/2022	THERMALITO WATER & SEWER DIST	01-5505	6.173.01 MthlySvr 10/26-11/28/2022	112.18	
				6.206.01 MthlySvr10/26-11/28/2022	100.22	212.40
3005-245939	12/13/2022	US BANK CORPORATE PAYMENT SYSTEM	01-4300	BookUnitPlan-KWiedenman	14.99	
				ClassSupplies-JFord	84.40	
				ClassSuppliesSmTools-JFord	216.26	
				ConstClassSupplies-DMilano	443.07	
				DecorMainRoom-MKermen	56.07	
				LessonPlan&book-KWiedenman	8.50	
				SpicesHomeEc-SSmith	102.44	
				ValleyIronGasISheet&SqBar-RDaley	399.04	
			01-5200	AdminDevSeminarWiedenman&COlson-K	825.00	
				Wiedenman		
				Hotel43rdCCACconfCMetcalf-SWatts	172.56	
				HotelCattlemensConf-RDaley	120.32	
			13-4300	Easel-JDeadmore	54.25	
				Keyboard,MouseChair-JDeadmore	747.66	
				Microwave-JDeadmore	65.54	
				Stapler-JDeadmore	13.07	3,323.17

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Checks Dated 12/06/2022 through 01/09/2023

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3005-246392	12/15/2022	Wood, Jon	01-5200	MileageReimb-IEP DtoDurhamHS		45.00
3005-246393	12/15/2022	Amazon.com Lic	01-4300	Keyboard&AdjSit toStandDesk		392.67
3005-246394	12/15/2022	AT&T	11-5900	Acct#234371-07367366		105.76
3005-246395	12/15/2022	BETTER DEAL EXCHANGE	01-4300	Adapter Outlet	9.30	
				BattChrgs&Batteries	147.13	
				Bit, Tap Misc	14.21	
				Brush RF Coating	54.75	
				Brush, Couple, Kneepad	46.07	
				Cleaner	21.63	
				MicsNuts, Bolts, Washwrs	40.03	
				SpryPnt	8.65	
				SuplyHose	60.40	402.17
3005-246396	12/15/2022	SKY GROUP INC. BILLBOARD TARPS	01-4400	50x70BW VinyTarp	1,387.82	
						Unpaid Sales Tax
					93.82-	1,294.00
3005-246397	12/15/2022	BSN SPORTS LLC	01-4300	BBallPMCEpadding		526.63
3005-246398	12/15/2022	CALIF WATER SERVICE COMPANY	01-5505	9931655860 11/1-12/1/2022	137.81	
			11-5505	8767360151 11/1-12/1/2022	269.88	407.69
3005-246399	12/15/2022	CHRISTENSEN TELECOMMUNICATIONS, INC	01-5620	SpeakersLPHSrm621&630	207.06	
				WallMountTransPhone	122.48	329.54
3005-246400	12/15/2022	JACE CROSSWELL CROSSWELL TRUCKING	01-4300	MasonSand24.03tonLPHS	671.79	
				MasonSand48.16tonLPHS	1,280.55	3,301.86
				MasonSand48.36tonLPHS	1,349.52	243.29
3005-246401	12/15/2022	DAN'S ELECTRICAL SUPPLY	01-4300	Combolamp	476.57	
3005-246402	12/15/2022	DANIELSEN CO	13-4300	Foods&Supplies		
				Foods&SuppliesSuppers	117.78	
				Foods&Supplies	3,952.87	
				Foods&SuppliesSuppers	956.08	
				FoodsSuppers	630.76	
						Unpaid Sales Tax
					43.01-	6,091.05
3005-246403	12/15/2022	MESA ENERGY SYSTEM INC.	01-5620	50010224 CDS12/1-12/31/2022	440.00	
				50010225 DO12/1-12/31/2022	780.25	
				50010226 OAE12/1-12/31/2022	6,217.00	
				50010227 PHS12/1-12/31/2022	1,127.00	8,564.25
3005-246404	12/15/2022	EWING IRRIGATION PRODUCTS	01-4300	MiscGroundsSupplies		1,311.09
3005-246405	12/15/2022	FOOD MAXX SAVE MART SUPERMARKET	01-4300	CUST#-4243 ATCSupplies	60.96	
				CUST#-4243 LPspedSuppliesJYounger	54.62	115.58
3005-246406	12/15/2022	GOLD STAR FOODS	13-4700	Foods	2,309.47	

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3005-246406	12/15/2022	GOLD STAR FOODS	13-4700	FoodsSuppers	89.20	2,398.67
3005-246407	12/15/2022	GRAINGER INC	01-4360	PintleHookMount&Hitch	111.58	
			01-4363	BandageSuppliesTransp	20.78	132.36
3005-246408	12/15/2022	HILLYARD INC.	01-4300	FeminineProducts		909.07
3005-246409	12/15/2022	JACKSONS GLASS CO	01-5640	SafetyGlass-HwingOHS		413.80
3005-246410	12/15/2022	LAS PLUMAS HIGH SCHOOL FOOTBALL	01-4300	OASIS-LPshare ofProgram ad sells		2,000.00
3005-246411	12/15/2022	NORCAL FOOD EQUIPMENT	01-4300	GasHoseKit	214.49	
			01-6400	Range & ConvectionOven	18,295.26	
				Range w/Casters	13,758.63	
				RangeReturnWrongUnitOrg NRA535032	9,553.87-	22,714.51
3005-246412	12/15/2022	NORTHAM DISTRIBUTORS INC	13-4700	Foods	1,628.40	
				FoodsSuppers	560.30	2,188.70
3005-246413	12/15/2022	Oroville High School Football	01-4300	OASIS-OHSshare ofProgram ad sells		2,000.00
3005-246414	12/15/2022	PROPACIFIC FRESH	13-4700	Foods	1,541.09	
				Foods&Suppers	827.57	
				FoodsReturn OrgInv#6973981	68.10-	
				FoodsReturn OrgInv#6975309	15.15-	
				FoodsSuppers	172.54	2,457.95
3005-246415	12/15/2022	RAY MORGAN COMPANY	01-5602	ContBase11/17-2/16/23	2,543.20	
				ContBase11/17-2/16/23&Usage8/17-11/16/22	708.28	
			01-5603	ContBase11/17-2/16/23&Usage8/17-11/16/22	200.78	
				Usage8/17-11/16/2022	351.49	3,803.75
3005-246416	12/15/2022	S&L Meat Sales Company, Inc.	13-4300	Foods&Supplies	129.89	
			13-4700	Foods	318.96	
				Foods&Supplies	718.55	
3005-246417	12/15/2022	THE MUSIC CONNECTION SALLY S MACMILLAN	01-4300	Mike'sMusicGearScore	9.55-	1,157.85
				Reeds,Corks&Oil	48.26	
				SousaphoneDhoulderPad	183.12	
				VandorenSaxReeds	149.88	
				SchNurse11/28-12/4/2022	80.44	461.70
3005-246418	12/15/2022	THERAPY TRAVELERS, LLC	01-5800	BoardPlateTSmith&RetBelITMurphy		3,960.00
3005-246419	12/15/2022	BRANDON ASHER TWIN CITY TROPHIES	01-4300	AGClassSupplies-RStafford	26.21	17.16
3005-246420	12/15/2022	US BANK CORPORATE PAYMENT SYSTEM	01-4300	ClassArtSuppliesPHS-MKermen	189.93	
				HalloweenDecorPHS-MKermen	38.02	
				LPCulinaryClassSupplies-AvonderMehden	169.51	

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3005-246420	12/15/2022	US BANK CORPORATE PAYMENT SYSTEM	01-5200	HotelNAAEconfLasVegas-RStafford	258.52	
			01-5601	FFCHotel	150.00	832.19
3005-246783	12/20/2022	Bruce, Allie C	01-5200	AgVentureCOun&AdminDay-MRredding		85.00
3005-246784	12/20/2022	Earley, Andree M	01-5200	ReimbMileage12/13CIF RealignMeeting		1,519.08
				ReimbHotelTravel&mealsforNAssco&NAAE		
				ACTEConven		
3005-246785	12/20/2022	Jenkins, Leighton R	01-5200	BDMMealReim-LP11/28bskb12/3Wres12/7S		134.00
				ccr12/9Sccr		
3005-246786	12/20/2022	Greco, Stephanie	01-4300	ReimbClassSupplies		198.36
3005-246787	12/20/2022	Munifering, Samantha N	01-4300	ReimbClassSupplies		200.61
3005-246788	12/20/2022	Weliver, Alisha M	01-4300	ReimbPSATcalculators		168.29
3005-246789	12/20/2022	Jenkins, Joel A	01-5200	BDMMealReim-OHS11/29bskb12/5chicoSt.L		108.00
				P12/2sccr12/14Wrestling		
3005-246790	12/20/2022	Campanero, Bertha	01-4300	ReimbClassSupplies		72.02
3005-246791	12/20/2022	Guzman-Saetum, Ramona	01-5200	Reimb12/2-4 Mileage&MealsCMCconv		421.96
3005-246792	12/20/2022	Shaffer, Marta	01-4300	ReimbClass foods,snacks&Kleenex		141.83
3005-246793	12/20/2022	Amazon.com Llc	01-4300	CertificatePaper	278.40	
				DO OfficeSupplies	65.56	343.96
3005-246794	12/20/2022	BOYS & GIRLS CLUBS OF THE NORTH VALLEY	01-5800	Jan2023ContractPymt		17,400.00
3005-246795	12/20/2022	BUTTE CNTY OFFICE OF EDUCATION	01-5200	BCOEregFee-RestorativeCircles12/6/22TAr		40.00
				nold		
3005-246797	12/20/2022	Dennis Kombe, CMC North Treasurer	01-5200	OHS (5) MathConf12/2-12/4/2022	1,250.00	
				OHS (5) MathConfMiniSession	250.00	1,500.00
3005-246798	12/20/2022	DANIELSEN CO	13-4300	Foods&Supplies	483.85	
			13-4700	Foods&Supplies	2,827.61	
				Unpaid Sales Tax	32.71-	3,278.75
3005-246799	12/20/2022	DeMoulin Bros.& Co.	01-4300	BannerFrame-SupremeSilver 10		247.77
3005-246800	12/20/2022	ENLOE MEDICAL CENTER	01-5804	PRE SCREENING(6) Acct#743 Nov2022		582.00
3005-246801	12/20/2022	EWELL EDUCATIONAL SERVICES INC	01-5200	CA0166-AgArbuckleFiledDay2/4/2023	334.00	
				CA0166-AgChicoSt&BCFieldDay2/11/2023	718.00	
				CA0166-AgGridleyFieldDay3/4/2023	235.00	
				CA0166-AgPalMidSchFFABuckleBonz1/14/2023	260.00	
				CA0166-AgUCDavisFieldDay3/3/2023	155.00	1,702.00
3005-246802	12/20/2022	FOOD MAXX SAVE MART SUPERMARKET	01-4300	CUST#-4243 ATCSupplies		59.99
3005-246803	12/20/2022	GOLD STAR FOODS	13-4700	Foods	3,855.06	
				Foods OriginalINV#5483433	50.82-	3,804.24
3005-246804	12/20/2022	GRAINGER INC	01-4300	BatteryPack	209.06	

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3005-246804	12/20/2022	GRAINGER INC	01-4363	RotaryHandDrumPump	278.10	
				WireShlvUnit	386.44	
				FlammableLiquidSafetyCabinet	2,023.22	2,896.82
3005-246805	12/20/2022	HILLYARD INC.	01-4300	MiscCustodialSupplies	2,150.19	
				MultiPuurposeCleaner	63.55	2,213.74
				BridgeToIlLicCA1424612-OHSCollTourUC	7.00	
3005-246806	12/20/2022	FASTRAK INVOICE PROCESSING DEPARTMENT	01-5200	Davis&CalStateEastBay	7.00	
				BridgeToIlLicCA1424615-OHSCollTourUC	7.00	
				Davis&CalStateEastBay	7.00	
				BridgeToIlLicCA1424618-OHSCollTourUC	7.00	21.00
				Davis&CalStateEastBay	7.00	
3005-246807	12/20/2022	NORTHAM DISTRIBUTORS INC	13-4700	Foods	335.95	
				Suppers	116.04	451.99
3005-246808	12/20/2022	OROVILLE ADULT ED REVOLVING	11-5800	November Reimb Ck#1459-1461	25.00	
				November Reimb Ck#1459-1461	582.68	607.68
3005-246809	12/20/2022	OROVILLE POWER EQUIPMENT	01-4300	18"Blade	62.68	
				HearingProtectors,Shaft&Bolt,Washer	79.10	141.78
3005-246810	12/20/2022	OROVILLE SECONDARY TEACH ASSOC	01-1102	PERB-OSTASetAgree		1,726.00
				CaseNo.SA-CE-3028-E		
3005-246811	12/20/2022	OUIHSD REVOLVING FUND	01-5800	Nov Reimb	35.00	
				Nov Reimb	108.15	
				Nov Reimb	10.00-	
3005-246812	12/20/2022	Pete's Music Center	01-5620	Instrument Repairs		133.15
3005-246813	12/20/2022	POLICYFIND	01-5800	ArchaeologyServicesTime & Materials		850.00
3005-246814	12/20/2022	SEVEN UP BOTTLING COMPANY OF CHICO INC	11-5601	LeaseSuites#B&C		9,432.94
3005-246815	12/20/2022	FIREPLACE INC SMORE	01-5850	2yrSmoreSubscriptionNewsletters		3,600.00
3005-246816	12/20/2022	SPURR	01-5501	Acct#24002BillingsInclude9/29-11/30/2022	6,142.26	3,418.10
				Acct#24002BillingsInclude9/29-11/30/2022	64.14	6,206.40
3005-246817	12/20/2022	TEHAMA TIRE SERVICE	01-4364	Tires Van05-2 Lic#1180626		22.50
3005-246818	12/20/2022	THERAPY TRAVELERS, LLC	01-5800	SchNurse12/5-12/11/2022		3,960.00
3005-246819	12/20/2022	US BANK CORPORATE PAYMENT SYSTEM	01-4300	ATCSnackBoxSupplies-JTatom	360.35	
				ChicoStCareerCenterEvents-Cwillenberg	400.00	
				ChicoStCareerCenterEventsServCrgFee-C	10.60	
				Willenberg		
				PBISreg22/23WinterSessionRCopelin-JLa	149.00	
				Grono		
				CAEAAconfMembPkg-JOchs	305.00	

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3005-246819	12/20/2022	US BANK CORPORATE PAYMENT SYSTEM	13-5300	LunchAsstPro12/13/22-12/13/23-JDeadm	295.00	1,519.95
3005-246820	12/20/2022	VOLTAGE SPECIALISTS WILLIAM L BUNCH JR	01-5640	re OHS-replace5495PwrSplyw/mewwhlco&ch angedEOLResistors		2,500.00
3005-247168	12/27/2022	360 Degree Customer Inc	01-5800	LVN HSadrin 11/15-11/30/2022 ParaEd(9)11/15-11/30/2022	2,072.00 16,198.00	
3005-247169	12/27/2022	BETTER DEAL EXCHANGE	01-4300	SpTherp ZYusufov 11/15-11/30/2022 AdptrBarb Batteries	5,136.00 2.80 14.06	23,406.00
				Cable, spring, wire	27.91	
				Caulk&puttyKnife	42.81	
				ElectCord	19.47	
				Hacksaw&blade	21.63	
				HoseClamp&Bit	18.38	
				MiscBolts,Nuts&Washers	23.06	
				Mole&GphrPoison	12.97	
				PipeCap	7.57	
				PipingSupplies	59.04	
				PlumbingSupplies	52.13	
				PVC	39.72	
				PVC&Piping	19.86	
				Tire HT Flat Free	80.08	441.49
3005-247170	12/27/2022	CALIF WATER SERVICE COMPANY	01-5505	Acc#0556577777 11/1-12/9/2022		4,008.25
3005-247171	12/27/2022	ChromebooksParts.com	01-4300	ChromebookReplacementScreens(70)		1,951.20
3005-247172	12/27/2022	DELL MARKETING LP	01-4300	OptiPlex 7000 (3) & monitors	282.50	
			01-4400	OptiPlex 7000 (3) & monitors	3,516.62	3,799.12
3005-247173	12/27/2022	MESA ENERGY SYSTEM INC.	01-5640	DistrictWideCalShape22Pymt#1		99,059.00
3005-247174	12/27/2022	GOLD STAR FOODS	13-4700	Foods		5,273.74
3005-247175	12/27/2022	HOME DEPOT	01-4300	Breaker	32.26	
				ColoredFlags	19.29	
				Covers	3.60	
				Downspout	14.38	
				FipAdapter	9.58	
				MiscMaintSupplies	217.03	
				PVCcement	11.83	
				RoofingSealant	72.70	
				StarterBox	10.45	
				Tape	20.05	411.17

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3005-247176	12/27/2022	EMICS, INC dba Informed K12	01-5850	IK12Renewal 10forms 12/2022-11/2023		11,372.00
3005-247177	12/27/2022	JACKSONS GLASS CO	01-5620	WindshieldRprVEH#09-1	40.00	
			01-5640	ClearLamStyGlassLPHSweightroom	247.64	287.64
3005-247178	12/27/2022	NORTHAM DISTRIBUTORS INC	13-4700	Foods	893.25	
				Suppers	19.42	912.67
3005-247179	12/27/2022	PG&E	01-5501	0290829210-1 10/21-11/20/2022		1,006.22
3005-247180	12/27/2022	STAPLES-BUSINESS ADVANTAGE	01-4300	PalletCopyPaper-DO	1,774.87	
				PalletCopyPaper-OHS	1,774.87	3,549.74
3005-247431	01/05/2023	Allie Bruce	01-5800	ReimbAPEExamFee-Allia Bruce		96.00
3005-247432	01/05/2023	Anna Edwards	01-5800	ReimbAPEExamFee-Jamieson Sparkman		96.00
3005-247433	01/05/2023	Celeste Dunn	01-5800	ReimbAPEExamFee-BrycenDunn		96.00
3005-247434	01/05/2023	Courtney Thon	01-5800	ReimbAPEExamFee-Ethan Thon		96.00
3005-247435	01/05/2023	Dave Jensen	01-5800	ReimbAPEExamFee-KayleeJensen		96.00
3005-247436	01/05/2023	Golee Lor	01-5800	ReimbAPEExamFee-Faith Yah		192.00
3005-247437	01/05/2023	Jed Hancock	01-5800	ReimbAPEExamFee-MakaylaHancock		96.00
3005-247438	01/05/2023	Larry Santiago	01-5800	ReimbAPEExamFee-JoshuaSantiago		96.00
3005-247439	01/05/2023	Mike Seegert	01-5800	ReimbAPEExamFee-Alyssa Seegert		192.00
3005-247440	01/05/2023	Paul Fairbanks	01-5800	ReimbAPEExamFee-KateFairbanks		96.00
3005-247441	01/05/2023	Phillip Lawrence	01-5800	ReimbAPEExamFee-Michele Lawrence		96.00
3005-247442	01/05/2023	Prenny Hancock	01-5800	ReimbAPEExamFee-Alannah Hancock		96.00
3005-247443	01/05/2023	Rick Wulbern	01-5800	ReimbAPEExamFee-Abigail Wulbern		192.00
3005-247444	01/05/2023	Rosalba Soria	01-5800	ReimbAPEExamFee-Alexis Gutierrez-Soria		96.00
3005-247445	01/05/2023	Russell Flores	01-5800	ReimbAPEExamFee-SteeleFlores		96.00
3005-247446	01/05/2023	Sandra Graham	01-5800	ReimbAPEExamFee-Gwen Graham		96.00
3005-247447	01/05/2023	Santiago Gutierrez	01-5800	ReimbAPEExamFee-CarlosGutierrez		96.00
3005-247448	01/05/2023	Todd Reinhardt	01-5800	ReimbAPEExamFee-Sierra Reinhardt		96.00
3005-247449	01/05/2023	Trevor Merrill	01-5800	ReimbAPEExamFee-Trevor Merrill		96.00
3005-247450	01/05/2023	Nylander, Stormy R	13-4700	Reimb-Foodmaxx food for catering		85.57
3005-247451	01/05/2023	Davis, Michael J	01-5200	BDmealsReimb-OHS11/26,12/9&12/13Soc cor,LP12/2soccer		149.00
3005-247452	01/05/2023	Castillo-Siplin, Diana	01-4300	Reimb-PBIS incentives		250.38
3005-247453	01/05/2023	Lund, Brad G	01-4300	Reimb-HolidayFoods&rewardsPHS		76.94
3005-247454	01/05/2023	Aichele, Sarah L	01-5200	BDmealsReimb-LP11/29/12/5bskbl,12/1Ato ZBus,OHS12/13OHS		93.00
3005-247455	01/05/2023	Guthrie, Brian	01-4300	Reimb-EnglishClassInstMaterial		301.60
3005-247456	01/05/2023	Swartz, Susan G	01-5200	BDmealReimb-12/16LPsoccer		41.00
3005-247457	01/05/2023	Davis, Rosella M	01-5200	BDmealReimbsoccer		15.00
3005-247458	01/05/2023	ABILITYUSA, INC	01-5804	PreScreening(3)12/1-12/31/2022	552.00	

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-247458	01/05/2023	ABILITYUSA, INC	13-5804	PreScreening(3)12/1-12/31/2022	276.00	828.00
3005-247459	01/05/2023	ACCULARM DAN R LEDFORD	01-5640	InstallAlarmEquipLPnorthCampus	3,495.00	
				InstallOHSInclLghtsNorth&SouthCampus	3,320.00	
			01-5800	Lease&MonitoringService 1/1/2023-12/31/2023OAE	440.00	
				Lease&MonitorSrcCellbkupPatrol1/1/2023- 12/31/2023OAE&Chico	358.00	
				Lease&MonitorSrvCellbkup1/1/2023-12/31/ 2023DO	627.00	
				Lease&MontSrvCellbkup1/1/2023-12/31/20 23LPphsHarStdCDS	6,139.65	
				MonitoringService1/1/2023-12/31/2023OHS north\$outhCampuses	3,850.00	18,229.65
3005-247460	01/05/2023	ANIXTER INC	01-4300	KeySupplies	972.44	687.94
3005-247461	01/05/2023	BENNY BROWNS ORO DAM AUTO CNTR	01-4363	BeltKits	334.12-	
				BeltKitsOrgINV#5206899	104.68	
				N-Handle&Cover	179.44	
				Pulley Tensioner B84	179.44-	
3005-247462	01/05/2023	Berry Electric	01-5620	RetrunPullyTensioner orgINV#5206219		743.00
3005-247463	01/05/2023	BROWERS TOW SERVICE INC	01-5620	PHS InstallElect/Db/Oven		2,474.00
				Tow AG-25toAG26	95.00	
				Tow AG-26 toOroFord	95.00	190.00
			01-4300	20 ASBManuals	456.82	
				2500 #10WindowEnvelopes-DO	281.45	738.27
3005-247465	01/05/2023	CRESCO	01-5620	ArieWrkPlifrm LPGym		224.00
3005-247466	01/05/2023	DAN'S ELECTRICAL SUPPLY	01-4300	EleSuppliesHwingOHS		169.67
3005-247467	01/05/2023	DURHAM PENTZ TRUCK CENTER	01-5620	RepairsBus#B87 1BABNB6A9KF355331		5,982.00
3005-247468	01/05/2023	MESA ENERGY SYSTEM INC.	01-5640	LPHS Gym		1,001.34
3005-247469	01/05/2023	EWING IRRIGATION PRODUCTS	01-4300	25lbTriBrumudaBlend	212.44	
				50lbKingTailFescue(4)	540.71	753.15
3005-247470	01/05/2023	LOAPUD	01-5503	Acct#3356-00 10/1-12/31/2022	1,129.44	
				Acct#3357-00 10/1-12/31/2022	7,482.54	8,611.98
3005-247471	01/05/2023	OREILLY AUTOMOTIVE INC	01-4363	Asses& Assry Plugs	54.06	
				Battery 03-1	161.11	
				Battery 2015 FordTransit	172.62	
				BlueDEF	97.37	
				Canstr Sol	26.19	
				Micro-V Belt	28.94	

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Checks Dated 12/06/2022 through 01/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-247471	01/05/2023	OREILLY AUTOMOTIVE INC	01-4363	Micro-V BeltB84	29.97	
				Micro-V Belts	89.65	
				MotorOil	305.52	
				Radiator	260.08	
				ReturnCanstr Sol OrgINV#2849-352360	26.19-	
				ReturnCore OrgINV#2849-368841	22.00-	
				ReturnsMicroBeltsOrgINV#2849-360165&360390	118.59-	
				ReturnWaterPump OrgINV#2849-167490	47.55-	1,011.18
3005-247472	01/05/2023	NORCAL FOOD EQUIPMENT	01-4400	MobileHeatedCart-Vulcan		3,047.24
3005-247473	01/05/2023	NORTH STATE AV INC	01-5620	OHS Dual HDMInputPanel		1,131.70
3005-247474	01/05/2023	OFFICE DEPOT	01-4300	Batteries	68.15	
				BookCases	117.95	
				ChairMonitorPrinter&MicsOffice Supplies	818.87	
				ConfTable	482.64	
				DeskPad	15.58	
				Desks&LateralFiles	1,869.69	
				Erasers	3.54	
				File	115.82	
				FoldersTapePostits	39.46	
				InkPaperChairs	2,418.52	
				Markers	29.77	
				MicsOffice Supplies	76.62	
				MiscOfficeSupplies	2,104.13	
				PainterTape	55.26	
				PocketDividers	60.85	
				Ruler Printer	137.74	
				Stapler	17.32	
				Toner	170.67	
				Whitebrd	6.82	
			01-4400	Chair	514.79	
				Desks&LateralFiles	3,169.50	
			11-4300	FoldersTapePostits	51.34	
				MiscOfficeSupplies	115.55	
				PushPins	1.60	
			11-5900	MiscOfficeSupplies	58.00	12,520.18
3005-247475	01/05/2023	OLIVER PACKAGING & EQUIPMENT COMPANY	13-4300	Supplies		1,575.36
3005-247476	01/05/2023	OROVILLE FORD	01-4363	BrakeKitFrtPds #1FTEX1EM8CKD83164	84.33	

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Checks Dated 12/06/2022 through 01/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-247476	01/05/2023	OROVILLE FORD	01-4363	BrakePad&Kit#1FMZK1ZM7FKB08864 SeatBeltAsy#1FMZK1ZM1FKA11188 StepAsyS	153.32 76.21 1,463.00	
3005-247477	01/05/2023	Oroville Mercury Register	01-4300	SwitchAsy #1FTMF1CM4EKD62249 7dayDelivSubsc-52weeks begin1/18/2023Acct#94696 Reimb Ck 1750-1756 Instrument Repairs	101.72	1,878.58 657.32
3005-247478	01/05/2023	OUHSD SCHOLARSHIP FUND	73-5800	7241342564-5 Includes11/17-12/15/2022	26,298.75	26,899.59
3005-247479	01/05/2023	Pete's Music Center	01-5620	7241342564-5 Includes11/17-12/15/2022 ReserveAcc#43810449 CRC'sFltaRate22/23	600.84	1,000.00
3005-247480	01/05/2023	PG&E	01-5501	Repairs Bus 85		300.00
3005-247481	01/05/2023	RESERVE ACCOUNT	01-5501	RedHerringAgmtC22230734		3,031.84
3005-247482	01/05/2023	PRACTI-CAL INC	01-5800	10/7/2022-10/7/2023		600.00
3005-247483	01/05/2023	RT'S AUTO BODY, INC	01-5620	NovClerical&ProjectArchitect-LPHS Toners OHS		1,608.75
3005-247484	01/05/2023	SAN DIEGO COUNTY OFFICE OF ED	01-5850	Fiat Tire Service19-4	22.50	362.62
3005-247485	01/05/2023	Semingson Architects Inc	25-6200	Tire Service B78	2,758.67	
3005-247486	01/05/2023	STAPLES-BUSINESS ADVANTAGE	01-4300	Tire Service B98	681.96	
3005-247487	01/05/2023	TEHAMA TIRE SERVICE	01-4364	Repair KitchenFireDoors		3,463.13
3005-247488	01/05/2023	DOOR SYSTEM DESIGN INC THE DOOR COMPANY	01-5620	PolicyRequest IST P195371(7/183-7/184)		590.00
3005-247489	01/05/2023	The Home Insurance Company in Liquidation ATTN:JoanneMullen	01-5800	AutoClassSupplies-DBriggs ClassSupplies-RDaley ClassSupplies-WUpton	72.39 180.71 29.13	
3005-247490	01/05/2023	US BANK CORPORATE PAYMENT SYSTEM	01-4300	ConstClassSupplies-DMilano CulinarySupplies-SSmith PerfedtAttendAward-LCollins PsychExamForms-JWood SuppliesClassroom-MKermen	171.01 968.12 174.28 122.32 58.38	
3005-247491	01/05/2023	WEX BANK	01-4360	Comers,InspBooks-JLaGrone	278.77	
3813-246796	12/20/2022	CALIFORNIA'S VALUED TRUST FINANCE DEPARTMENT	01-5800	DriversQueriesDOT-JLaGrone	125.00	
			13-4700	OHSstaffMtrnCatering-JDeadmore	16.44	
			13-5200	ConfPrePareforSupervision-JDeadmore	115.00	2,311.55
			01-4361	Acc#0496-00-828381-4 ohsXcntryFresno		43.06
			76-9544	RetireeBilling January 2023	60,307.25	
			76-9560	ActiveBilling January 2023	424,675.20	484,982.45

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Checks Dated 12/06/2022 through 01/09/2023

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
				Total Number of Checks	224	1,349,231.29

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	196	775,557.57
11	AdultEducationFund	17	26,513.26
13	CafeteriaSpecialRevenueFund	26	52,565.28
25	CapitalFacilitiesFund	1	1,608.75
73	FoundationPrivPurposeTrustFu	2	8,225.00
76	WarrantPass-ThroughFund	1	484,982.45
	Total Number of Checks	224	1,349,452.31
	Less Unpaid Sales Tax Liability		221.02
	Net (Check Amount)		1,349,231.29

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

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	LCFFStateAid-CurrentYear	16,286,339.00	17,037,732.00	10,031,140.00	7,006,592.00	58.88
8012	EduProtectionAccountStAidCurYr	4,351,212.00	7,174,042.00	3,740,489.00	3,433,553.00	52.14
8013	LCFFTransportation		468,192.00		468,192.00	
8019	LCFFRevenueLimitStateAidPriYrs		865,568.00		865,568.00	
8021	Homeowners'Exemptions	105,608.00	94,737.00		94,737.00	
8022	TimberYieldTax	31,438.00	71,890.00		71,890.00	
8029	OthrSubventionsIn-LieuTaxes	3,855.00	4,009.00		4,009.00	
8041	SecuredRollTaxes	8,009,622.00	8,702,961.00		8,702,961.00	
8042	UnsecuredRollTaxes	510,947.00	499,754.00	497,380.63	2,373.37	99.53
8043	PriorYearsTaxes	13,955.00	15,853.00	8,338.89	7,514.11	52.60
8044	SupplementalTaxes	148,879.00	182,874.00	47,861.77	135,012.23	26.17
8045	EducatnRevenueAugmentationFund	1,918,871.00-	1,716,549.00-		1,716,549.00-	
8047	CommunityRedevelopmentFunds	1,588,769.00	1,548,508.00	4,009.76	1,544,498.24	0.26
8096	Trns2ChtrSchlInLieuOfPropTaxes	193,321.00-	201,203.00-	91,782.00-	109,421.00-	45.62
	Total LCFF Revenue Sources	28,938,432.00	34,748,368.00	14,237,438.05	20,510,929.95	40.97
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	3,581,106.00	1,156,231.31	2,424,874.69	32.29
	Total Federal Revenue	3,766,276.00	4,232,346.00	1,156,231.31	3,076,114.69	27.32
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	2,241,106.00	3,026,329.70	785,223.70-	135.04
	Total Other State Revenues	2,590,409.00	2,979,106.00	3,324,431.15	345,325.15-	111.59
Other Local Revenue						
8650	LeasesandRentals	6,000.00	6,000.00	7,886.62	1,886.62-	131.44
8660	Interest	83,000.00	83,000.00	1,331.56	81,668.44	1.60
8677	InteragencySrvcsBetweenLEAs	1,248,498.00	1,537,426.00	495,958.01	1,041,467.99	32.26
8699	AllOtherLocalRevenue	158,975.00	188,975.00	92,929.45	96,045.55	49.18
8792	TrnsfrAporionmentFrmCntyOffces	1,734,241.00	1,724,536.00	424,172.00	1,300,364.00	24.60
	Total Other Local Revenue	3,230,714.00	3,539,937.00	1,022,277.64	2,517,659.36	28.88
	Total Year To Date Revenues	38,525,831.00	45,499,757.00	19,740,378.15	25,759,378.85	43.39

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	Certificated TeachersSalaries	8,850,975.00	8,893,771.00	4,787,635.53	4,015,400.88	90,734.59	45.15
1101	TeacherSubPay	198,379.00	228,508.00		152,483.00	76,025.00	66.73
1102	TeacherExtraPay	301,559.00	302,987.00		131,022.88	171,964.12	43.24
1200	CertifictdPupilSupportSalaries	1,193,298.00	1,170,123.00	604,228.56	523,361.25	42,533.19	44.73
1202	PupilSupportExtraPay	14,500.00	23,820.00		20,914.16	2,905.84	87.80
1300	CritifictdSuprvrAdmnstrtrSlry	1,468,901.00	1,477,281.00	769,200.07	708,081.26	.33-	47.93
1301	CertAdminSub				1,580.00	1,580.00-	NO BDGT
1302	CertAdminExtraPay	48,840.00	48,840.00		22,735.60	26,104.40	46.55
1900	OtherCertificatedSalaries	86,212.00	86,832.00	47,363.40	39,469.50	.90-	45.46
1901	CertOtherSub				400.00	400.00-	NO BDGT
1902	OtherCertificatedExtraPay	291,336.00	293,398.00		32,938.32	260,459.68	11.23
Total Certificated Salaries		12,454,000.00	12,525,560.00	6,208,427.56	5,648,386.85	668,745.59	45.09
Classified Salaries							
2100	Classified InstructionalSalary	1,346,328.00	1,304,197.00	619,836.82	522,498.33	161,861.85	40.06
2101	ParaEdSubPay	21,500.00	26,500.00		766.10	25,733.90	2.89
2102	ParaEdExtraPay	14,000.00	16,613.00		7,666.47	8,946.53	46.15
2200	ClassifiedSupportSalaries	2,261,569.00	2,225,818.00	1,139,816.43	1,011,520.13	74,481.44	45.44
2201	ClassSupportSubPay	91,000.00	95,125.00		49,532.36	45,592.64	52.07
2202	ClassSupportExtraPay	102,000.00	95,926.00		61,184.91	34,741.09	63.78
2300	ClassSuprvrAdministratorsSlry	270,189.00	308,035.00	135,094.50	135,094.50	37,846.00	43.86
2400	ClericlTechnicOffcStaffSlrys	1,426,596.00	1,451,971.00	729,844.62	687,030.64	35,095.74	47.32
2401	ClericalSubPay	6,500.00	6,500.00		13,985.01	7,485.01-	215.15
2402	ClericalExtraPay	24,376.00	24,322.00		18,387.20	5,934.80	75.60
2900	OtherClassifiedSalaries	45,777.00	45,777.00	24,837.90	21,030.15	91.05-	45.94
2902	OtherClassifiedExtraPay				78,496.25	78,496.25-	NO BDGT
Total Classified Salaries		5,609,835.00	5,600,784.00	2,649,430.27	2,607,192.05	344,161.68	46.55
Employee Benefits							
3101	STRSCertificatedPositions	3,747,264.00	3,773,103.00	1,146,439.96	1,026,110.26	1,600,552.78	27.20
3102	STRSClassifiedPositions	8,319.00	14,355.00	7,830.42	6,614.35	89.77-	46.08
3201	PERSCertificatedPositions	104,467.00	90,410.00	49,313.88	41,810.27	714.15-	46.25
3202	PERSClassifiedPositions	1,310,861.00	1,295,176.00	637,349.50	582,556.61	75,269.89	44.98
3301	OASDIIMedcrAltrmtvCertfcPositns	25,301.00	21,636.00	11,791.62	13,641.12	3,796.74-	63.05
3302	OASDIIMedcrAltrmtvClasPosition	319,911.00	317,127.00	156,873.71	154,769.98	5,483.31	48.80
3311	MedicareCertificated	177,565.00	178,377.00	88,311.07	80,484.52	9,581.41	45.12
3312	MedicareClassified	79,400.00	79,164.00	37,299.68	36,957.60	4,906.72	46.68

Fund 01 - General Fund Fiscal Year 2022/23 Through January 2023

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3401	HlthWlfrBenefitsCertificPositn	3,376,351.00	3,278,194.00	1,773,251.61	1,450,577.15	54,365.24	44.25
3402	HlthWlfrBenefitClasifdPositn	1,815,018.00	1,667,262.00	819,060.42	719,004.61	129,196.97	43.12
3501	StUnemplmntInsurmcCertPositns	64,466.00	61,710.00	30,505.50	28,200.54	3,003.96	45.70
3502	StUnemplmntInsurmcClassifdPos	27,402.00	27,301.00	12,861.89	12,750.62	1,688.49	46.70
3601	WCInsuranceCertificatdPositns	269,011.00	275,800.00	134,101.88	121,967.77	19,730.35	44.22
3602	WCCompenstnInsurmcClassPositn	121,167.00	122,379.00	57,227.91	56,405.67	8,745.42	46.09
3701	OPEBAIlocatedCertificatdPositn	484,426.00	492,122.00	241,507.95	219,491.85	31,122.20	44.60
3702	OPEBAIlocatedClassifiedPositn	218,210.00	219,348.00	103,062.59	102,973.76	13,311.65	46.95
Total Employee Benefits		12,149,139.00	11,913,464.00	5,306,789.59	4,654,316.68	1,952,357.73	39.07
Books and Supplies							
4100	ApprvdTxbookCorCurriculaMterl	368,000.00	557,493.00		136,330.31	421,162.69	24.45
4200	BooksandOtherReferenceMaterial	500.00	57,136.00	4,669.36	10,233.71	42,232.93	17.91
4300	MaterialsandSupplies	1,163,732.00	1,760,891.00	599,096.96	318,003.11	843,790.93	18.06
4360	TransportationGenSupplies	18,000.00	18,000.00	15,282.73	5,629.57	2,912.30-	31.28
4361	TransportationFuel	155,000.00	155,000.00		62,397.95	92,602.05	40.26
4362	TransportationOilGrease	6,000.00	6,000.00		594.20	5,405.80	9.90
4363	TransportationParts	40,000.00	40,000.00	24,302.78	29,937.78	14,240.56-	74.84
4364	TransportationTires	10,000.00	10,000.00	5,454.89	6,080.90	1,535.79-	60.81
4400	NoncapitalizedEquipment	265,140.00	275,414.00	127,147.59	107,152.42	41,113.99	38.91
4700	Food	6,000.00	3,000.00			3,000.00	
Total Books and Supplies		2,032,372.00	2,882,934.00	775,954.31	676,359.95	1,430,619.74	23.46
Services and Other Operating Expenditures							
5100	SubagreementsforServices		39,345.00			39,345.00	
5200	TravelandConferences	297,008.00	748,486.00	550.00	56,124.35	691,811.65	7.50
5300	DuesandMemberships	27,600.00	27,600.00		30,250.77	2,650.77-	109.60
5450	OtherInsurance	652,000.00	695,189.00		668,398.00	26,791.00	96.15
5501	GasElectricity	433,000.00	433,000.00	146,757.33	294,493.68	8,251.01-	68.01
5502	PestControl	5,900.00	5,900.00	4,663.00	2,235.00	998.00-	37.88
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	25,776.52	52,693.39	3,469.91-	70.26
5506	WasteDisposal	50,000.00	50,000.00	38,890.76	25,975.96	14,866.72-	51.95
5601	FacilitiesRent	6,000.00	6,000.00		1,211.88	4,788.12	20.20
5602	CopierPostageMeterRents	61,300.00	65,600.00	38,558.93	19,795.32	7,245.75	30.18
5603	CopierMaintenance	19,940.00	19,940.00	7,070.30	5,729.70	7,140.00	28.73
5620	EquipmentRentalsAndRepairs	183,500.00	202,368.00	43,945.70	142,560.65	15,861.65	70.45

Fund 01 - General Fund

Fiscal Year 2022/23 Through January 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		2,975.56	19,024.44	13.53
5640	BuildingAndSiteRepairs	565,117.00	813,117.00	295,358.02	479,724.78	38,034.20	59.00
5750	TransfersDirectCostsInterfund	50,000.00-	30,200.00-		4,459.56-	25,740.44-	14.77
5800	ProfConsultingSrvcsandOperExpnd	1,083,251.00	1,549,848.00	793,519.17	808,254.45	51,925.62-	52.15
5801	LegalFees	135,000.00	135,000.00		80,451.51	54,548.49	59.59
5802	ElectionFees	30,000.00	30,000.00			30,000.00	
5804	PreEmploymentTesting	14,000.00	14,000.00		10,334.50	3,665.50	73.82
5806	Advertising	4,000.00	4,000.00		316.74	3,683.26	7.92
5850	SoftwareMaintenanceAndLicences	343,900.00	741,667.00	15,572.00	580,231.28	145,863.72	78.23
5900	Communications	72,000.00	72,000.00	9,473.97	31,029.18	31,496.85	43.10
	Total Services and Other Operating Expenditures	4,103,516.00	5,792,860.00	1,437,359.66	3,349,174.76	1,006,325.58	57.82
Capital Outlay							
6170	LandImprovements		220,000.00	489,221.83		269,221.83-	
6200	BuildingImprovementOfBuildings		544,000.00	367,042.31	47,971.00	128,986.69	8.82
6400	Equipment	120,559.00	662,662.00	749,012.72	211,681.17	298,031.89-	31.94
	Total Capital Outlay	120,559.00	1,426,662.00	1,605,276.86	259,652.17	438,267.03-	18.20
Tuition							
7141	OtTutExsCstDfctPmt2DisChrrSch	33,000.00-	23,000.00-			23,000.00-	
7142	OthwutnExcsCstsDfctPy2CntyOff	916,000.00	1,030,205.00		34,304.00	995,901.00	3.33
	Total Tuition	883,000.00	1,007,205.00	.00	34,304.00	972,901.00	3.41
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	114,690.00-	99,311.00-			99,311.00-	
	Total Transfers of Indirect/direct support costs	114,690.00-	99,311.00-	.00	.00	99,311.00-	
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	41,344,895.00	17,983,238.25	17,376,754.89	5,984,901.86	42.03

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	38,525,831.00	45,499,757.00		19,740,378.15	25,759,378.85	43.39
B. Expenditures	37,532,468.00	41,344,895.00	17,983,238.25	17,376,754.89	5,984,901.86	42.03
C. Subtotal (Revenue LESS Expense)	993,363.00	4,154,862.00		2,363,623.26	19,774,476.99	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	993,363.00	4,154,862.00		2,363,623.26	19,774,476.99	
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	17,642,233.00		15,850,994.48		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	13,439,319.00	17,642,233.00		17,983,238.25		
Other						

Fund 08 - StudentActivityFund

Fiscal Year 2022/23 Through January 2023

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	Rcvd	%
Revenue Detail							
Other Local Revenue	AllOtherLocalRevenue	585,000.00	585,000.00		585,000.00		
8699				.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		

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	Used	%
Expenditure Detail								
Books and Supplies	MaterialsandSupplies	585,000.00	585,000.00			585,000.00		
4300				.00	.00			
	Total Books and Supplies	585,000.00	585,000.00	.00	.00	585,000.00		
	Total Year To Date Expenditures	585,000.00	585,000.00	.00	.00	585,000.00		

Fund 08 - StudentActivityFund Fiscal Year 2022/23 Through January 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)	.00	.00		.00	.00	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		.00	.00	
F. Fund Balance:						
Beginning Balance (9791)	309,563.00	351,081.00		351,080.98		
Audit Adjustments (9793)						
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 January 2023

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8290	AllOtherFederalRevenue	170,474.00	186,585.00	.00	186,585.00	
	Total Federal Revenue	170,474.00	186,585.00			
Other State Revenues						
8590	AllOtherStateRevenue	38,745.00	45,023.00	45,023.00	.00	100.00
	Total Other State Revenues	38,745.00	45,023.00			100.00
Other Local Revenue						
8660	Interest	5,900.00	9,066.00	8.84	9,057.16	0.10
8671	AdultEducationFees	100,000.00	100,000.00	78,604.18	21,395.82	78.60
8677	InteragencySrvcsBetweenLEAs	1,273,097.00	1,287,964.00		1,287,964.00	
8699	AllOtherLocalRevenue	35,491.00	43,536.00	5,129.62	38,406.38	11.78
	Total Other Local Revenue	1,414,488.00	1,440,566.00	83,742.64	1,356,823.36	5.81
	Total Year To Date Revenues	1,623,707.00	1,672,174.00	128,765.64	1,543,408.36	7.70

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	CertificatedTeachersSalaries	357,785.00	384,217.00	1,636.50	167,022.96	215,557.54	43.47
1101	TeacherSubPay	2,000.00	2,000.00			2,000.00	
1300	CrtifctdSuprvsrAdminstrSly	45,636.00	49,029.00	22,799.40	22,836.90	3,392.70	46.58
	Total Certificated Salaries	405,421.00	435,246.00	24,435.90	189,859.86	220,950.24	43.62
Classified Salaries							
2100	ClassifiedInstructionalSalary	48,041.00	62,889.00	34,661.52	28,962.04	734.56-	46.05
2102	ParaEdExtraPay	150.00	150.00			150.00	
2200	ClassifiedSupportSalaries	31,420.00	35,253.00	16,398.42	16,418.40	2,436.18	46.57
2201	ClassSupportSubPay	3,100.00	3,100.00		48.15	3,051.85	1.55
2400	ClericITechnicOfficStaffSly	184,545.00	200,164.00	95,374.80	91,002.56	13,786.64	45.46
2900	OtherClassifiedSalaries	9,856.00	9,856.00		5,670.85	4,185.15	57.54
	Total Classified Salaries	277,112.00	311,412.00	146,434.74	142,102.00	22,875.26	45.63
Employee Benefits							
3101	STRSCertificatedPositions	77,014.00	82,709.00	4,650.66	36,239.48	41,818.86	43.82
3102	STRSClassifiedPositions	1,883.00	1,883.00		592.78	1,290.22	31.48
3202	PERSClassifiedPositions	66,418.00	71,135.00	34,298.82	32,116.32	4,719.86	45.15
3302	OASDIMedicrAltrmtvClasPosition	16,997.00	19,218.00	9,036.66	8,570.36	1,610.98	44.60

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3311	MedicareCertificated	5,878.00	6,309.00	416.88	2,772.34	3,119.78	43.94
3312	MedicareClassified	3,973.00	4,494.00	2,113.38	2,049.32	331.30	45.60
3401	HlthWlfrBenefitsCertificPositn	143,475.00	143,475.00	82,900.59	65,144.98	4,570.57-	45.41
3402	HlthWlfrBenefitClassifdPositn	93,657.00	82,706.00	40,410.96	37,851.96	4,443.08	45.77
3501	StUnemplmntInsurmcCertPositns	2,028.00	2,176.00	121.86	938.90	1,115.24	43.15
3502	StUnemplmntInsurmcClassifdPos	1,371.00	1,550.00	728.70	706.65	114.65	45.59
3601	WCInsuranceCertificatdPositns	8,757.00	9,401.00	527.82	4,113.92	4,759.26	43.76
3602	WCCompensntInsurmcClassPositn	5,985.00	6,726.00	3,162.96	3,069.41	493.63	45.63
3701	OPEBAlocatedCertificatdPositn	15,771.00	16,931.00	950.46	7,408.82	8,571.72	43.76
3702	OPEBAlocatedClassifiedPositn	10,780.00	12,114.00	5,696.34	5,527.81	889.85	45.63
	Total Employee Benefits	453,987.00	460,827.00	185,016.09	207,103.05	68,707.86	44.94
Books and Supplies							
4100	ApprvdTxbookCorCurriculaMterl				3,893.40	3,893.40-	NO BDGT
4200	BooksandOtherReferenceMaterial				393.10	393.10-	NO BDGT
4300	MaterialsandSupplies	15,894.00	19,131.00	1,373.85	6,978.07	10,779.08	36.48
4400	NoncapitalizedEquipment	13,000.00	13,000.00	4,609.72		8,390.28	
	Total Books and Supplies	28,894.00	32,131.00	5,983.57	11,264.57	14,882.86	35.06
Services and Other Operating Expenditures							
5200	TravelandConferences	5,000.00	4,000.00		1,812.34	2,187.66	45.31
5300	DuesandMemberships	3,760.00	3,760.00		1,843.82	1,916.18	49.04
5501	GasElectricity	23,935.00	23,935.00	1,999.52	10,913.66	11,021.82	45.60
5502	PestControl	700.00	700.00	495.00	275.00	70.00-	39.29
5503	SewerFees	1,400.00	1,400.00		1,562.76	162.76-	111.63
5505	Water	6,000.00	6,000.00	1,118.27	2,381.73	2,500.00	39.70
5506	WasteDisposal	3,000.00	3,000.00	1,404.82	996.80	598.38	33.23
5601	FacilitiesRent	42,000.00	42,000.00	18,000.00	25,200.00	1,200.00-	60.00
5602	CopierPostageMeterRents	1,000.00	1,000.00	167.56	166.88	665.56	16.69
5603	CopierMaintenance	5,370.00	5,370.00	3,673.33	1,926.67	230.00-	35.88
5620	EquipmentRentalsAndRepairs	950.00	950.00			950.00	
5640	BuildingAndSiteRepairs	40,000.00	32,210.00		15,079.00	17,131.00	46.81
5750	TransfersDirectCostsInterfund	18,000.00	18,000.00		1,350.00	16,650.00	7.50
5800	ProfConsultngSrvcsandOperExpnd	109,000.00	109,000.00	42,869.20	52,995.78	13,135.02	48.62
5806	Advertising	45,000.00	42,000.00		24,219.12	17,780.88	57.66
5850	SoftwareMaintenanceAndLicences	30,689.00	22,902.00		15,555.82	7,346.18	67.92
5900	Communications	41,956.00	41,956.00	486.23	17,296.31	24,173.46	41.22

Fund 11 - Adult Education Fund

Fiscal Year 2022/23 Through January 2023

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
	Total Services and Other Operating Expenditures	377,760.00	358,183.00	70,213.93	173,575.69	114,393.38	48.46
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	TransIndirectCostsInterfund	65,435.00	67,746.00			67,746.00	
	Total Transfers of Indirect/direct support costs	65,435.00	67,746.00	.00	.00	67,746.00	
	Total Year To Date Expenditures	1,628,609.00	1,677,545.00	432,084.23	723,905.17	521,555.60	43.15

Fund 11 - AdultEducationFund Fiscal Year 2022/23 Through January 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		128,765.64	1,543,408.36	7.70
B. Expenditures	1,628,609.00	1,677,545.00	432,084.23	723,905.17	521,555.60	43.15
C. Subtotal (Revenue LESS Expense)	4,902.00-	5,371.00-		595,139.53-	1,021,852.76	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	4,902.00-	5,371.00-		595,139.53-	1,021,852.76	
F. Fund Balance:						
Beginning Balance (9791)	690,144.00	794,198.00		794,197.87		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	690,144.00	794,198.00		794,197.87		
G. Calculated Ending Balance	685,242.00	788,827.00		199,058.34		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	685,242.00	788,827.00		432,084.23		
Other						

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2022/23 Through January 2023

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8220	ChildNutritionPrograms	1,215,000.00	1,091,258.00	370,098.93	721,159.07	33.91
	Total Federal Revenue	1,215,000.00	1,091,258.00	370,098.93	721,159.07	33.91
Other State Revenues						
8520	ChildNutrition	70,000.00	430,000.00	129,030.41	300,969.59	30.01
	Total Other State Revenues	70,000.00	430,000.00	129,030.41	300,969.59	30.01
Other Local Revenue						
8634	FoodServicesSales	13,000.00	13,000.00	3,623.50	9,376.50	27.87
8660	Interest	1,000.00-	1,000.00-	56.65	1,056.65-	-5.67
8699	AllOtherLocalRevenue			10,139.50	10,139.50-	NO BDGT
	Total Other Local Revenue	12,000.00	12,000.00	13,819.65	1,819.65-	115.16
	Total Year To Date Revenues	1,297,000.00	1,533,258.00	512,948.99	1,020,309.01	33.45

Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
Expenditure Detail						
Classified Salaries						
2200	ClassifiedSupportSalaries	305,494.00	310,632.00	131,627.89	10,582.48	42.37
2201	ClassSupportSubPay	17,000.00	17,000.00	8,382.75	8,617.25	49.31
2202	ClassSupportExtraPay	8,100.00	8,100.00	6,826.27	1,273.73	84.27
2300	ClassSuprvsrAdministratorsSlry	68,741.00	68,691.00	31,223.10	.18	45.45
2400	ClericTechnicalOfficeStaffSlrys	19,450.00	14,020.00	2,438.63	972.23	17.39
	Total Classified Salaries	418,785.00	418,443.00	180,498.64	21,445.87	43.14
Employee Benefits						
3102	STRClassifiedPositions	1,910.00	1,910.00		1,910.00	
3202	PERSClassifiedPositions	90,079.00	86,500.00	36,714.74	2,035.24	42.44
3302	OASDIIMedicrAltrntvClasPosition	25,307.00	25,286.00	10,939.58	1,266.96	43.26
3312	MedicareClassified	5,919.00	5,913.00	2,558.44	295.58	43.27
3402	HlthWlfarBenefitClassifdPositn	98,620.00	110,863.00	50,192.36	.47-	45.27
3502	StUnemplmntInsurmcClassifdPos	2,041.00	2,039.00	882.19	102.00	43.27
3602	WCCompenstnlInsurmcClassPositn	9,025.00	9,016.00	3,898.64	441.03	43.24
3702	OPEBAllocatedClassifiedPositn	16,291.00	16,279.00	7,021.40	835.90	43.13
	Total Employee Benefits	249,192.00	257,806.00	112,207.35	6,886.24	43.52
Books and Supplies						
4300	MaterialsandSupplies	50,000.00	50,000.00	23,779.97	21,631.43	47.56

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2022/23 Through January 2023

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Books and Supplies (continued)							
4700	Food	433,000.00	521,000.00	257,492.57	251,497.63	12,009.80	48.27
	Total Books and Supplies	483,000.00	571,000.00	262,081.17	275,277.60	33,641.23	48.21
Services and Other Operating Expenditures							
5200	TravelandConferences	500.00	950.00		397.99	552.01	41.89
5300	DuesandMemberships	500.00	1,050.00		614.44	435.56	58.52
5750	TransfersDirectCostsInterfund	1,000.00	2,200.00		1,320.47	879.53	60.02
5800	ProfConsultingSrvcsandOperExpnd	3,000.00	9,100.00		3,011.00	6,089.00	33.09
5804	PreEmploymentTesting	1,700.00	900.00		726.00	174.00	80.67
5850	SoftwareMaintenanceAndLicences	4,000.00	4,000.00		2,432.00	1,568.00	60.80
5900	Communications				25.42	25.42	NO BDGT
	Total Services and Other Operating Expenditures	10,700.00	18,200.00	.00	8,527.32	9,672.68	46.85
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	49,255.00	31,565.00			31,565.00	
	Total Transfers of Indirect/direct support costs	49,255.00	31,565.00	.00	.00	31,565.00	
	Total Year To Date Expenditures	1,210,932.00	1,297,014.00	617,292.07	576,510.91	103,211.02	44.45

Fund 13 - CafeteriaSpecialRevenueFund Fiscal Year 2022/23 Through January 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	1,533,258.00		512,948.99	1,020,309.01	33.45
B. Expenditures	1,210,932.00	1,297,014.00	617,292.07	576,510.91	103,211.02	44.45
C. Subtotal (Revenue LESS Expense)	86,068.00	236,244.00		63,561.92-	917,097.99	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	86,068.00	236,244.00		63,561.92-	917,097.99	
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						
*Components of Ending Fund Balance	127,770.00	437,668.00		137,861.71		
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	127,770.00	437,668.00		617,292.07		
Other						

Fund 25 - Capital/FacilitiesFund

Fiscal Year 2022/23 Through January 2023

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	9,100.00	9,100.00	9.88	9,090.12	0.11
8681	Mitigation/DeveloperFees	423,000.00	150,000.00	71,591.81	78,408.19	47.73
	Total Other Local Revenue	432,100.00	159,100.00	71,601.69	87,498.31	45.00
	Total Year To Date Revenues	432,100.00	159,100.00	71,601.69	87,498.31	45.00

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Services and Other Operating Expenditures							
5750	TransfersDirectCostsInterfund	31,000.00	10,000.00		1,789.09	8,210.91	17.89
	Total Services and Other Operating Expenditures	31,000.00	10,000.00	.00	1,789.09	8,210.91	17.89
Capital Outlay							
6200	BuildingImprovementOfBuildings				5,067.00	5,067.00-	NO BDGT
	Total Capital Outlay	.00	.00	.00	5,067.00	5,067.00-	NO BDGT
	Total Year To Date Expenditures	31,000.00	10,000.00	.00	6,856.09	3,143.91	68.56

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	432,100.00	159,100.00		71,601.69	87,498.31	45.00
B. Expenditures	31,000.00	10,000.00		6,856.09	3,143.91	68.56
C. Subtotal (Revenue LESS Expense)	401,100.00	149,100.00		64,745.60	84,354.40	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	401,100.00	149,100.00		64,745.60	84,354.40	
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						
*Components of Ending Fund Balance	1,106,733.00	1,086,451.00		1,002,096.72		
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,106,733.00	1,086,451.00				
Other						

Fund 26 - RDAFeesFund

Fiscal Year 2022/23 Through January 2023

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8625	ComRdVlpmntFndNotSubjctZLCLFFDd	221,000.00	221,000.00	5,250.67	215,749.33	2.38
8660	Interest	7,500.00	7,500.00		7,500.00	
	Total Other Local Revenue	228,500.00	228,500.00	5,250.67	223,249.33	2.30
	Total Year To Date Revenues	228,500.00	228,500.00	5,250.67	223,249.33	2.30

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Capital Outlay							
6170	LandImprovements		1,372,426.00	1,100,000.00		272,426.00	
	Total Capital Outlay	.00	1,372,426.00	1,100,000.00	.00	272,426.00	
	Total Year To Date Expenditures	.00	1,372,426.00	1,100,000.00	.00	272,426.00	

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	228,500.00	228,500.00		5,250.67	223,249.33	2.30
B. Expenditures		1,372,426.00	1,100,000.00		272,426.00	
C. Subtotal (Revenue LESS Expense)	228,500.00	1,143,926.00-		5,250.67	49,176.67-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	228,500.00	1,143,926.00-		5,250.67	49,176.67-	
F. Fund Balance:						
Beginning Balance (9791)	1,105,715.00	1,143,926.00		1,143,925.78		
Audit Adjustments (9793)						
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	.00		1,149,176.45		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,334,215.00			1,100,000.00		
Other						

Fund 51 - BndInfRdmpftFndA

Fiscal Year 2022/23 Through January 2023

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtcdnesLeviHmownrExmptn	3,100.00	3,100.00		3,100.00	
8572	VtdIndbtcdnesLevOtrSbvntrnsInLuTx	1,500.00	1,500.00		1,500.00	
	Total Other State Revenues	4,600.00	4,600.00	.00	4,600.00	
Other Local Revenue						
8611	VotedIndebtdnssLevieSecurdRol	496,000.00	496,000.00		496,000.00	
8612	VotdIndebtdnesLevieUnscurdRol	25,000.00	25,000.00	22,079.49	2,920.51	88.32
8613	VotdIndebtdnesLeviePriYrTaxes	1,100.00	1,100.00	563.73	536.27	51.25
8614	VotdIndbtdnssLevieSuplmtlTaxe	8,100.00	8,100.00	3,333.51	4,766.49	41.15
8660	Interest	6,000.00	6,000.00		6,000.00	
	Total Other Local Revenue	536,200.00	536,200.00	25,976.73	510,223.27	4.84
	Total Year To Date Revenues	540,800.00	540,800.00	25,976.73	514,823.27	4.80

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 - BndIntRdImpFndA **Fiscal Year 2022/23 Through January 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		25,976.73	514,823.27	4.80
B. Expenditures	530,000.00	530,000.00		530,000.00		100.00
C. Subtotal (Revenue LESS Expense)	10,800.00	10,800.00		504,023.27-	514,823.27	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	10,800.00	10,800.00		504,023.27-	514,823.27	
F. Fund Balance:						
Beginning Balance (9791)	875,684.00	855,226.00		855,225.95		
Audit Adjustments (9793)						
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		351,202.68		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	886,484.00	866,026.00				
Other						

Fund 52 - BndIntRdImpFndB

Fiscal Year 2022/23 Through January 2023

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VoidIndbtcdnesLeviHrmonwrExmptn	2,800.00	2,800.00		2,800.00	
8572	VtdIndbtcdnesLevOtrSbvntnsInLuTx	1,000.00	1,000.00		1,000.00	
	Total Other State Revenues	3,800.00	3,800.00	.00	3,800.00	
Other Local Revenue						
8611	VotedIndebtednssLevieSecurdRol	383,000.00	383,000.00		383,000.00	
8612	VoidIndebtednesLevieUnscurdRol	18,100.00	18,100.00	13,383.56	4,716.44	73.94
8613	VoidIndebtednesLeviePriYrTaxes	800.00	800.00	484.31	315.69	60.54
8614	VoidIndbrdnssLevieSuplmtlTaxe	6,200.00	6,200.00	2,020.61	4,179.39	32.59
8660	Interest	4,300.00	4,300.00		4,300.00	
	Total Other Local Revenue	412,400.00	412,400.00	15,888.48	396,511.52	3.85
	Total Year To Date Revenues	416,200.00	416,200.00	15,888.48	400,311.52	3.82

Object	Description	Adopted Budget	Revised Budget	Actual	Encumbrance	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	390,000.00	.00	.00	100.00
	Total Year To Date Expenditures	390,000.00	390,000.00	390,000.00	.00	.00	100.00

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	416,200.00	416,200.00		15,888.48	400,311.52	3.82
B. Expenditures	390,000.00	390,000.00		390,000.00		100.00
C. Subtotal (Revenue LESS Expense)	26,200.00	26,200.00		374,111.52-	400,311.52	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	26,200.00	26,200.00		374,111.52-	400,311.52	
F. Fund Balance:						
Beginning Balance (9791)	645,488.00	673,822.00		673,822.06		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	645,488.00	673,822.00		673,822.06		
G. Calculated Ending Balance	671,688.00	700,022.00		299,710.54		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	671,688.00	700,022.00				
Other						

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VoidIndbtcdnesLeviHimowmrExmptn	7,000.00	7,000.00		7,000.00	
8572	VtdIndbtcdnsLevOtrSbvntnsInLuTx	3,000.00	3,000.00		3,000.00	
	Total Other State Revenues	10,000.00	10,000.00	.00	10,000.00	
Other Local Revenue						
8611	VotedIndbtcdnssLevieSecurdRol	920,000.00	920,000.00		920,000.00	
8612	VotdIndbtcdnesLevieUnscurdRol	51,000.00	51,000.00	36,666.15	14,333.85	71.89
8613	VotdIndbtcdnesLeviePrYrTaxes	2,200.00	2,200.00	1,180.08	1,019.92	53.64
8614	VotdIndbtcdnssLevieSuplmtlTaxe	17,000.00	17,000.00	5,551.22	11,448.78	32.65
8660	Interest	12,000.00	12,000.00		12,000.00	
	Total Other Local Revenue	1,002,200.00	1,002,200.00	43,397.45	958,802.55	4.33
	Total Year To Date Revenues	1,012,200.00	1,012,200.00	43,397.45	968,802.55	4.29

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		57,871.96	49,508.04	53.89
	Total Debt Service	885,391.00	885,391.00	.00	835,882.96	49,508.04	94.41
	Total Year To Date Expenditures	885,391.00	885,391.00	.00	835,882.96	49,508.04	94.41

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,012,200.00	1,012,200.00		43,397.45	968,802.55	4.29
B. Expenditures	885,391.00	885,391.00		835,882.96	49,508.04	94.41
C. Subtotal (Revenue LESS Expense)	126,809.00	126,809.00		792,485.51-	919,294.51	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	126,809.00	126,809.00		792,485.51-	919,294.51	
F. Fund Balance:						
Beginning Balance (9791)	1,723,301.00	1,649,470.00		1,649,470.33		
Audit Adjustments (9793)						
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	1,776,279.00		856,984.82		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,850,110.00	1,776,279.00				
Other						

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2022/23 Through January 2023

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	Rcvd	%
Revenue Detail							
Other Local Revenue							
8660	Interest	20,000.00	20,000.00	1,316.07	18,683.93		6.58
8699	AllOtherLocalRevenue	30,000.00	30,000.00	9,030.31	20,969.69		30.10
	Total Other Local Revenue	50,000.00	50,000.00	10,346.38	39,653.62		20.69
	Total Year To Date Revenues	50,000.00	50,000.00	10,346.38	39,653.62		20.69

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	Used	%
Expenditure Detail								
Services and Other Operating Expenditures								
5800	ProfConsultingSrvcsandOperExpnd	50,000.00	50,000.00		32,541.00	17,459.00		65.08
	Total Services and Other Operating Expenditures	50,000.00	50,000.00	.00	32,541.00	17,459.00		65.08
	Total Year To Date Expenditures	50,000.00	50,000.00	.00	32,541.00	17,459.00		65.08

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		10,346.38	39,653.62	20.69
B. Expenditures	50,000.00	50,000.00		32,541.00	17,459.00	65.08
C. Subtotal (Revenue LESS Expense)	.00	.00		22,194.62-	22,194.62	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		22,194.62-	22,194.62	
F. Fund Balance:						
Beginning Balance (9791)	1,460,524.00	1,372,947.00		1,372,947.07		
Audit Adjustments (9793)						
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		1,350,752.45		
*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 January 2023

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
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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
			\$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
			\$2,531.84
3rd Quarter			
01/06/23	Dave Bruce Hall of Fame	Al Hottinger	176.23
			\$176.23
4th Quarter			
			\$0.00
Total YTD			\$7,490.41

PROSPECT HIGH SCHOOL



Prospect High School
2060 Second Street
Oroville, CA 95965
PH: (530)538-2330
www.ouhsd.org/phs

Date: 12/13/22

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

From: Matt Kermen, Principal

Subject: Donation for PHS Senior Festivities

The Ladies Auxiliary Fraternal Order of Eagles has generously donated \$215 for Prospect High Senior Festivities.

I am requesting the Board approve these donations.

Best Regards,

A handwritten signature in blue ink that reads 'Matt Kermen'.

Matt Kermen
Principal
Prospect High School
Community Day School

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

CONTRACTOR FULL NAME CARY K. YASUHARA
TAX I.D. NUMBER [REDACTED]
SITE/DEPARTMENT _____
SUBMITTED BY CARY YASUHARA
SIGNATURE [Signature]
SIGNATURE FROM BUDGET CONTROL ADMINISTRATOR: _____
BOARD APPROVAL DATE _____
REQ (P.O.) NUMBER _____
BUDGET CODE _____
AGREEMENT TOTAL AMOUNT \$1300
DESCRIPTION OF SERVICE IT SERVICES ON 2/4/23
TERM OF AGREEMENT 8am to 11pm

[Signature] 12/15/22
Assistant Superintendent of Business Date

Received By:	Certificate of Insurance Expiration Date	<input type="checkbox"/> Yes <input type="checkbox"/> No	Auto Insurance Expiration Date	<input type="checkbox"/> Yes <input type="checkbox"/> 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 2 day of ~~DECEMBER~~, 2023, ("Effective Date") by and between the Oroville Union High School District ("District") and CAREY YASUHARA ("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 JUNE, 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:

- 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 \$1300 Dollars (\$1300), 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] CARY YASUHARA
PO BOX 1736, OROVILLE CA 95966
Fax: _____
Email: THREEDLEVELPRO@GMAIL.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.

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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: 12/15/20, 20__

Date: CAROL YASUHARA 12/1, 2023

Signature: Susan Watts

Signature: CKJG

Print Name: Susan Watts

Print Name: CAROL YASUHARA

Information regarding Contractor:

License No.: _____



Address: PO BOX 1736

Employer Identification and/or Social Security Number

OROVILLE, CA 95465

Telephone: 530-570-4448

Facsimile: _____

E-Mail: THEFDLEBCLPRO@EMASL.COM

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

Contractor's state of residence: CA

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.

States in which Contractor is licensed to do business: CA

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]

Exhibit B

Hourly Billing Rates and/or Unit Prices

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

[INSERT HOURLY RATES AND FEE SCHEDULE FROM CONTRACTOR]

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.

<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> I do not employ anyone in the manner subject to the workers' compensation laws of California.
--	---

Date: 12/1/22

Name of Contractor: CARY YASUHARA

Representative's Name and Title: OWNER

Signature: [Signature]

(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 CAROL YASUHARA ("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: 12/11/22
- Name of Contractor: CAROL YASUHARA
- Signature: [Signature]
- Print Name and Title: CAROL YASUHARA / OWNER

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 CAROL YASUKI ("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. *Already fingerprinted by OCHSD.*

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: 12/11/22
Contracting Party: CARY YASUHARA
Signature: [Signature]
Print Name: CARY YASUHARA
Title: OWNER

[REMAINDER OF PAGE INTENTIONALLY BLANK]

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.




CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

03/08/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER StateFarm  Brandon Loo 814 Morena Blvd Ste 105 San Diego, CA 92110	CONTACT NAME: Brandon Loo PHONE (A/C No., Ext.): 619-309-4400 FAX (A/C No.): E-MAIL ADDRESS: brandon@pacificbeachagent.com
	INSURER(S) AFFORDING COVERAGE INSURER A: State Farm General Insurance Company NAIC # 25151 INSURER B: INSURER C: INSURER D: INSURER E: INSURER F:
INSURED Cary Yasuhara PO Box 1736 Oroville, CA 95965	

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD, WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER		90-E5-W505-4	03/08/2022	03/08/2023	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (EA occurrence) \$ 1,000,000 MED EXP (Per one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY					COMBINED SINGLE LIMIT (EA accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DEF <input type="checkbox"/> RETENTION \$					EACH OCCURRENCE \$ AGGREGATE \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory In NH) <input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input type="checkbox"/> N/A If Yes, describe under DESCRIPTION OF OPERATIONS below					PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> E L EACH ACCIDENT \$ E L DISEASE - EA EMPLOYEE \$ E L DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
 Disc Jokey at high school dances. Premium \$345/year. Paid in full on 3/8/22.

CERTIFICATE HOLDER Cary Yasuhara PO Box 1736 Oroville, CA 95965	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE <i>Brandon Loo</i>
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Request for Taxpayer Identification Number and Certification

**Give Form to the
 requester. Do not
 send to the IRS.**

▶ Go to www.irs.gov/FormW9 for instructions and the latest information.

Print or type.
 See Specific Instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. Cary K. Yasuhara	
2 Business name/disregarded entity name, if different from above	
3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes. <input checked="" type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____ <small>Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.</small> <input type="checkbox"/> Other (see instructions) ▶ _____	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small>
5 Address (number, street, and apt. or suite no.) See instructions. PO Box 1736	Requester's name and address (optional)
6 City, state, and ZIP code Oroville, CA 95965	
7 List account number(s) here (optional)	

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number <div style="background-color: black; height: 20px; width: 100%;"></div>										
OR										
Employer identification number <table border="1" style="width: 100%; height: 20px; border-collapse: collapse;"><tr><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td><td style="width: 10%;"></td></tr></table>										

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here	Signature of U.S. person ▶	Date ▶ 12/1/22
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General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.



EDUCATION SERVICES DEPARTMENT
OROVILLE UNION HIGH SCHOOL DISTRICT

MEMO

To:	OUHSD Board of Trustees	Date:	January 9, 2023
From:	Jon Wood, Director of Education		
Subject:	Health Foundations Course Description		

Recommendation: APPROVAL

Background:

In an effort to expand the CTE offerings and pathways at OUHSD, we have put together a foundational course description focusing on Health Sciences. This foundational course will be the springboard to other Health Sciences course offerings that will be developed in the future. The goal is to create a full Health Sciences CTE pathway with a post-secondary articulation option. In our local area, qualified healthcare personnel and support staff are always needed. This course would be the beginning of offering our students future opportunities to gain job-ready skills in the Health Sciences field. This course **will not** be offered in the 2023-24 school year but view an approved course as the next step to continue with planning for the 2024-25 year.

Financial Impact:

Will update financial impact with future memo as we get closer to implementation

Oroville Union High School District
Course Description

Course Title:	Foundations in Health Science
Course #:	940A
State Course #:	7921
Course Length:	One Year
Type of Credit(s):	Elective (10 credits)
A-G Approved:	Pending
Approval Date:	Pending
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Grade Level(s):	9-12
Primary Textbook(s):	Foundations in Health Science - A course by PAXTON/PATTERSON LLC.
Supplemental Materials:	Supplemental materials will be provided as part of the purchased curriculum materials
Reading Materials:	Reading material included as part of the purchased curriculum materials
Reference Materials:	None
Supplemental Films:	None:
Digital Resources:	Digital resources are embedded in the purchased curriculum materials

Course Overview

Foundations in Health Science provides a student experience that develops career ready practices through career exploration in the context of project based learning (PBL). All knowledge and skills are based on career cluster and pathway standards to promote college and career readiness. This is especially important in 9th grade because, without a robust experience at this level, many students entering high school are unaware of which career pathways may be best for them.

Students will work productively in small teams of 2, use technology to enhance productivity, plan education and career paths, utilize critical thinking, define problems and persevere in solving them, demonstrate creativity and innovation, employ valid and reliable research methods, and apply appropriate academic & technical skills. Every unit requires that students submit evidence of learning for each project, write in context (narrative & argumentative), and complete 2 objective assessments as proof of knowledge and skill attainment.

Units:

1. Biomedical Engineering
2. Biotechnology R&D
3. Clinical Lab Practices
4. Dentistry
5. Emergency Medical Technician
6. Environmental Health and Safety
7. Forensics
8. Health Information Management
9. Medical Imaging
10. Mental Health
11. Nursing
12. Ophthalmology
13. Pharmacology
14. Speech Therapy
15. Spots Medicine
16. Therapeutic Services
17. Veterinary Medicine

National Standards

Board Approval Date:



EDUCATION SERVICES DEPARTMENT
OROVILLE UNION HIGH SCHOOL DISTRICT

MEMO

To:	OUHSD Board of Trustees	Date:	January 5, 2023
From:	Jon Wood, Director of Education		
Subject:	Proposed adoption and addition to the district approved list of the book "Wonder".		

Recommendation: APPROVAL

Background:

The English Department chairs from OHS and LPHS have reviewed the novel Wonder by R.J. Palacio and have approved it for inclusion on the district approved list. This novel, though written below high school level, will be used as a supplement text in ELA courses, SPED, and for struggling readers and English Learners at grades 9-12. This fictional novel follows the life and experiences of a student who was born with facial differences as he attends mainstream school for the first time. It illustrates his struggles and successes in fitting in and gaining acceptance from his peers.

Financial Impact:

It is anticipated that the financial impact will not exceed \$500 which will be allocated from the lottery instructional materials budget.



MEMO

To:	OUHSD Board of Trustees	Date:	January 9, 2023
From:	Jon Wood, Director of Education		
Subject:	CTE Advisory Committee Members		

Recommendation: APPROVAL

Background:

The purpose of the district CTE Advisory Committee is to support educators, students, and businesses in developing, establishing, and evaluating CTE programs to ensure students are well prepared for postsecondary career success.

The following individuals have agreed to serve for the 2022-2023 school year:

Name	Company/Affiliation
Amelia Hoke	Graphic Packaging
Donald Robinson	Butte College
Amy Rohrer	Valley Contractors Exchange
Lowell Moural	MJB Welding Supply
Dr. Harry Sekhon	Oroville Animal Health Center

Financial Impact:

None



To: OUHSD Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: January 11, 2023
Subject: School Accountability Report Cards

The California Department of Education has not released data required for the School Accountability Report Cards, which are required to be Board approved and posted on school websites by February 1 every year. We are presenting the SARC's with the data the Principals could provide. We will bring the revised SARC's to the Board for approval once CDE releases the required data elements.

The Superintendent requests Board approval of the School Accountability Report Cards as presented.

Las Plumas High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Las Plumas High School
Street	2380 Las Plumas Ave
City, State, Zip	Oroville, CA 95966
Phone Number	(530)538-2310
Principal	Dr. Lamar Collins, Sr
Email Address	lamarcollins@ouhsd.net
School Website	www.ouhsd.org/lphs
County-District-School (CDS) Code	04 61515 0434803

2022-23 District Contact Information

District Name	Oroville Union High School District
Phone Number	(530)538-2300
Superintendent	Dr. Corey Willenberg
Email Address	cwillenb@ouhsd.net
District Website Address	https://www.ouhsd.org/

2022-23 School Overview

Las Plumas High School (LPHS) was established in 1960 as the second of two comprehensive high schools located in rural Oroville, California. It is the largest high school in the Oroville Union High School District with 1267 students and 80+ staff members. The campus is 64 acres and draws students from approximately 663 square miles and from at least seven (7) feeder schools. During the traditional school year, LPHS has six 57-minute periods each day except for Wednesdays where periods are only 50 minutes. Students use a 25-minute consultation after sixth period on Monday, Tuesday, Thursday and Friday for extra time and help with their learning. Every Wednesday, the staff meets for one hour for structured collaboration time in PLC teams, except for the first Wednesday of each month which is dedicated to staff and department meetings.

During the return to hybrid in-person instruction in the 20-21 school year, students attend periods 1-6 two days per week with 34 minute periods and a 19 minute Advisory period. Asynchronous instruction takes place on the remaining three days, with staff development happening on Fridays. The school is divided into two cohorts that decreases class size to half that of a traditional schedule, allowing for social distancing.

In December 2019, our staff collaboratively updated and revised our mission, vision and school wide learner outcomes (SLOs) to reflect the progress we have made since our last WASC self-study, and more importantly, to include our new staff in the schoolwide culture of continuous improvement of student learning. Our collective commitments remained the same; the updated mission, vision and SLOs are included below:

Mission:
High levels of learning for all.

Vision:
LPHS provides a safe, respectful, and equitable learning environment where staff ensures every student has what they need to reach their full potential in achieving 21st century college and career readiness, functions effectively in our community, and makes contributions to the broader society.

Schoolwide Learner Outcomes
Las Plumas High School students will become:

2022-23 School Overview

Positive Contributors to Society

- I accept responsibility for my own behavior and personal liberty.
- I practice good citizenship and sportsmanship.
- I respect the diversity and dignity of others.
- I am aware of societal standards.
- I make positive lifestyle choices about my intellectual, physical, social and emotional well-being

Career and College Ready

- I take initiative for my lifelong learning by establishing and following through with academic, personal and career goals
- I use technology effectively
- I think critically, solve problems, and communicate effectively.
- I analyze and synthesize information and perspectives
- I work collaboratively and effectively with peers and staff.
- I am proficient in reading, writing, speaking, listening, and presenting in all subject areas.

School-Wide and WASC Goals:

LP's action plans focus on four major areas which are Vision, Curriculum, Instruction, Assessment, and School Culture. The WASC goals have been incorporated into the Single Plan for Student Achievement, which can be viewed at: <http://lphs.ouhsd.org/> under School Information. Additionally, the Western Area Schools and Colleges accreditation team reviewed Las Plumas High School, in the spring of 2014. This review takes a comprehensive look at the school's instructional program, culture, and performance and guides the direction that the school takes in the future. Las Plumas High School received a six-year accreditation, with a three year mid-term review. The Mid-Term Review took place on March 30, 2017. A full WASC review is scheduled for March 2021.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		12/2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	MyPerspectives English Language Arts 2017 California Edition, ISBN 9780133340686 (9th Grade) MyPerspectives English Language Arts 2017 California Edition, ISBN 9780133340686 MyPerspectives English Language Arts 2017 California Edition, ISBN 9780133340693 MyPerspectives English Language Arts 2017 California Edition, ISBN 9780133340693 MyPerspectives English Language Arts 2017 California Edition, ISBN 9780133340709 MyPerspectives English Language Arts 2017 California Edition, ISBN 9780133340716	Yes	

	<p>Hosseini, Khaled, The Kite Runner, New York: Putnam Publishing Group, 2003, ISBN 10#1573222453</p> <p>O'Brien, Tim, The Things They Carried, New York: Houghton Mifflin Harcourt Publishing Company, 1990, ISBN#978-0-618-70641-9</p> <p>Kaplan AP English Language and Composition, 2013-2014 ISBN 978-1-60978-8</p> <p>Perrine's Literature: Structure, Sound, and Sense, Thomas R. Arp, ed. Harcourt, Brace College Publishers, 1998, ISBN: 0-15-503822-2</p> <p>AGS Exploring Literature-British Literature, 2007, ISBN: 0785440909</p> <p>AGS Exploring Literature-American Literature, 2007, ISBN: 0130246336</p> <p>Curriculum for ELD students is currently under review</p>		
Mathematics	<p>Introduction to Algebra, Kriegler, Gamelin, Goldstein and Hsu Chan, UCLA Department of Mathematics, Los Angeles, CA, 2007, ISBN 978-1-934591-17-8</p> <p>Introduction to Algebra, Kriegler, Gamelin, Goldstein and Hsu Chan, UCLA Department of Mathematics, Los Angeles, CA, 2007, ISBN 978-1-934591-17-8</p> <p>College Preparatory Mathematics, Core Connections, Course 4/Volume One, 2013. ISBN: 9781603283083. Version 6, Second Edition</p> <p>College Preparatory Mathematics, Core Connections, Integrated I/Volume One, 2013. ISBN: 9781603283083. Version 6, Second Edition</p> <p>CPM: Core Connections Integrated II, (2014) ISBN# 978160328347</p> <p>Independent Study/Adult Education: Integrated Math II, Houghton Mifflin Harcourt (2013) ISBN# 9780544399983</p> <p>CPM , Core Connections Integrated II, (2014) ISBN# 9781603283472</p> <p>CPM, Core Connections Integrated III, (2015) ISBN: TBD</p> <p>CPM, Core Connections Algebra 2, 2nd Edition, (2013). ISBN # 9782604382427</p> <p>The Nature of Mathematics: 12th Edition, Houghton Mifflin, 2012: Student Edition ISBN-13 : 978- 0-538-73758-6</p> <p>Precalculus with Limits: A Graphing Approach, 5th Edition, Ron Larson, Robert Hostetler and Bruce Edwards, Houghton Mifflin Company, 2008, ISBN 0-618-85152-6</p> <p>Calculus of a Single Variable, 10th Edition, (2014) R. Larson & B. Edwards, Cengage Learning, ISBN: 9781285060286</p> <p>Consumer Math, Globe Fearon: ISBN 0-13-024146-6</p> <p>Basic Mathematics, Pacemaker ISBN: 0-835-93583-3</p> <p>Explore Budgeting, Judi Kinney, Attainment, 2012 ISBN: 1-57861-819-3</p> <p>Practical Mathematics for Consumers, 3rd Edition, Pacemaker, 2003 ISBN: 0-13-024146-6</p>	Yes	
Science	<p>Hewitt, P.G., Suchocki, J.A., Hewitt, L.A.. Conceptual Physical Science Plus Mastering Physics. 2012, ISBN# 978032175932</p> <p>Hewitt, P.G., Suchocki, J.A., Hewitt, L.A.. Conceptual Physical Science Plus Mastering Physics. 2012, ISBN# 978032175932</p> <p>Concepts and Challenges in Physical Science, Pearson 2009, Bernstein, Schacter, W inkler and</p>	Yes	

	<p>Wolf, ISBN# 13 978-0-7854-6767-0 What is Life? (2011). J. Phelan. BFW Publishing. ISBN: 1464109443 Glencoe Biology, Alton Biggs, Whitney CrispinHagins, The McGraw Hill Companies, Inc, 2007, 0- 07-875713-4 Biology Principles and Explorations; Holt, Rinehart, and W inston, 2001, ISBN H51999-3 Concepts and Challenges in Life Science, Bernstein, Schachter, W inkler and Wolf, Pearson, 2009, ISBN: 13 978-7854-6768-7 Veterinary Assisting Fundamentals and Applications (2011), Vanhorn & Clark, DelMar Publishing, ISBN: 9781435453876, eBook ISBN: 9780840020987 Introduction to Livestock and Companion Animal, Lee/Hutter/Rudd/Westrom/Patrick/Bull, Prentice Hall Interstate, 2004, ISBN 0-13-036432-0. Modern Livestock & Poultry Production, Sixth Edition, James R. Gillespie, Delmar Publishers, 2002, ISBN 0-7668-1607-9 Principles and Practice of Veterinary Technology, Paul W . Pratt, Mosby Publishing, 1998, ISBN 0- 8151-7308-3 Human Anatomy & Physiology, 10th Edition, E. Marieb, Katja Hoehn, Pearson Education, Inc. ISBN: 9780133995190 Human Anatomy & Physiology, 10th Edition, E. Marieb, Katja Hoehn, Pearson Education, Inc. ISBN: 9780133995190 Chemistry, W ilbaham Staley Matta Waterman, Prentice Hall, 2007, ISBN: 0-13-201345-3 Chemistry, Addison-Wesley, Prentice Hall, Needham, MA, 2002, ISBN # 0-13-054384-5 Chemistry, W ilbaham Staley Matta Waterman, Prentice Hall, 2007, ISBN: 0-13-201345-3 Physics, Holt, Rinehart and W inston, San Francisco, CA, 2002 ISBN # 0-03-056544-8 Physics (AP Edition), James S. Walker, Prentice Hall, Third Edition, ISBN # 0131960679 Physics, Holt, Rinehart and W inston, San Francisco, CA, 2002 ISBN # 0-03-056544-8 College Physics: A Strategic Approach, Knight, Jones, Field, Pearson-Addison-Wesley, 3rd Edition (2014) ISBN # 9780321902559 Phelan, J.. What is Life? 2011. BFW Publishing. ISBN: 1464109443</p>		
<p>History-Social Science</p>	<p>World Geography, Richard Boehm, Glencoe/McGraw-Hill, 3rd Edition, ISBN 0 02 821 737 3 Geography Alive! Regions and People, Bert Bower, Teacher Curriculum Institute, 2006, ISBN: 1- 58371-427-8 World Geography and Cultures, Globe Fearon-Pearson Learning Group, ISBN 0-130-23674-8 World Geography and You, Steck Vaughn, ISBN 0-8172-6829-4 History Alive! World Connections, TCL, 2013, ISBN# 9781583719480 Glencoe World History: Modern Times, Spielvogel, 2005, ISBN# 0-07-867855-2 World History, Pacemaker, 2007, ISBN 13-978-0-7854-6391-7 World History, AGS, Globe Pearson, ISBN 13-978-0-7854-6391-7 History Alive! Pursuing American Ideals (2013). D. Hart, TCI Publishers, Rancho Cordova, CA.. ISBN: 9781934534885 America – Pathways to the Present, Cayton, Andrew et al., Prentice Hall, Needham, Mass. 2000 ISBN: 0-13-4-358961 America’s Story, After 1865, Vivian Bernstein, Steck-Vaughn, 2005, ISBN# 0-7398-9711-X</p>	<p>Yes</p>	

	<p>The American Pageant, Houghton Mifflin Publishing, 13th Edition, ISBN 0 618-479406</p> <p>United States History, 4th Edition, Globe Fearon, 2004 ISBN 0130244104</p> <p>Economics: Principles and Practices, Glencoe, 2005, ISBN 0-07-860693-4</p> <p>Economics: Principles in Action, Prentice Hall, 2005, ISBN: 0-13-181685-3</p> <p>Economics, 3rd Edition, Globe Fearon, 2000, ISBN 0130236136</p> <p>Mankiw, N. Gregory, Principals of Economics. 4th edition, Harvard University: Thompson Education, 2007. ISBN 0-324-22472-9</p> <p>Anderson, David, Princeton Review: Macro and Microeconomics</p> <p>Gwartney, James D; Stroup, Richard L; Sobel, Russel; and Macpherson, David A. Economics: Private and Public Choice. (11th Edition). Thomson, Southwestern, 2006. ISBN: 0-324-20564-3</p> <p>Heilbroner, Robert L. The Worldly Philosophers: The Lives, Times, and Ideas of the Great Economic Thinkers. Rev. 7th ed. New York: Simon and Schuster, 1999.</p> <p>Mankiw, N. Gregory, Principles of Economics, fourth edition, Harvard University: Thompson Higher Education, 2007.</p> <p>Morton, John S. and Goodman, Rae Jean B. Advanced Placement Economics. (3rd Edition). National Council on Economic Education, 2003. ISBN: 1-56183-566-8</p> <p>United States Government: Democracy in Action, Glencoe, 2006, ISBN# 0-07-860053-7</p> <p>American Government, 3rd Edition, Globe Fearon, 2000, ISBN 0130236179</p> <p>Government in America – people, politics and policy, AP Edition, Pearson Education, 2009, ISBN: 0-13-715159-4</p> <p>Glencoe Health, Mary Bronson Merki and Don Merki, 9th Edition, ISBN 0-07-826326-3</p> <p>Responsible Driving, Glencoe / McGraw-Hill, ISBN 0-07-867812-9</p> <p>Discover Health, AGS, ISBN 0-7854-1843-1</p> <p>Health, Globe Fearon, Pearson Learning Group, ISBN 0-13-024692-1</p>		
<p>Foreign Language</p>	<p>¡En Español (Uno), McDougal Littell, 2000 Edition, ISBN 0-395-91082-X</p> <p>¡En Español (Dos), McDougal Littell, 2000 Edition, ISBN 0-395-91084-6</p> <p>¡En Español (Dos), McDougal Littell, 2000 Edition, ISBN 0-395-91084-6</p> <p>Realidades, 2nd Edition (2011), Boyles, Met & Sayers, Pearson Publishing, ISBN: 9780133691801</p> <p>Encuentros Maravillosos, 2nd Edition (2011), Kanter, Pearson Publishing, ISBN: 9780133693744</p> <p>Repaso: A Complete Review Workbook for Grammar, Communication, and Culture, National Textbook Company, 1997, ISBN 0844274100</p> <p>Abriendo Paso: Lecturas (Provides readings from four of the required authors in the AP Spanish Literature course) Heinle & Heinle, 1995, ISBN 0-8384-4943-3</p> <p>Encuentros Maravillosos, Scott Foresman Addison Wesley, 1998 Edition, ISBN 0-673-21595-4</p> <p>Reflexiones de la Literatura Hispanica, Rodriguez, Pearson (2013), ISBN: 9780132793124</p> <p>Abriendo Paso – Yemas y lecturas, Nadel and Diaz, Pearson (2014), ISBN: 9780133294507</p> <p>Abriendo Paso - Gramatica, Nadel and Diaz, Pearson (2014), ISBN: 978013328136</p>	<p>Yes</p>	

Health	Glencoe Health, Mary Bronson Merki and Don Merki, 9th Edition, ISBN 0-07-826326-3 Responsible Driving, Glencoe / McGraw-Hill, ISBN 0-07-867812-9 Discover Health, AGS, ISBN 0-7854-1843-1 Health, Globe Fearon, Pearson Learning Group, ISBN 0-13-024692-1	Yes	
Visual and Performing Arts	The Visual Experience, Jack Hobbs and Richard Salome, Davis Publications, Inc. , 1991. ISBN 087192-627x Discovering Drawing, 2nd Edition, Ted Rose and Sallye Mahan-Cox, Davis Publishing, 2004, ISBN 0- 87192-281-9 Exploring Painting, Gerald F. Brommer and Nancy K. Kinne, Davis Publishing, ISBN 0-87192-600- 8AA Exploring Visual Design, 3rd Edition, Joseph A. Gatto, Albert W . Porter, Jack Selleck, Davis Publishing, 2000, ISBN 0-87192-379-3 Experience Clay, Maureen Mackey, Davis Publishing, 2003, ISBN 087192-5990 Beginning Sculpture, Arthur W illiams, Davis Publishing, 2005, ISBN 087192-6296 Experience Clay, Maureen Mackey, Davis Publishing, 2003, ISBN 087192-5990 Beginning Sculpture, Arthur W illiams, Davis Publishing, 2005, ISBN 087192-6296 Black & White Photography, 3rd Edition, Henry Horenstein, Little, Brown and Company, 2005, ISBN 0316373052 Beyond Basic Photography: A Technical Manual , Henry Horenstein, Little, Brown and Company, 1977, ISBN 0316373125 CS-3 Classroom in a Book, 2007, Adobe, ISBN#: 0-321-492021 Photo and Digital Imaging, 2002, Goodheart I W ilcox Co., ISBN#: 1-56637-879-6 The Art of Floral Design, 3rd Edition, Norah T. Hunter, Cengage Learning, 2000 ISBN #9781418063030 Sunset Western Garden Book, Revised and Updated Edition, Sunset Editors, Kathleen Brenzel, Sunset Publishers, 1997, ISBN 0-376-03851-9 Basic Drama Projects, 8th Edition, Fran Averett Tanner, Ph.D., Perfection Learning, 2004, ISBN 0- 75691-640-2 Tanner, Fran Avertt, Ph. D., Basic Drama Productions, 8th Edition, New York: Perfection Learning, 2004, ISBN# 0-75691-640-2	Yes	
Science Laboratory Equipment (grades 9-12)	N/A	Yes	

School Facility Conditions and Planned Improvements				
Las Plumas Facilities and Maintenance is managed by the Oroville Union High School District Director of Maintenance and Operations.				
Year and month of the most recent FIT report			June 2022	
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			When it rains water floods the area in front of the portable 1011. Water also gathers under the portable. Work order submitted
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials			X	
Structural: Structural Damage, Roofs	X			There are leaks in room 1204. Work order submitted
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

Las Plumas High School offers a variety of Career Technical courses, which are a part of a coherent three course sequence, with a capstone course. Vocational Education has long been a requirement for graduation, as the need to expose students to different career opportunities has been demonstrated through labor partners and demand by students and parents for the courses. These courses are offered to all students, giving them the ability to choose the pathway that is best for them. There had been a significant change starting with the 2016-17 school year, in that the Butte County ROP is no longer supporting classes at Las Plumas High School. The Oroville Union High School District has maintained all former ROP courses taught by OUHSD teachers, despite the loss of ROP support.

All CTE courses are evaluated for relevant and appropriate content, as well as evaluating the performance of the instructors

A Career Technical Advisory Committee meets once per semester, in order to examine labor market trends, demand for courses, and potential for new courses. this committee is chaired by Kevin Simas, OUHSD Director of Student Services. This committee is comprised of industry representatives from Agriculture, Health Occupations, Law Enforcement, Manufacturing and Welding Trades, Hospitality, Social Services, and local government.

Agricultural Education:

Agriculture Mechanics
Grade 9/10 Ag Mechanics I
Grades 10/11 Ag Mechanics II
Grades 11/12 Farm Management

Animal Science
Grade 9/10 Animal Science
Grade 10/11 Veterinary Skills
Grade 11/12 Farm Management

Environmental Horticulture
Grade 9/10 Floriculture I
Grade 10/11 Floriculture II
Grade 11/12 Greenhouse Management

Family and Consumer Science:

Food Service & Hospitality
9/10 Life Management
10/11 Culinary I
11/12 Culinary II

Fashion Design & Merchandising
9/10 Life Management
10/11 Fashion Design I
11/12 Fashion Design II

Industrial Technology:

Automation and Mechatronics
9/10 Engineering I
10/11 Engineering II
11/12 Engineering III

Graphic and Design
9/10 Graphic Design I
10/11 Graphic Design II
11/12 Graphic Design III

2021-22 Career Technical Education Programs

Manufacturing Technology
 9/10 Welding Fabrication I
 10/11 Welding Fabrication II
 11/12 Welding Fabrication and Design

Transportation/Energy
 9/10 Automotive Technology I
 10/11 Automotive Technology II
 11/12 Automotive Technology

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	85.1	71.4	81.7	85.1	89.3

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents have an important role at Las Plumas High School, through active participation and involvement on leadership teams such as: School Site Council, WASC Focus Groups, Parent-Teacher-Student Association (PTSA), district and site discipline committees, boosters/foundation/advisory support groups, school board membership and the involvement in hiring of staff. Las Plumas High School also benefits from partnerships with the Butte County Office of Education. Additionally, our District has participated in the DAIT (District Assistance and Intervention Team) process, which includes parent and community input, in order to promote student achievement. Parents also took part of the THRIVE study and other online surveys to gauge and address concerns regarding school culture.

Las Plumas Parent Involvement Plan:

Responsible parenting is promoted and supported. Parents play an integral role in assisting student learning. Las Plumas is open and inviting to parents and families and actively seeks parental support and assistance for school programs. Parents participate as full partners in the decisions that affect students and families. Collaboration with the community provides opportunities to strengthen school programs, family practices, and student learning.

Research indicates that when parents participate in their children's education, the result is an increase in student achievement and an improvement of students' attitudes towards learning (Caplan, Hall, Lubin, and Fleming, 1997). In recent years, however, changes in social structures and increased economic pressures have reduced the time and energy some families can devote to school (enGauge).

In response to these changes, Las Plumas will be using more technology, Internet-based tools, and applications to improve communication and engage parents. Teachers will use e-mail, websites, and Aeries (via the ABI Parent Portal and Parent Square) to keep parents informed of students' academic performance. The Site Council will annually evaluate the parent involvement. Upon assessing the parent involvement, a plan of action will be implemented to continue to achieve the goal of improving communication with parents

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

The School Safety Plan is reviewed and updated on an ongoing basis and approved by the School Site Council and Oroville Union High School Board of Trustees. The latest School Safety Plan will be reviewed during the February meeting of the School Site Council. The goal of the Safe School Plan is to provide a safe and orderly environment on the Las Plumas High School campus that allows students to pursue their educational goals without interference from others. The Las Plumas High School Site Safety committee has been charged with developing the Comprehensive Safety Plan. The committee, working under the direction of the School Site Council, has met and identified specific goals, objectives, and action steps, with regard to California state guidelines for the Comprehensive School Safety Plan. It will include an assessment of the current school crime rate, procedures to notify teachers of dangerous pupils, disaster procedures, child abuse reporting procedures, school discipline rules and procedures, sexual harassment policy, cyber bullying policy, procedures for safe ingress and egress of pupils, and other safe school strategies. Several of the LP staff and administration were trained in the CPI system. Staff and parents, in case of an emergency, are contacted by email via parent square. The website also will have updated information in case of an emergency.

The Las Plumas School Site Council is scheduled to review this plan in February 2023.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6682	1737	4945	72087
District	N/A	N/A	9562	
Percent Difference - School Site and District	N/A	N/A	-63.7	-0.9
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-52.3	-14.9

2021-22 Types of Services Funded

Las Plumas High School is designated Title I school-wide. All of our students now receive Free Lunch. Programs are in place to support students who are at risk of performing below their ability. These supplemental programs provide academic support, in order to promote success. Federal Title I funding is the primary source of funding. Las Plumas High School provides reading intervention for struggling readers through the READ 180 program. English Language Learners are assisted by a Hmong speaking para-educator. Our current ELL curriculum is currently under review. Additionally, Migrant Education supervises approximately six students.

Additional supports:

- .5 FTE Teacher on Special Assignment assigned to provide intervention in areas that affect Dashboard Indicators
- 7 hr./day Spanish Para-Educator for READ 180 Lab
- 7 hr. /day Hmong Speaking Para-Educator
- Co taught Math classes
- Two Targeted Case Managers
- Supplemental books and materials
- Professional Development for teachers
- Purchasing up to date technology for supplemental needs

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

The Oroville Union High School District has hosted training in Culturally Responsive Positive Behavioral Intervention Systems with Ramiro Rubalcaba, Restorative Practices with Kelvin Oliver, and Culturally Responsive Classroom Management with Sharroky Hollie in the 21-22 school year. We have also used PLC time to disaggregate data to identify best practices on campus, and used staff meetings to share those best/most effective practices.³⁰

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	51	35	

Oroville Union High School District

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Oroville Union High School District
Street	2211 Washington Avenue
City, State, Zip	Oroville, CA 95966
Phone Number	530-538-2320
Principal	Kristen Wiedenman
Email Address	kwiedenman@ouhsd.net
School Website	www.ouhsd.org/ohs
County-District-School (CDS) Code	04615150000000

2022-23 District Contact Information

District Name	Oroville Union High School District
Phone Number	530-538-2300
Superintendent	Corey Willenberg
Email Address	cwillenb@ouhsd.net
District Website Address	www.ouhsd.org

2022-23 School Overview

The mission at Oroville High School is to provide a safe, engaging environment that promotes high academic achievement, and personal and social responsibility. We offer quality programs to help our students succeed. Oroville High School's guiding vision is to assure that all students meet the academic, social, physical and career opportunities of the 21st century. Courses, curriculum, and school wide goals at Oroville High School are reviewed and aligned regularly so that our instructional practices are focused on essential core content standards. As we focus on instructional practices we are guided by the following four questions: 1) What do we expect students to learn? 2) How will we know if they have learned it? 3) How will we respond if they haven't learned it? 4) How will we respond when our students already know it?

Technology has been a focus at Oroville High School for many years. Recently, OUHSD moved to a 1:1 approach to technology, investing in chromebooks to be provided to every student in the district. Currently, every student at Oroville High School has the option of using a district issued Chromebook or bringing their own device to use on campus. Improved fiber and Wi-Fi drop zones have been installed in every classroom to facilitate our growing need to access the internet across campus. Every classroom is equipped with a Viewsonic Viewboard. Teachers are also being trained to utilize the latest technologically based instructional methods in order to improve student engagement in their classes.

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

District procedures for adopting textbooks include teacher, student and administrative recommendations and Board of Education approval. The OHS library maintains approximately 20,155 books and has many technology-based resources; i.e., electronic databases, word processing, desktop publishing, art prints, video materials, computer software and off-site telecommunications resources. In addition, pre-selected online resources designed to support the state standards are provided through the library home page.

Year and month in which the data were collected December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9: MyPerspectives English Language Arts 2017 English 9 Honors: MyPerspectives English Language Arts 2017 English 10: MyPerspectives English Language Arts 2017	Yes	0

	<p>English 10 Honors: MyPerspectives English Language Arts 2017</p> <p>English 11: MyPerspectives English Language Arts 2017</p> <p>English 12: MyPerspectives English Language Arts 2017</p> <p>Literature of Controversy: Hosseini, Khaled, The Kite Runner, New York: Putnam Publishing Group, 2003</p> <p>Literature of Controversy: O'Brien, Tim, The Things They Carried, New York: Houghton Mifflin Harcourt Publishing Company, 1990</p> <p>AP English Language/Composition: Kaplan AP English Language and Composition, 2013-2014</p> <p>AP English Literature/Composition: Perrine's Literature: Structure, Sound, and Sense, Thomas R. Arp, ed. Harcourt, Brace College Publishers, 1998</p> <p>English Foundations 9-10: AGS Exploring Literature-British Literature, 2007</p> <p>English Foundations 11-12: AGS Exploring Literature-American Literature, 2007</p>		
Mathematics	<p>Math Fundamentals: Introduction to Algebra, Kriegler, Gamelin, Goldstein and Hsu Chan, UCLA Department of Mathematics, Los Angeles, CA, 2007</p> <p>Math I Readiness: Introduction to Algebra, Kriegler, Gamelin, Goldstein and Hsu Chan, UCLA Department of Mathematics, Los Angeles, CA, 2007</p> <p>Math I: College Preparatory Mathematics, Core Connections, Course 4/Volume One, 2013</p> <p>Honors Math I: College Preparatory Mathematics, Core Connections, Integrated I/Volume One, 2013</p> <p>Math II: CPM: Core Connections Integrated II, 2014</p> <p>Honors Math II: CPM , Core Connections Integrated II, 2014</p> <p>Honors Math II: CPM, Core Connections Integrated III, 2015</p> <p>Honors Math II: CPM, Core Connections Algebra 2, 2nd Edition, 2013</p> <p>The Nature of Mathematics: The Nature of Mathematics: 12th Edition, Houghton Mifflin, 2012</p> <p>Precalculus: Precalculus with Limits: A Graphing Approach, 5th Edition, Ron Larson, Robert Hostetler and Bruce Edwards, Houghton Mifflin Company, 2008</p> <p>AP Calculus: Calculus of a Single Variable, 10th Edition, 2014</p> <p>Math Foundations I: Consumer Math, Globe Fearon, 2004</p> <p>Math Foundations I: Basic Mathematics, Pacemaker, 1999</p> <p>Math Foundations I: Explore Budgeting, Judi Kinney, Attainment, 2012</p> <p>Math Foundations II: Practical Mathematics for Consumers, 3rd Edition, Pacemaker, 2003</p>	Yes	0
Science	<p>Physical Science Foundations: Concepts and Challenges in Physical Science, Pearson 2009, Bernstein, Schacter, Winkler and Wolf</p> <p>Biology of the Living Earth: HMH: The Living Earth, ISBN 9781328896094</p> <p>Biology Foundations: Concepts and Challenges in Life Science, Bernstein, Schachter, Winkler and Wolf, Pearson, 2009</p>	Yes	0

	<p>Anatomy and Physiology: Human Anatomy & Physiology, 10th Edition, E. Marieb, Katja Hoehn, Pearson Education, Inc. 2016</p> <p>Chemistry in the Earth System: HMH: Chemistry in the Earth System, ISBN 9781328896131</p> <p>Physics of the Universe HMH: Physics of the Universe, ISBN 9781328896155</p> <p>AP Physics: College Physics: A Strategic Approach, Knight, Jones, Field, Pearson-Addison-Wesley, 3rd Edition, 2014</p>		
History-Social Science	<p>Geography Alive! Regions and People, Bert Bower, Teacher Curriculum Institute, 2006</p> <p>World History: History Alive! World Connections, Teacher Curriculum Institute, 2013</p> <p>AP European History: Western Civilization. 9th ed. Boston: Wadsworth Publishing, 2015</p> <p>World History Foundations: World History, Pacemaker/Pearson AGS Globe 2008</p> <p>U.S. History: History Alive! Pursuing American Ideals 2013</p> <p>AP U.S. History: The American Pageant, Houghton Mifflin Publishing, 13th Edition, 2005</p> <p>U.S. History Foundations: United States History, 4th Edition, Globe Fearon, 2004</p> <p>Economics: Economics Alive: Teacher Curriculum Institute, 2020.</p> <p>Economics Foundations: Economics, 3rd Edition, Globe Fearon, 2001</p> <p>Government Foundations: American Government, 3rd Edition, Globe Fearon, 2001</p> <p>AP U.S. Government and Politics: Government in America – people, politics and policy, AP Edition, Pearson Education, 2009</p>	Yes	0
Foreign Language	<p>Spanish I: ¡En Español (Uno), McDougal Littell, 2000 Edition</p> <p>Spanish II: ¡En Español (Dos), McDougal Littell, 2000 Edition</p> <p>Spanish III: Realidades, 2nd Edition, 2011</p> <p>Spanish III: Encuentros Maravillosos, 2nd Edition, 2011</p> <p>AP Spanish Language: Repaso: A Complete Review Workbook for Grammar, Communication, and Culture, National Textbook Company, 1997</p> <p>AP Spanish Language: Abriendo Paso: Lecturas (Provides readings from four of the required authors in the AP Spanish Literature course) Heinle & Heinle, 1995</p> <p>AP Spanish Language: Encuentros Maravillosos, Scott Foresman Addison Wesley, 1998</p> <p>AP Spanish Literature: Reflexiones de la Literatura Hispanica, Rodriguez, Pearson, 2013</p> <p>AP Spanish Literature: Abriendo Paso – Yemas y lecturas, Nadel and Diaz, Pearson, 2014</p> <p>AP Spanish Literature: Abriendo Paso - Gramatica, Nadel and Diaz, Pearson, 2014</p>	Yes	0
Health	<p>Health/Driver Education: Glencoe Health, Mary Bronson Merki and Don Merki, 9th Edition, 1999</p> <p>Health/Driver Education: Responsible Driving, Glencoe / McGraw-Hill, ISBN 0-07-867812-9</p>	Yes	0

	Health Foundations: Discover Health, AGS, 2001 Health Foundations: Health, Globe Fearon, Pearson Learning Group, 2003		
Visual and Performing Arts	Art I: The Visual Experience, Jack Hobbs and Richard Salome, Davis Publications Inc., 1991 Art II: Discovering Drawing, 2nd Edition, Ted Rose and Sallye Mahan-Cox, Davis Publishing, 2004 Art II: Exploring Painting, Gerald F. Brommer and Nancy K. Kinne, Davis Publishing, 1988 Advanced Art: Exploring Visual Design, 3rd Edition, Joseph A. Gatto, Albert W. Porter, Jack Selleck, Davis Publishing, 2000 Ceramics I and II: Experience Clay, Maureen Mackey, Davis Publishing, 2003 Ceramics I and II: Beginning Sculpture, Arthur Williams, Davis Publishing, 2005 Photography I: Black & White Photography, 3rd Edition, Henry Horenstein, Little, Brown and Company, 2005 Photography II: Beyond Basic Photography: A Technical Manual, Henry Horenstein, Little, Brown and Company, 1977 Digital Photography I: CS-3 Classroom in a Book, 2007 Digital Photography I: Photo and Digital Imaging, 2002 Drama I: Basic Drama Projects, 8th Edition, Fran Averett Tanner, Ph.D., Perfection Learning, 2004 Drama II: Tanner, Fran Averett, Ph. D., Basic Drama Productions, 8th Edition, New York: Perfection Learning, 2004	Yes	0
Science Laboratory Equipment (grades 9-12)	Meets State Guidelines	Yes	0

School Facility Conditions and Planned Improvements

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

Oroville High School has 57 classrooms of which 17 are portables. Five custodians work in the evenings to maintain the classrooms. It should be noted that Oroville Union High School District has a regularly scheduled daily and deferred maintenance plan for all school facilities. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A digital work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. The Principal and Maintenance Director work daily with the custodial staff to ensure a clean and safe school.

Year and month of the most recent FIT report

June 22, 2022

System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned
	Good	Fair	Poor	

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Stained ceiling tiles need replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

Oroville High School offers a variety of Career Technical Education courses, which are a part of a coherent three course sequence. Vocational Education has long been a requirement for graduation, as the need to expose students to different career opportunities has been demonstrated through labor partners and demand by students and parents for the courses. These courses are offered to all students, giving them the ability to choose the pathway that is the best fit for each student's career plan. All C.T.E. courses are evaluated for relevant and appropriate content, as well as evaluating the performance of the instructors. The Oroville Union High School District made a major commitment to continue to provide career and technical education classes for students even with the collapse of regional R.O.P. programs. At Oroville High School these classes include a range of courses that are reviewed and compared to regional employment data and include: Culinary Arts, Automotive, Graphic Design, and Engineering. CTE pathways are monitored through the Multiple Measures system of the California Department of Education. The primary representative for OHS is Culinary Instructor Sandy Smith, along with the Director of Education of OUHSD, Jon Wood.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	84.6	86.0	86.4	86.9	90.0

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parental involvement at Oroville High School is strongly encouraged and valued. Parents are involved in a number of ways. Through Back-to-School night, parents meet with teachers to learn about curriculum and course expectations. Aeries ABI Parent Portal is an online resource available for parents to monitor student attendance and grades. ParentSquare is also being used to send out monthly newsletters, updates, and reminders via email, phone dialer, and text message to our families. Teachers have also received training in ParentSquare as well to increase school to home communication. Parents serve on our School Site Council as well as our CR-PBIS committee, WASC Focus Group, and Supportive School Climate and Culture Committee. For parents of English Learners, there is an English Learner Advisory Committee that meets several times during the school year. PTSA and Parent Athletic Boosters are some of the organizations on campus providing monthly meetings to help organize events that generate funding for scholarships and school needs. In addition, parents can participate in the Local Control Accountability Plan district wide committee meetings. Oroville High School has made it our mission to set goals and implement strategies that will create opportunities for our parents to play a greater role in the educational process of their children. Our goal is to open the lines of communication and create a welcoming environment where parents and teachers work collaboratively together towards the improvement of student achievement. Please contact the main office at 538-2320 ext. 3308 for more information.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

Oroville High School actively promotes a safe, clean, and orderly learning environment and in accordance with SB 187, has a comprehensive disaster and safety plan in place. OHS has a safety committee which reviews the Comprehensive Safety Plan. The committee, working under the direction of the Administration, meets to review and update the safety plan, with regard to California state guidelines for the Comprehensive School Safety Plan. This plan includes the following emergency procedures: traumatic incidents, imminent danger procedure - Code Red, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Fire, earthquake, and the Code Red Lock-down are practiced by staff and students each semester. The safety plan as well as intervention plan are reviewed by district committees each year and are approved by the Board of Trustees. School safety concerns are also addressed at School Site Council Meetings. OHS has two full-time Assistant Principals and one full-time School Resource Police Officer. We utilize a camera monitoring system as well as campus supervisors who are present on campus at all times. Additionally, all of our staff members have hand radios to provide immediate contact if necessary. In case of an emergency, parents are contacted by the automatic phone caller and the website also provides updated information. This plan was updated January 2022 and formally adopted by the school board February 16, 2022. The plan was reviewed with staff and a student representative at a staff meeting in March 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,444	\$1,670	\$6,774	\$72,907
District	N/A	N/A	\$9,637	
Percent Difference - School Site and District	N/A	N/A	-34.9	-2.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-21.9	-13.8

2021-22 Types of Services Funded

Oroville High School receives the following funding:

- LCAP state funds to support programs and activities to assist all learners achieve proficiency in all subject areas.
- Title I funds to meet the educational needs of low-achieving students enrolled in the highest poverty schools and to provide parent education.
- Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- Title II federal funds to provide ongoing staff development for teachers and principals.

OHS is designated Title I school-wide. Approximately 79% of our students receive Free or Reduced Lunch and 4% of our students are English Language Learners. Programs are in place to support students who are at risk of performing below their ability. Oroville High School provides special education support services in order to help students succeed in classes and a rich English Language Learner program. Ninth grade struggling readers are provided additional instruction in a READ 180 curriculum. In addition to these services, a consultation period has been built in to the daily bell schedule to provide opportunities for students to get additional help from their teachers. A Social Emotional Learning (SEL) period is also integrated once a month on SEL Fridays to provide social emotional support and learning to students. These supplemental programs provide social emotional and academic support, in order to promote success in high school.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

OHS and the Oroville Union High School District have placed a strong emphasis on staff development. Every OHS staff development activity is required to support state, district, and site goals for student academic achievement and a supportive school culture and climate. Areas of focus are: Restorative Practices, Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS), Collaboration on Student Data to Improve instruction and Culture, and Educational Technology. To further this goal, a collaboration period is provided once a week for teachers throughout the school year to support the PLC process and continuous professional growth. OHS has a team of teachers, administrators, and support staff who are members of the CR-PBIS team. Members of the team participate in PBIS professional development through the Placer County Office of Education. This year, OUHSD has provided five days over the course of the school year for five teachers to work with an instructional coach focusing on classroom management and Universal Design for Learning (UDL) Additionally, our AP teachers have attended workshops to better align AP curriculum. Our newest teachers participate in the Butte County Beginning Teacher Support Program (BTSA), where they are supported by mentor teachers in their subject area. Finally, teachers are encouraged and supported to attend professional development conferences within their subject areas.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	51	67	60

Prospect High School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

PROSPECT HIGH SCHOOL

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H
S



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Prospect High School
Street	2060 2nd Street
City, State, Zip	Oroville, CA 95965
Phone Number	530-538-2330
Principal	Matt Kermen
Email Address	mkermen@ouhsd.net
School Website	https://www.ouhsd.org/phs
County-District-School (CDS) Code	046151504437566

2022-23 District Contact Information

District Name	Oroville Union High School District
Phone Number	530-538-2300
Superintendent	Dr. Corey Willenberg
Email Address	cwillenb@ouhsd.net
District Website Address	https://www.ouhsd.org/

2022-23 School Overview

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

Oroville Union High School District

Core Beliefs

We believe:

1. When provided an engaging, inspiring and challenging learning environment, every student will have the opportunity to achieve at their maximum potential.
2. Active engagement of students by caring adults is key to helping students achieve.
3. Every student learns at their own pace and will have access to educational services and supports to enhance their learning experience.
4. Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities.
5. Every member of the learning community deserves to be part of a safe, caring, equitable and nurturing learning environment and should be treated with respect, dignity and worth.

Mission Statement

OUHSD is committed to providing every student with equitable educational and extra-curricular opportunities that prepare them to be college and/or career ready. Every school will have a positive climate that focuses on being safe, responsible and respectful.

Vision Statement

Preparing students for the future today

School Level - Prospect High School

Prospect High School provides a safe and nurturing environment as a "School of Choice." Students will achieve academic success and gain skills to be college, career, and/or work ready.

Prospect High School will inspire students to develop their life goals, build healthy relationships, accept personal responsibility, and learn to think critically in a safe, respectful, and responsible manner as they face life's challenges.

Students will strive to be:

Complex Thinkers who:

Pursue a High School Diploma achieving all necessary academic and graduation requirements

Have developed the work ethic and the critical thinking skills to be college, career, and/or work ready

Show success using and acquiring technology and communication skills in achieving personal and academic goals

Responsible Citizens who:

Pursue healthy interpersonal relationships, healthy personal living skills, healthy lifestyle choices and accept responsibility for their actions

Have and will demonstrate positive and productive citizenship contributing time, energy and talent to improve their community

Show respect for the diversity and dignity of others

Students can earn 5 credits in each class per 12 week trimester (broken in to two 6 week Blocks). Students earn variable

2022-23 School Overview

credit, which means credit earned by how much work is completed and how well it was done. A student earning 12.5+ credits in a block earns incentives and being a part of the Honor Roll.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Adaptations to use online curriculum allows for access for all students in most subject areas to have online access to all curriculum.

Year and month in which the data were collected August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9, 10, 11, 12 Timeless Voices, Timeless Themes, Platinum Edition Supplemental Text: Springboard for 8th, 9th, 10th, 11th grades	Yes	0

Mathematics	Math 1 Readiness, College Preparatory Mathematics, Core Connections	Yes	0
Science	Physical Science, Hewitt, P.g., Suchocki, J.A. LA Conceptual Physical Science Plus Mastering Physics General Biology: What is life? (2011) J. Phelan. BFW Publishing Biology Foundations: Concepts and Challenges in Life Science (2009). Bernstein, Schachter, Winkler and Wolf, Pearson Publishing	Yes	0
History-Social Science	World History: History Alive! World Connections (2013). D. Hart T CL Publishers US History: History Alive! Pursuing American Ideals (2013). D. Hart, T CL Publishers Economics Principles and Practices (2005). Glencoe Publishing Economics Foundations (2000): Economics, 3rd Edition, Globe Fearon Publishing	Yes	0
Foreign Language	N/A - Not offered		
Health	N/A - Not offered		
Visual and Performing Arts	Art 1: The Visual Experience (1991). Jack Hobbs and Richard Salome, Davis Publications Inc.	Yes	0
Science Laboratory Equipment (grades 9-12)	Appropriate equipment and lab based opportunities which supplement and correspond with the above Science Curriculum is used and purchased.	Yes	0

School Facility Conditions and Planned Improvements

The school's systems, cleanliness, restrooms/fountains, safety, structure, and external features are good. Areas in need are electrical systems and some safety features. Exterior painting and replacement of siding should occur summer 2022.

Year and month of the most recent FIT report

6/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Ripped ceiling tiles and missing ceiling tiles in rooms 301, 305, 402. Blinds need repair in room 301
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Multi purpose room Flush Valve leaking on toilet in first stall in girl's restroom. Missing floor tiles boy's restroom. Wooden ledge

School Facility Conditions and Planned Improvements

				below mirror chipping in girl's restroom. Sink drains slowly in the 100 wing.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

CTE offerings at Prospect High School have increased with the addition of a full time Construction Teacher. Classes such as Cooking, Recycled Cycles, Gardening, Careers, Horticulture, Engineering, Construction Trades, and Careers in Construction are some of the courses offered throughout the year. CTE teachers and administration meet throughout the year in discussing best practices and following all guidelines necessary. Our Principal and CTE teacher is a part of the District CTE Committee.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Incentives for students and parents to become more involved in the school community have historically included occasional Parent Nights, Family Nights, a Welcome Back Parent evening, and Open House type activities. Every 6 week block students are awarded credits, and those meeting 12.5+ credits are recognized and parents are welcome to be a part of that recognition. Parents can be a part of the Site Council, the District's Supportive School Climate Committee, DELAC Committee, are invited to complete the FAFSA, and are requested often for Parent Conferences, IEPs, and 504 Meetings. Zoom meetings, and In Person Block Award Assemblies all involve students with parents being contacted about possibilities to be a part of the fun. When a student does well, or there is a concern, parents are communicated with. Social media, including the school website, Instagram, Facebook, and Twitter are all utilized to spread the word to families. The District has hired an outside agency to promote the programs and happenings at Prospect and throughout the District.

The Principal has an open door policy and is willing to meet with parents and students as often as requested when available.

Our school has implemented student and parent Aeries portals as well as offered community service projects through our CTE and Elective classes. In the past, our Horticulture class has typically received community donations from parents and community members which allowed for building new garden boxes as well as building a few work benches and seating. Our Recycled Cycles class has also offers to fix bikes for community members, as well as donate bikes to students and community members. The addition of the Construction CTE Program will further allow for opportunities for students to connect and showcase their work with parents.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

The Comprehensive School Safety and Crisis Response Plan are reviewed annually by both the school and the District. Discussion with staff, Site Council, and District personnel has historically occurred. Drills are held annually and information as appropriate is shared with stakeholders.

The Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as meeting the requirements of SB 187 and the National Incident management System. The document is updated as necessary and changes are made based on bettering our response and new situations that may arise. Communications with staff have included the use of the Catapult Emergency Management System. Parents and Students are communicated with through Blackboard Connect, social media, the school website, the Aeries Portal, and frequent emailings.

The Comprehensive School Safety Plan (CSSP) was updated February 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16727	4432	12295	77418
District	N/A	N/A	9779	
Percent Difference - School Site and District	N/A	N/A	22.8	-6.2
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	19.0	-13.2

2021-22 Types of Services Funded

The following services are offered to students. This list is by no means complete, but shows the types of support and services we believe most help our students:

Academic/Career Counseling (4 days a week):

504 case management, transcript analysis, grad status checks, class scheduling, college enrollment, college financial aid, scholarships, night school enrollment, summer school enrollment, career field trips, career presentations, personal counseling/peer conflict resolution, counseling referrals.

Full Time Social Worker and Targeted Case Manager:

Full range of Social Worker counseling and Mental Health Awareness opportunities. Support in navigating Medi-Cal services, personal counseling, Wellness Center (Panther Pad), counseling referrals, case management of student housing/food/clothing needs.

Butte College Reg2Go Program:

Students work with academic counselor and Butte College staff to complete steps for college enrollment prior to graduating from high school (i.e., Butte online application, Career assessment workshop, FAFSA, Orientation field trip).

Victor Counseling (Virtually): Contracted counseling services via BCBH to provide weekly therapy appointments to Medical-Cal eligible students. These services have slowly diminished.

E-Center: Onsite daycare that provides childcare for babies of teen parents, prenatal education and childcare experience for teen parents.

Student Closet:

Closet on campus that provides free clothing and hygiene products to students in need.

Student Advisory Period (SAP/Advisory): Students meet once a week with an assigned teacher for social emotional learning, transcript review, team building and culture enhancing activities.

School Ties:

BCOE program that provides tutoring, bus passes, family support and backpacks to homeless youth.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Staff members have taken advantages of staff development opportunities as they have become available. These trainings have covered numerous subject area trainings, behavioral modification, and strategies for our at-risk population. We have also had numerous technology trainings to assist our staff with Distance Learning, Zoom, Google Classroom, and providing students digital education. We have a 1:1 ratio of students to Chromebook for cross curricular instruction and every classroom has a set of Chromebooks for students to use. The staff has held various in-house Google trainings leading to the implementation of Google Classroom campus wide. Three staff members are part of a District Tech team designed to support student and staff.

The English teacher has collaborated on numerous occasions with District English teachers to map the English curriculum to more closely align with common core standards and student ability levels. The Math teacher has also collaborated numerous times with Butte College, as well as with district and county instructional trainings .

Trainings on implementation of School Wide Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS), Culturally Responsive Teaching and Learning with Dr. Hollie (CRTL).

Prospect High School's schedule has embedded multiple hours of "Office Hours," Intervention time, and collaboration time every week. This has allowed time for our teachers to share their expertise, as well as expand their breadth of knowledge in areas outside of their subject expertise. We have also used this time for presentations from outside our staff, as well as vendors demonstrating various teaching aids. We have sent staff to workshops and conferences, as well as peer collaboration with staff at the other district school sites.

Focus on Social Emotional Learning, Mental Health, Academics, and Good Behavior Choices have been or will be at the forefront of staff Professional Development. Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS), Restorative Justice, and revised Discipline philosophies are being implemented. Staff members have taken advantages of staff development opportunities as they have become available. These trainings have covered numerous subject area trainings, behavioral modification, and strategies for our at-risk population. We have also had numerous technology trainings to assist our staff with our common core implementation. We have a 1:1 ratio of students to Chromebook for cross curricular instruction. The staff has held various in-house Google trainings leading to the implementation of Google Classroom campus wide. Staff have also participated in School-wide PBIS Kick Off Presentation (3 days), Restorative Practices Training, Crisis Prevention Training, Mental Health and Suicide Prevention, Red Ribbon Week School Wide, Northern Valley Harm Reduction Coalition School-Wide, Wellness Expo Family Outreach, Native American Day, Homeless and Foster Youth Presentation, Student/Staff Participation with Thrive, Career Day, Breaking Down the Walls, Stonewall Training, and Trauma Informed Practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	51	67	41

Oroville Community Day School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Oroville Community Day School
Street	2060 2nd Street
City, State, Zip	Oroville, CA 95965
Phone Number	530-534-2330
Principal	Matt Kermen
Email Address	mkermen@ouhsd.net
School Website	https://www.ouhsd.org/cds
County-District-School (CDS) Code	046151500430140

2022-23 District Contact Information

District Name	Oroville Union High School District
Phone Number	(530) 538-2300
Superintendent	Corey Willenberg
Email Address	cwillenb@ouhsd.net
District Website Address	https://www.ouhsd.org/

2022-23 School Overview

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

The OUHSD Community Day School is designed to assist students to modify behavior, earn academic credits and complete all of the requirements necessary to earn a high school diploma. One of the key elements in this plan will be to transition students into appropriate educational placements within the alternative education program utilizing the CR-PBIS Tier 2 check in and checkout process. The Principal will work with the Superintendent and/or designee to insure that expulsion plans are considered in addition to the student's progress in attendance, appropriate behavior, and academic achievement (credits) when considering transitioning students between alternative education sites.

For the 2022-2023 School Year, OUHSD Community Day School started the school year with 9 students, eventually enrolling 15 students. We currently have 7 students enrolled in OUHSD Community Day School.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

2021-22 Student Enrollment by Student Group

Student Group

Percent of Total Enrollment

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

For the 2021-2022 School Year, OUHSD Community Day School did not have any students enrolled to start the year - and no students were taken with the school essentially closed for the year due to COVID Protocols and the DOJ Mandating the OUHSD to limit Involuntary transfers.

Year and month in which the data were collected August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9, 10, 11, 12 Timeless Voices, Timeless Themes, Platinum Edition Supplemental Text: Springboard for 8th, 9th, 10th, 11th grades	Yes	0

Mathematics	Math 1 Readiness, College Preparatory Mathematics, Core Connections	Yes	0
Science	Physical Science, Hewitt, P.g., Suchocki, J.A. LA Conceptual Physical Science Plus Mastering Physics General Biology: What is life? (2011) J. Phelan. BFW Publishing Biology Foundations: Concepts and Challenges in Life Science (2009). Bernstein, Schachter, Winkler and Wolf, Pearson Publishing	Yes	0
History-Social Science	World History: History Alive! World Connections (2013). D. Hart T CL Publishers US History: History Alive! Pursuing American Ideals (2013). D. Hart, T CL Publishers Economics Principles and Practices (2005). Glencoe Publishing Economics Foundations (2000): Economics, 3rd Edition, Globe Fearon Publishing	Yes	0
Foreign Language	N/A - Not offered		
Health	N/A - Not offered		
Visual and Performing Arts	Art 1: The Visual Experience (1991). Jack Hobbs and Richard Salome, Davis Publications Inc.	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

The school's systems, cleanliness, restrooms/fountains, safety, structure, and external features are good. Areas in need are electrical systems and some safety features. Exterior painting and replacement of siding should occur summer 2022.

Year and month of the most recent FIT report

06/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 Career Technical Education Programs

For the 2021-2022 School Year, OUHSD Community Day School did not have any students enrolled to start the year - and no students were taken with the school essentially closed for the year due to COVID Protocols and the DOJ Mandating the OUHSD to limit Involuntary transfers.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

For the 2022-2023 School Year, OUHSD Community Day School started the school year with 9 students. Students enrolled were a mix of students on expulsions and students/families that voluntarily requested to be enrolled in Community Day School to make up credits from missing so much school due to school closures, COVID, and other family related issues. We have met formally and informally with all parents and guardians throughout the year and continually seek their input and feedback on how we can improve the quality of our program as well as maintaining a safe, respectful, and responsible learning environment.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate									
Graduation Rate									

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

2022-23 School Safety Plan

The Comprehensive School Safety and Crisis Response Plan are reviewed annually by both the school and the District. Discussion with staff and District personnel has historically occurred. Drills are held annually and information as appropriate is shared with stakeholders.

The Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as meeting the requirements of SB 187 and the National Incident management System. The document is updated as necessary and changes are made based on bettering our response and new situations that may arise.

For the 2022-2023 School Year, OUHSD Community Day School started the school year with 9 students enrolled. The DOJ Mandate requires OUHSD to limit Involuntary transfers to students on expulsion or for truancy related reasons. Students/families can/have voluntarily transferred to CDS by filling out district paperwork stating their voluntary transfer request.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	3807	1409	2398	77418
District	N/A	N/A	9779	
Percent Difference - School Site and District	N/A	N/A	-121.2	11.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	81.6	4.0

2021-22 Types of Services Funded

It should be noted: For the 2022-2023 School Year, OUHSD Community Day School

The following services are offered to students. This list is by no means complete, but shows the types of support and services we believe help our students:

Academic/Career counseling (5 days a week):

504 case management, transcript analysis, grad status checks, class scheduling, college enrollment, college financial aid, scholarships, night school enrollment, summer school enrollment, career field trips, career presentations, personal counseling/peer conflict resolution, counseling referrals.

Co-teacher for English who is also a Special Ed teacher.

Victor counseling (1-2 days a week): Contracted counseling services via BCBH to provide weekly therapy appointments to Medical-Cal eligible students.

District Social Worker (4 days a week):

Support in navigating Medi-Cal services, personal counseling, counseling referrals, case management of student housing/food/clothing needs.

E-Center: Onsite daycare that provides childcare for babies of teen parents, prenatal education and childcare experience for teen parents.

Student Closet:

Closet on campus that provides free clothing and hygiene products to students in need.

School Ties:

BCOE program that provides bus passes, family support and backpacks to homeless youth.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

Professional Development

Staff members have taken advantages of staff development opportunities as they have become available. These trainings have covered numerous subject area trainings, behavioral modification, and strategies for our at-risk population. We have also had numerous technology trainings to assist our staff with our common core implementation. We have a 1:1 ratio of students to Chromebook for cross curricular instruction. The staff has held various in-house Google trainings leading to the implementation of Google Classroom campus wide. New Student Orientation SlideShow, School-wide PBIS Kick Off Presentation (3 days), Restorative Practices Training, Crisis Prevention Training, Mental Health and Suicide Prevention, Red Ribbon Week School Wide, Northern Valley Harm Reduction Coalition School-Wide, Wellness Expo Family Outreach, Native American Day, Homeless and Foster Youth Presentation, Student/Staff Participation with Thrive, Career Day, Breaking Down the Walls, Stonewall Training, and Trauma Informed Practices.

Focus on ACE's, Social Emotional Learning, Mental Health, Academics, and Good Behavior Choices have been or will be at the forefront of staff Professional Development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	51	67	41

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

Activity: Ski Trip

Date(s): March 31st, 2022 Hours: 4:45 am - 8 pm

Location(s): Mt. Shasta Ski Park - Mcloud, CA

Individuals Responsible for Supervision: Garrett Louis, Patrick Cleary, Jeff Reid

Cell Phone # for the Above Individuals: 925-783-0896 (GL), 760-617-8592 (PC), 530-570-2601 (JR)

Additional Chaperones: TBD

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

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: _____
Mr. Louis is Wilderness First Aid certified and a Health and Safety Plan is in development.

High Risk Categories

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

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Snow/ski trip | <input type="checkbox"/> Scuba diving trips | <input type="checkbox"/> Any water activity without the presence of a lifeguard at all times* |
| <input type="checkbox"/> Bicycle activities/trips | <input type="checkbox"/> Out-of-country trips | <input type="checkbox"/> Indoor/outdoor floor hockey |
| <input type="checkbox"/> Kickboxing, martial arts | <input type="checkbox"/> Bonfires | <input type="checkbox"/> Bounce houses/inflatable structures |
| <input type="checkbox"/> Overnight trips (chaperones not fingerprinted) | <input type="checkbox"/> Skateboard/rollerblade/motorized cycles or similar item | <input type="checkbox"/> Outdoor rock climbing, spelunking or rappelling (no contract for Ropes or similar course) |
| <input type="checkbox"/> Indoor skydiving | | |
| <input type="checkbox"/> Use of a private residence | | |

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

Requestor's signature: [Signature]

Date: 12/13/2022

Principal's signature: [Signature]

Date: 12/5/2022

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

Date: 1/3/23

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.

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

Activity: Environmental Club Overnight Camp Trip

Date(s): April 21-23, 2023 Hours: _____

Location(s): Beach Creek Group Camp - Sue-Meg State Park (Trinidad, Ca)

Individuals Responsible for Supervision: Jeff Reid, Patrick Cleary, Garret Louis, Dawn White A. Welver

Cell Phone # for the Above Individuals: (JR 530 570 2601) (PC 760 617 8592) (GL 925 783 0896) (DW

Additional Chaperones: _____

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

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.
Health and Safety Plan

Provide details of any measures taken to reduce the risk of incurring a loss: _____
will be developed and pre-trip meeting will be held to discuss protocols for how to implement with club.

High Risk Categories

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

- | | | |
|---|---|--|
| <input type="checkbox"/> Snow/ski trip | <input type="checkbox"/> Scuba diving trips | <input type="checkbox"/> Any water activity without the presence of a lifeguard at all times* |
| <input type="checkbox"/> Bicycle activities/trips | <input type="checkbox"/> Out-of-country trips | <input type="checkbox"/> Indoor/outdoor floor hockey |
| <input type="checkbox"/> Kickboxing, martial arts | <input checked="" type="checkbox"/> Bonfires | <input type="checkbox"/> Bounce houses/inflatable structures |
| <input type="checkbox"/> Overnight trips (chaperones not fingerprinted) | <input type="checkbox"/> Skateboard/rollerblade/ motorized cycles or similar item | <input type="checkbox"/> Outdoor rock climbing, spelunking or rappelling (no contract for Ropes or similar course) |
| <input type="checkbox"/> Indoor skydiving | | |
| <input type="checkbox"/> Use of a private residence | | |

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

Requestor's signature: Jeff Reid

Date: 12/9/22

Principal's signature: [Signature]

Date: 12/9/22

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

Date: 12/13/22

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.

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

Activity: Cheerleading Nationals Competition

Date(s): 1/26/23 - 1/29/23 Hours: _____

Location(s): The Orleans Hotel, Las Vegas NV

Individuals Responsible for Supervision: Emily Jackson

Cell Phone # for the Above Individuals: 530-990-5835

Additional Chaperones: Kristiana Russo, Cheyenne Cuver

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

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

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

High Risk Categories

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

- | | | |
|--|---|--|
| <input type="checkbox"/> Snow/ski trip | <input type="checkbox"/> Scuba diving trips | <input checked="" type="checkbox"/> Any water activity without the presence of a lifeguard at all times* |
| <input type="checkbox"/> Bicycle activities/trips | <input type="checkbox"/> Out-of-country trips | <input type="checkbox"/> Indoor/outdoor floor hockey |
| <input type="checkbox"/> Kickboxing, martial arts | <input type="checkbox"/> Bonfires | <input type="checkbox"/> Bounce houses/inflatable structures |
| <input checked="" type="checkbox"/> Overnight trips (chaperones not fingerprinted) | <input type="checkbox"/> Skateboard/rollerblade/ motorized cycles or similar item | <input type="checkbox"/> Outdoor rock climbing, spelunking or rappelling (no contract for Ropes or similar course) |
| <input type="checkbox"/> Indoor skydiving | | |
| <input type="checkbox"/> Use of a private residence | | |

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

Requestor's signature: [Signature]

Date: 12/29/22

Principal's signature: [Signature]

Date: 12/29/22

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

Date: 1/9/23

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.

Current projects approved for completion

Site	Description	Priority	Priority Level	Estimated Cost	Status
District Office	Safety window film	1	Safety	\$75,000.00	
District Office	Touchless fixtures for R/R	1	Safety	\$50,000.00	CalShape
Harrison	Card key system	1	Safety	\$18,000.00	
Harrison	Restricted access on fencing	1	Safety	\$25,000.00	10%
LPHS	Softball and Baseball bleacher replacement	1	Safety	\$15,000.00	75%
LPHS	Roof hatch corrections w/extensions	1	Safety	\$30,000.00	
LPHS	Key management / replacement	1	Safety	\$15,000.00	
Harrison	Server Room HVAC	2	Air Quality	\$12,000.00	
OHS	A-wing HVAC installation	2	Air Quality	\$75,000.00	
OHS	Window replacement Gym	2	Air Quality	\$60,000.00	25%
OAE	Siding and painting	3	Painting	\$40,000.00	
PHS	Exterior painting	3	Painting	\$35,000.00	
LPHS	Roofing replacement 1200 wing	3	Roofing	\$45,000.00	
LPHS	Roofing replacement Ag shop	3	Roofing	\$20,000.00	10%
OHS	Roofing replacement gym	3	Roofing	\$95,000.00	10%
OHS	Roofing replacement X wing	3	Roofing	\$50,000.00	
OHS	Roofing replacement Student Union	3	Roofing	\$35,000.00	
PHS	Roofing replacement 100 wing	3	Roofing	\$65,000	10%
CDS	Wainscot replacement	4	Deferred Maint.	\$25,000.00	
District Office	Exterior Painting	4	Deferred Maint.	\$30,000.00	
Harrison	Seal coat and restripe parking lots	4	Deferred Maint.	\$30,000.00	
LPHS	Flooring in 1012 / 1014	4	Deferred Maint.	\$15,000.00	
LPHS	Flooring in 1200 wing x3	4	Deferred Maint.	\$28,000.00	
OHS	Restroom upgrades	4	Deferred Maint.	\$60,000.00	
OHS	Exterior door replacement Student Union	4	Deferred Maint.	\$12,000.00	
OHS	Kitchen roll up door replacement	4	Deferred Maint.	18,000.00	
PHS	Restroom upgrades	4	Deferred Maint.	\$25,000.00	
LPHS	Canopy for rear exits of west gym	5	Dev. Fees	\$45,000.00	
LPHS	Canopy for front entrance of west gym	5	Dev. Fees	\$55,000.00	
LPHS	New portables	5	Dev. Fees	\$600,000.00	
LPHS	New metal building for athletics	5	Dev. Fees	\$125,000.00	
OHS	Shade structure	5	Dev. Fees	\$45,000.00	
Harrison	Track and turf replacement	5	RDA	\$500,000.00	10%
District Office	Cat 6 IDF cabling upgrade	6	E-rate	\$6,000.00	10%
District Office	Network switch replacement	6	E-rate	\$18,000.00	
District Office	Add UPS devices to network	6	E-rate	\$12,000.00	
District Office	Upgrade landscaping	6	TBD	\$10,000.00	
District Office	Electrical panel upgrades	6	TBD	\$200,000.00	
Harrison	Upgrade landscaping	6	TBD	\$15,000.00	
Harrison	Live Stream of events	6	TBD	\$14,000.00	
Harrison	BBQ for events	6	TBD	\$10,000.00	
Harrison	Tables for events	6	TBD	\$8,000.00	
LPHS	Baseball and Softball field lighting	6	TBD	\$200,000.00	
LPHS	Greenhouse repairs / upgrades	6	TBD	\$20,000.00	
LPHS	Electrical for hog barn	6	TBD	\$18,000.00	
LPHS	Upgrade old volleyball area	6	TBD	\$20,000.00	
LPHS	New B.B hoops and backboards at tennis cour	6	TBD	\$15,000.00	

LPHS	500 wing HVAC replacement	6	TBD	\$55,000.00
LPHS	Weight Room remodel	6	TBD	\$20,000.00
LPHS	Tennis court resurfacing	6	TBD	\$30,000.00
OHS	Baseball and Softball field lighting	6	TBD	\$200,000.00
OHS	New B.B hoops and backboard in gym	6	TBD	\$25,000.00
OHS	HVAC Student Union	6	TBD	\$165,000.00
PHS	Field Irrigation	6	TBD	\$18,000.00
PHS	Flooring replacement Multi-purpose room	6	TBD	\$35,000.00
PHS	200 wing wall removal and repairs	6	TBD	\$15,000.00
Transportation	Shop R/R upgrade	6	TBD	\$12,000.00
Transportation	Asphalt parking lot	6	TBD	\$50,000.00
Transportation	Flooring replacement office	6	TBD	\$45,000.00
Transportation	Re-roof shop	6	TBD	\$85,000.00
Transportation	Shop siding replacement	6	TBD	\$100,000.00

Requesting to approve adding the following items to the one-time expenditure list

Site	Description	Priority	Priority Level	Estimated Cost
LPHS	Add fencing in front of east and west gym	7	TBD	25,000
LPHS	Paint all exteriors that are not yet completed	7	TBD	125,000
LPHS	Replace aging HVAC systems	7	TBD	\$500,000
LPHS	Update aging restrooms throughout campus	7	TBD	\$300,000
LPHS	Update electrical panels throughout campus	7	TBD	\$125,000
LPHS	Replace old boiler system	7	TBD	\$250,000
LPHS	Replace old basketball backboards in east gym	7	TBD	\$50,000
LPHS	Paint interior of east gym	7	TBD	\$25,000
LPHS	Paint girls locker room	7	TBD	\$15,000
LPHS	Replace damaged and missing gutters	7	TBD	\$35,000
LPHS	Upgrade exterior lighting throughout campus	7	TBD	\$50,000
LPHS	Fence BB and SB field dugouts	7	TBD	\$15,000
LPHS	Cardio room remodel	7	TBD	\$30,000
LPHS	Interior painting of classrooms	7	TBD	\$75,000
LPHS	Add irrigation and update planters in quad	7	TBD	\$15,000
LPHS	Speaker system upgrade in classrooms	7	TBD	\$65,000
LPHS	Replace dated water heaters	7	TBD	\$20,000
LPHS	Exterior lighting automation	7	TBD	\$25,000
PHS	Add canopy for an eating area in two locations	7	TBD	\$50,000
PHS	Update electrical panels	7	TBD	\$35,000
PHS	Replace kitchen flooring	7	TBD	\$20,000
PHS	Exterior lighting automation	7	TBD	\$10,000
PHS	Replace aging HVAC equipment	7	TBD	\$150,000
PHS	Replace dated water heaters	7	TBD	\$25,000
PHS	Replace damaged and missing gutters	7	TBD	\$15,000
PHS	Interior painting of classrooms	7	TBD	\$25,000
PHS	Speaker system upgrade in classrooms	7	TBD	\$30,000
PHS	Digital marquee	7	TBD	\$25,000
OHS	Finish painting exterior buildings	7	TBD	\$50,000
OHS	Fencing around Q wing	7	TBD	\$45,000
OHS	Replace aging HVAC systems	7	TBD	\$350,000
OHS	Update outdated electrical panels	7	TBD	\$125,000
OHS	Replace basketball backboards in gym	7	TBD	\$50,000
OHS	Paint interior of gym	7	TBD	\$25,000
OHS	Replace damaged and missing gutters	7	TBD	\$35,000
OHS	Upgrade exterior lighting throughout campus	7	TBD	\$50,000
OHS	Interior painting of classrooms and hallways	7	TBD	\$75,000
OHS	Speaker system upgrade in classrooms	7	TBD	\$60,000
OHS	Replace dated water heaters	7	TBD	\$35,000
OHS	Exterior lighting automation	7	TBD	\$35,000
OHS	Replace flooring in C, H and S wing classrooms	7	TBD	\$125,000
Harrison	Paint exterior of buildings	7	TBD	\$50,000
Harrison	Paint both locker rooms interior	7	TBD	\$25,000
Harrison	Replace locker room roofing	7	TBD	\$65,000
Harrison	Replace concession doors	7	TBD	\$15,000

Harrison	Install HVAC in concession	7	TBD	\$30,000
District	Install digital marguee	7	TBD	\$25,000
Transportation	Update board meeting room	7	TBD	\$40,000
Transportation	Exterior building painting	7	TBD	\$25,000
Transportation	Replace aging HVAC units	7	TBD	\$75,000
Transportation	Replace outdated water heaters	7	TBD	\$15,000
Transportation	Remove old portables and add fencing	7	TBD	\$45,000
Transportation	Remove old pool walls and add parking	7	TBD	\$125,000
Transportation	Replace outdated electrical panels	7	TBD	\$65,000
Transportation	Install generator for electric bus backup	7	TBD	\$250,000

The following projects are complete

Site	Description	Priority	Priority Level	Estimated Cost	Status
District Office	Tree management	1	Safety	\$25,000.00	Complete
District Office	Fencing around solar panel controls	1	Safety	\$25,000.00	Complete
District Office	Key management / replacement	1	Safety	\$40,000.00	Complete
District Office	Security camera upgrade	1	Safety	\$10,000.00	Complete
District Office	Replacement doors	6	TBD	\$15,000.00	Complete
District Office	Flooring replacement	6	TBD	\$18,000.00	Complete
Harrison	Security camera upgrade	1	Safety	\$30,000.00	Complete
Harrison	Press Box HVAC	2	Air Quality	\$15,000.00	Complete
Harrison	Sound system upgrade	6	TBD	\$18,000.00	Complete
LPHS	Alarm system upgrade	1	Safety	\$18,000.00	Complete
LPHS	Automatic gate at bus loading zone	1	Safety	\$25,000.00	Complete
LPHS	Removal of old Ag mobile home	1	Safety	\$10,000.00	Complete
LPHS	Crossing signage at crosswalk	1	Safety	\$18,000.00	Complete
LPHS	Fencing along Autry Lane for Ag	1	Safety	18,000.00	Complete
LPHS	HVAC replacement	1	Deferred Maint.	\$10,000.00	Complete
OAE	Security camera upgrade	1	Safety	\$12,000.00	Complete
OAE	Alarm system upgrade	1	Safety	\$10,000.00	Complete
OHS	Gym HVAC Installation	1	Safety	\$495,000.00	Complete
OHS	Football field fencing	1	Safety	\$30,000.00	Complete
OHS	Security camera upgrade	1	Safety	\$30,000.00	Complete
OHS	Alarm system upgrade	1	Safety	\$18,000.00	Complete
OHS	Hallway door replacement C, S & H wing	1	Safety	\$50,000.00	Complete
OHS	T1, T2 and T3 HVAC replacement	2	Air Quality	\$20,000.00	Complete
OHS	Student Union exterior painting	3	Painting	\$35,000.00	Complete
OHS	B & T wing asphalt	4	Deferred Maint.	\$52,000.00	Complete
OHS	B & T wing fencing	4	Deferred Maint.	\$13,000.00	Complete
OHS	T3 flooring replacement	4	Deferred Maint.	\$10,000.00	Complete
OHS	New wall in Q2	4	Deferred Maint.	\$8,000.00	Complete
OHS	Kiln Upgrade	6	TBD	\$12,000.00	Complete
PHS	Fencing	1	Safety	\$22,000.00	Complete
PHS	Parking lot gates	1	Safety	\$12,000.00	Complete
PHS	Alarm system upgrade	1	Safety	\$15,000.00	Complete
PHS	Repalce defective main electrical shut off	1	Safety	\$5,000.00	Complete
Transportation	Roll up door automation	1	Safety	\$35,000.00	Complete

Board approved removal from list on 11/18/22

Site	Description	Priority	Priority Level	Estimated Cost
Harrison	Gates on parking lots	1	Safety	\$20,000.00
Transportation	Remove old obsolete lifts	1	Safety	\$20,000.00
LPHS	Fix bleacher issue that is blocking door	4	Deferred Maint.	\$25,000.00
Harrison	Upgrade field lighting to LED	6	TBD	\$70,000.00
LPHS	R/R access from main gym in west gym	6	TBD	\$30,000.00
LPHS	HVAC for East gym	6	TBD	\$165,000.00
PHS	Small walk-in for kitchen	6	TBD	\$30,000.00
Transportation	Cooling in shop area	6	TBD	\$35,000.00
Harrison	Asphalt back parking lot	6	TBD	\$185,000.00

MEMORANDUM OF UNDERSTANDING BETWEEN
COUNTY OF BUTTE
AND
OROVILLE UNION HIGH SCHOOL DISTRICT
FOR THE PROVISION OF A SCHOOL RESOURCE DEPUTY
January 1, 2023 – June 30, 2023

This Memorandum of Understanding (MOU) is entered into on July 1, 2021 by and between the County of Butte, a political subdivision of the State of California, through the Butte County Sheriff's Office, hereinafter referred to as "County", and the Oroville Union High School District, hereinafter referred to as "District", collectively hereinafter referred to as "Parties" or individually as "Party". The purpose of this MOU is to provide a School Resource Deputy to be a liaison between the staff, faculty, students and parents of students at District and to promote a safe environment where an orderly education process can take place.

IT IS THEREFORE AGREED between the parties hereto as follows:

1. Mutual Indemnification.

Each of the Parties hereto shall be solely liable for negligent or wrongful acts or omissions of its officers, agents and employees occurring in the performance of this MOU, and if either Party becomes liable for damages caused by its officers, agents or employees, it shall pay such damages without contribution by the other Party. Each Party hereto agrees to indemnify, defend (if requested by the other Party) and hold harmless the other Party, its officers, agents and employees from any and all costs and expenses, including attorney fees and court costs, claims, losses, damages and liabilities proximately caused by the Party, including its officers, agents and employees, solely negligent or wrongful acts or omissions. In addition, each Party agrees to indemnify the other Party for Federal, State and/or local audit exceptions resulting from noncompliance herein on the part of the other Party.

2. Severability.

If any provision of this MOU shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this MOU is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

3. Termination.

This MOU may be terminated by either the County or District by a thirty day written notice. Notwithstanding anything stated to the contrary herein, this MOU shall expire on the completion date unless modified by written amendment to this MOU.

4. Applicable Law.

This MOU shall be governed by the laws of the State of California.

5. Equipment and Materials.

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 County's agents, personnel, employee(s), and/or subcontractor(s) ("Contractor Parties"), even if such equipment is furnished, rented or loaned to County or Contractor Parties by District. All original curricular materials provided in conjunction with County services must be authorized for use by the District only and remain exclusively the intellectual property of the authors.

6. Standard of Care.

County represents that County personnel have 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 County. County'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. Confidentiality.

The County 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.

8. Insurance.

Each party shall maintain their own insurance coverage, through commercial insurance, self-insurance or a combination thereof, against any claim, expense, cost, damage or liability arising out of the performance of its responsibilities pursuant to this MOU.

EXHIBIT A SCOPE OF SERVICES

The County and the School District recognize the need for a School Resource Deputy (SRD) to be directly involved with the youth of the School District specifically the campuses of Las Plumas High School and Prospect Community Day School. 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 SRD is to be a liaison between the staff, faculty, students and parents of students at the School District and to promote a safe environment where an orderly educational process can take place.

The SRD Program will operate January 31, 2023 through June 30, 2023.

I. County shall provide the following:

1. A part-time Sheriff's Deputy to work with the School District, under County supervision, during the school term as the SRD. Deputy schedule shall be 0900-1400, Tuesday thru Friday
2. All necessary training that may improve the effectiveness of the Deputy in his/her role as SRD.
3. The County will provide quarterly invoices to the School District per the payment schedule. The final invoice will include the County End of Year Report. The invoice shall reflect the dates paid for the Deputy for duties requested or required as overtime or straight-time assignments.

II. SRD shall perform the following functions:

1. Coordinate enforcement details targeting truancy and assist faculty and staff in the development of a proactive truancy enforcement program.
2. 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.
3. Coordinate enforcement details with campus staff targeting students and problem areas involving vandalism, narcotics, fighting, reckless driving, loitering, etc.
4. Work with staff and the surrounding business community to target problems on or off campus involving students. For activities specifically occurring in the City of Oroville's jurisdiction, the SRD will work with the Oroville Police Department to address any issues.
5. Assist school staff with the development and implementation of the school's safety plan, which shall include practice drills and annual review/update.
6. Participate in Las Plumas School Coordinating Team meetings and have weekly contact with school administrators as needed.
7. Participate in other activities not specifically covered in this MOU, such as the Every 15 Minutes Program, that are mutually agreed upon by the County and School District.
8. Provide quarterly reports regarding the number of citations, home visits/Probation Sweeps, student and parent contacts, staff and classroom presentations, coalition meetings attended, and other related activities.

III. The School District agrees to the following:

1. To provide the SRD with office space and the necessary office furniture to conduct interviews, write reports, etc.

2. Prepare a work schedule for the SRD that is agreeable to the County. All schedule modifications shall be by written amendment and agreed to by both parties.

IV. Financial Commitment:

The School District will pay an amount not to exceed One-Hundred Fifty Thousand dollars (\$41,004) for the cost of the Butte County Sheriff's Deputy in the role of the SRD.

Payment Schedule:

1 st Quarter	01/31/23-03/31/23	9weeks	\$20,502
2 nd Quarter	04/01/23-06/02/23	9weeks	\$20,502

The foregoing has been agreed upon by the following:

Dr. Corey Willenberg, Superintendent
Oroville Union High School District

Date

Kory Honea, Sheriff
Butte County Sheriff's Office

Date

Reviewed as to Form-Butte County Counsel

Date

Reviewed for Contract Compliance
Butte County General Services

Date

OROVILLE UNION HIGH SCHOOL DISTRICT

Resolution No. 8-22/23

TIE-BREAKING CRITERIA FOR CERTIFICATED EMPLOYEES

WHEREAS, the Governing Board has determined it is necessary to reduce or eliminate particular kinds of services for the 2022-2023 school year; and

WHEREAS, it is necessary for this Board to adopt tie-breaking criteria in the event of certificated layoffs that result in certificated employees subject to layoff who have a tie in their seniority dates;

NOW THEREFORE, BE IT RESOLVED, the following criteria and point values are adopted for the purpose of breaking ties:

1. Full Credential – 5 Points for each credential. If the points are the same, then:
2. Supplemental Authorizations—Math, English, Science – 2 points each. If the points are the same, then:
3. Intern Credential, STSP, or GLAP – 4 points. If the points are the same, then:
4. Teaching Experience
 - a. 0 – 3 years of experience = 1 point
 - b. 4-6 years of experience = 2 points
 - c. 7 - 9 years of experience = 3 points
 - d. 10+ years of experience = 4 points

If the points are still the same, then:

5. Education
 - a. MA or BA + 30 = 1 point
 - b. MA + 15 or BA + 45 = 2 points
 - c. MA + 30 or BA + 60 = 3 points

If the points are still the same, then:

6. Performance – 1 point for satisfactory evaluation. If the points are still the same, then:
7. Certificates – 1 point for CLAD or equivalent [e.g., SDAIE]. If the points are still the same, then:

8. Service to the school – Service to school during either of the last two years as follows:
- a. Department Chair – 1 point
 - b. Coach – 1 point for each sport
 - c. Class Advisor – 1 point
 - d. ASB Club Advisor – 1 point for each club

If the points are still the same, then:

9. Lottery – In the event that two or more employees have the same number of points after the above criteria have been applied, the tie shall be broken by a lottery with a representative of OSTA being present.

The foregoing Resolution was passed and adopted at a regular meeting of the Governing Board of the Oroville Union High School District on January 18, 2023, by the following vote:

AYES :

NOES :

ABSENT :

ABSTAIN:

Board President

Attest:

Secretary to the Board



MEMO

To:	OUHSD Board of Trustees	Date:	January 5, 2023
From:	Jon Wood, Director of Education		
Subject:	Approval of the district EL Master Plan		

Recommendation: APPROVAL

Background:

In light of Federal Program Monitoring non-compliance issues, the district felt that it needed to re-evaluate and update its EL Master Plan to bring it into compliance. This document has been adopted by the DELAC and developed in order to assist and guide educators in the implementation of a rigorous educational program for English learners in OUHSD.

Although many people have contributed to the development of this Master Plan, there is a belief that permeates throughout: all English learners should have equal access to the core curriculum, and the curriculum should be as rigorous as the one for native English speakers.

This guide is intended to not only foster compliance, but also to create the most positive learning environment for English learners in OUHSD. The goal is that we can provide the opportunity for these students to increase proficiency in English, thereby achieving high academic standards, self esteem, and a cross-cultural understanding that will enable them to be productive contributors to our multilingual/multicultural society.

The purpose of this Master Plan is as follows:

- To ensure that English learners succeed academically.
- To provide a quality bilingual education program for English learners.
- To provide students acquiring English equal access to the core curriculum.
- To provide students daily English Language Development so they can acquire English fluency and literacy for academic success.
- To promote students' positive self-image and multicultural understanding.
- To ensure that each English learner receives educational services from properly qualified and credentialed staff.
- To encourage parents' participation and involvement in the education of their children.
- To ensure program compliance with CDE standards and the EL Roadmap.

Financial Impact:

No additional financial impact is anticipated outside funds already allocated in the Title III budget.

Oroville Union High School District
MASTER PLAN
English Learner Programs and Services



2211 Washington Avenue Oroville, CA 95966 www.ouhsd.org

Table of Contents

OUHSD VISION, MISSION, AND GOALS	2
PART I: INVOLVEMENT	3
EL 01: English Learner Advisory Committee (ELAC)	3
EL 02: District English Learner Advisory Committee (DELAC)	4
PART II: GOVERNANCE	6
EL 03: EL Identification and Assessment	6
EL Identification	7
EL Initial Identification Policies and Procedures	7
Home Language Survey	7
Transfer Students	8
Initial ELPAC	9
Summative ELPAC	10
ELPAC Designated Supports and Accommodations	12
EL 04: Implement, Monitor and Revise Title III Plan	14
EL 05: EL Program Inclusion in the SPSA (Schoolwide)	14
EL 06: Title III Inventory	15
PART III: FUNDING	16
EL 07: Supplement, Not Supplant with Title III	16
EL 08: Time and Effort Requirements (Title I and Title III)	18
PART IV: STANDARDS, ASSESSMENT AND ACCOUNTABILITY	20
EL 09: Evaluation of Title III-Funded Services and Programs	20
EL 10: Reclassification	20
Reclassification Criteria	20
ELs with IEPs/504 Plans	23
Reclassification Process	23
Reclassification Records/Forms	24
Reclassified to Fluent English Proficient Monitoring	25
PART V: STAFFING AND PROFESSIONAL DEVELOPMENT	26
EL 11: Teacher EL Authorization	26
EL 12: Professional Development Specific to English Learners	26
PART VI: OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS	28
EL 13: Language Acquisition Program Options and Parent Choice	28
Parental Notice	28
Program Request Process	29
PART VII: TEACHING AND LEARNING	31
EL 14: ELD	31
Designated ELD	31
EL Instructional Scheduling	33
ELD Evaluation	34
Integrated ELD	35
EL 15: Access to Standard Instructional Program	35
EL Access to the Standard Instructional Program	35
EL Instructional Scheduling	35
EL Student Progress Monitoring	37
Language Instruction in the Standard Instructional Program	38

Oroville Union High School District
MASTER PLAN
English Learner Programs and Services

Vision:

Oroville Union High School District's (OUHSD) Vision aligns with the California Department of Education's English Learner Roadmap: "English learners fully and meaningfully access and participate in twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages."

Mission:

Oroville Union High School District's (OUHSD) Mission aligns with the California Department of Education's English Learner Roadmap: "California schools affirm, welcome, and respond to a diverse range of English learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus enduring a thriving future for California."

Goals:

All English learners will:

1. Achieve proficiency in listening, speaking, reading, and writing equal to that of their native English-speaking peers as rapidly as possible through instruction that is systematic, articulated, and based on a comprehensive diagnosis of pupil needs.
2. Receive English Language Development (ELD) instruction at the appropriate level of language proficiency.
3. Be assessed in all modes of language (reading, writing, speaking, and listening) as they advance toward full English competence.
4. Have equal access to a challenging core curriculum through scaffolded instruction and primary language support as needed.
5. Receive activities and instruction that are meaningful and lead to positive self-esteem and appreciation of their culture and language.

PART I: INVOLVEMENT

EL 01: English Learner Advisory Committee (ELAC)

A school site with 21 or more English learners (ELs) must have a functioning ELAC that meets the following requirements: (California *Education Code* [EC] sections 52176[b], 62002.5; Title 5, *California Code of Regulations* [5 CCR] Section 11308)

- A. Parent members are elected by parents or guardians of ELs.
- B. Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body.
- C. The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance.
- D. The ELAC shall advise the principal and staff in the development of a site plan for ELs and submit the plan to the school site council for consideration for inclusion in the School Plan for Student Achievement (SPSA).
- E. The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.

A school may designate an existing school-level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph "B", above. (EC Section 52176[b]; 5 CCR Section 11308[d])

Each school's English Learner Advisory Committee (ELAC) shall have the opportunity to elect at least one of its members to be a site representative DELAC member. (5 CCR Section 11308[b])

ELAC meetings may be held virtually, provided the LEA follows the requirements specified in N-29-20, including providing parents with advance notice of the meeting time, agenda, and teleconferencing information. Evidence of meetings and attendees may be in the form of a recorded audio/video file of the meeting itself, recording the names of participants from verbal roll call in meeting minutes, or a screenshot, a printout of participants signed in to the meeting platform, or a combination of these formats.

ELAC:

Person Responsible	Responsibilities for ELAC
Site Administration	facilitate formation of the ELAC, run ELAC meetings, maintain member rosters with student EL acquisition status, roles, meeting agendas, attendance records, minutes, including input for the SPSA, needs assessment and training materials, hold 4 ELPAC meetings/year, and upload documentation to shared drive
EL Parent or Guardian	voluntary participation in ELAC, attend meetings, review procedures and policies, provide input to administration and School Site Council
Bilingual Services Aide	facilitate parent participation: call parents informing them about ELAC meetings, translate correspondence, translate at the ELAC meetings, translate minutes from meeting as needed
Site ELD Teacher, ELD Coordinator	assist with/attend ELAC activities

EL 02: District English Learner Advisory Committee (DELAC)

Each LEA with 51 or more ELs must form a DELAC unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee. Parents or guardians, or both, of pupils of limited English proficiency who are not employed by the district shall constitute a majority of the DELAC. (EC sections 52176[a], 62002.5; 5 CCR Section 11308)

Oroville Union High School District's DELAC shall advise the school district governing board on at least the following tasks:

- A. Development of an LEA master plan, including policies, per the State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services that takes into consideration the SPSAs.
- B. Conducting an LEA-wide needs assessment on a school-by-school basis.
- C. Establishment of LEA program, goals, and objectives for programs and services for ELs per the SBE-adopted EL Roadmap Policy.
- D. Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.
- E. Review and comment on the LEA's reclassification procedures.
- F. Review and comment on the written notifications required to be sent to parents and guardians. (5 CCR Section 11308)
- G. Under the local control funding formula, LEAs with at least 50 ELs and whose total enrollment includes at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the Local Control and Accountability Plan (LCAP), including providing input regarding the LEA's existing language acquisition programs and language programs, and, where possible, the establishment of other such programs. If the DELAC acts as the ELAC under EC sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the LCAP. (5 CCR Section 11301)

Parents or guardians of English learners shall constitute the majority membership (51 percent or more) of the committee.

Each school's English Learner Advisory Committee (ELAC) shall have the opportunity to elect at least one of its members to be a site representative OUHSD DELAC member. (5 CCR Section 11308[b])

OUHSD shall provide DELAC members with appropriate training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include the costs associated with the attendance of the members at training sessions. (5 CCR Section 11308[d])

The consolidated application must also include certifications by appropriate district advisory committees, including the DELAC, that the application was developed with review and advice of those committees. (EC Section 64000[c])

ELAC meetings may be held virtually, provided the LEA follows the requirements specified in N-29-20, including providing parents with advance notice of the meeting time, agenda, and teleconferencing information. Evidence of meetings and attendees may be in the form of a recorded audio/video file of the meeting itself, recording the names of participants from verbal roll call in meeting minutes, or a screenshot, a printout of participants signed in to the meeting platform, or a combination of these formats.

DELAC:

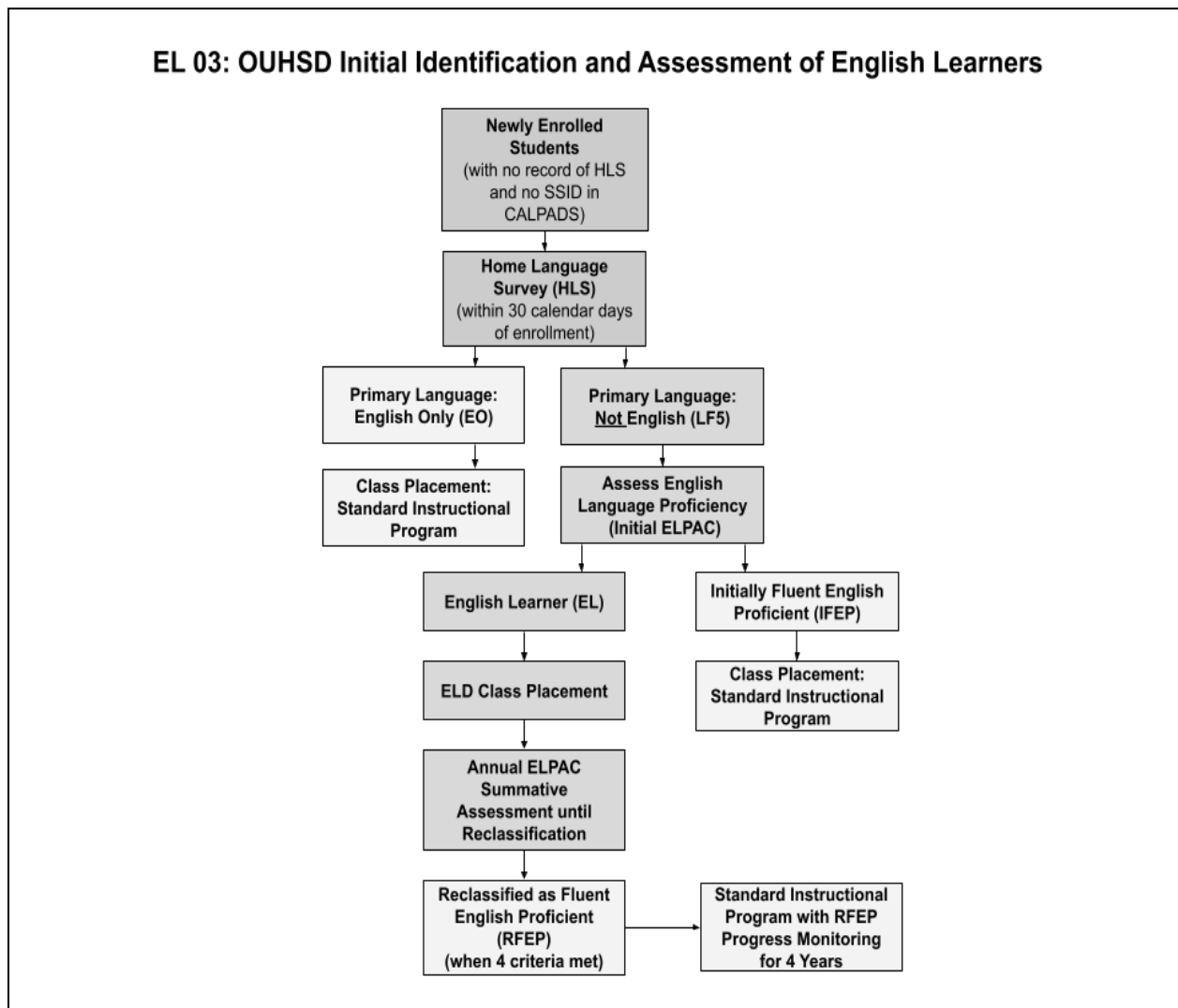
Persons Responsible	Responsibilities for DELAC
Director of Education	facilitate formation of the DELAC, run DELAC meetings, maintain member rosters, roles, meeting agendas, minutes, attendance records, needs assessment, training materials, and written input into the LCAP development, hold 2 meetings/year, and upload documentation to shared drive
EL Parent or Guardian	voluntary participation in DELAC, attend meetings, review procedures and policies, provide input to district administration
Bilingual Services Aide	facilitate parent participation: call parents informing them about ELAC meetings, translate correspondence, translate at the ELAC meetings, translate minutes from meeting as needed
Site ELD Teacher, ELD Coordinator	assist with/attend DELAC activities

PART II: GOVERNANCE AND ADMINISTRATION

EL 03: EL Identification and Assessment

OUHSD follows a multi-step process to determine and assess a student's current English proficiency level and monitor their progress in learning English over time across subject areas through the use of the Home Language Survey (HLS) and the English Language Proficiency Assessments for California (ELPAC) initial and summative assessments.

The process shown below identifies appropriate instructional programs and services to students. OUHSD is required by state and federal laws to provide adequate language programs and services to help support students in their English language development (ELD) and academic achievement. State law also provides identification criteria and criteria for English learner (EL) students to exit programs upon attaining English proficiency and academic achievement.



EL Identification:

Oroville Union High School District must properly identify and assess all students who have a home language other than English. (20 United States Code [U.S.C.] 6823[b][2]; EC sections 313, 60810)

EL Initial Identification Policies and Procedures:

At or before the time of a student's initial California enrollment, an LEA shall conduct, in writing, a home language survey (HLS) to identify whether the primary or native language of the student is a language other than English. (20 U.S.C. 6823[b][2], 5 CCR Section 11518[a])

Home Language Survey:

A Home Language Survey (HLS) is completed by the parent or guardian at the time of first enrollment in a California public school to determine the student's primary language. The HLS consists of the following four questions about the language spoken when the student first began to speak, as well as the language (or languages) most frequently used at home:

1. Which language did this student learn when they began to talk?
2. What language does your student most frequently use at home?
3. What language do you most frequently use to speak to your student?
4. Name the language most often spoken by adults at home?

Parent or guardian responses to the HLS assist the school in determining if a student's English proficiency should be assessed using the ELPAC. The HLS will remain on file in the students' cumulative file and will only be administered once. The options below, English Only (EO) and To Be Determined (TBD), for a student's primary language shall be determined by the HLS; this information will be entered into Aeries and CALPADS:

English Only (EO): if the answers to Questions 1, 2, 3, **and** 4 are "English":

- The student is classified as LF1 "English Only" (EO) in Aeries.
- The ELPAC is not administered, and EL program services are not required.
- The student is placed in the standard instructional program.
- English is listed as the student's primary language.
- The process stops.

English Only (EO): if the answers to Questions 1, 2, and 3 are "English," **but** only Question 4 is other than "English":

- The student is classified as LF1 "English Only" (EO) in Aeries.
- The ELPAC is not administered, and EL program services are not required.
- The student is placed in the standard instructional program.
- English is listed as the student's primary language.
- The process stops.

To Be Determined (TBD): if Questions 1, 2 **or** 3 are answered with a language other than English:

- The student is flagged as LF5 “To Be Determined” (TBD) in Aeries.
- The student is designated as having a primary language other than English and the assessment process begins.
- ELPAC initial assessment shall take place within 30 calendar days of enrollment. Schools must attempt to obtain the initial ELPAC score, within the 30-day period, from the student’s former school district and access results in TOMS and/or CALPADS.
- The student is placed in the appropriate program (standard instructional program or SEI) based on the results of the initial ELPAC.

Transfer Students:

Transfer Students from Local Feeder Schools:

In January of each school year, OUHSD Supplemental Ed. Techs visit area feeder schools to administer the MAP Reading 6+ assessment to ELs (as sites will allow) and upload scores into Aeries. The ELD Team analyzes this data to make appropriate ELD class placements for incoming 9th grade year. Additionally, Supplemental Ed. Techs administer the OUHSD Diagnostic Writing Prompt to ELs to obtain student writing samples. ELD Team members score the diagnostics using a common rubric, and scores are added to the list of data; additionally, ELPAC scores from the previous year are requested from 8th grade teachers and added to incoming student data. The Ed. Services Tech requests iReady testing information from local feeder schools that may not use MAP testing. The ELD Team analyzes as much data as available to determine proper placement: students found to be at the Emerging Level are placed in ELA Transitions (Integrated) and ELD Beginning Reading (Designated); students found to be at the Expanding Level are placed into grade-level English (Integrated) and Advanced Grammar (Designated). Adjustments to class placement may be made as further assessment information becomes available, including ELPAC scores from the Spring administration.

Transfer Students from Other California Schools:

Incoming Identified ELs whose transcripts indicate ELD history are designated are placed at the appropriate level. Counselors and ELD Team determine proper class placement based on available data/scores. The “ELD Class Placement Guidelines” chart is used for initial placement. If ELPAC scores are not available, the Counselor or ELD Teacher will administer the “Diagnostic Writing Prompt,” and the ELD teacher will score and recommend class placement. After a student is placed in an ELD class, the **ELD Teacher** will notify the **Counselor** if a change of placement is needed. Students from other districts within California who have an identified language status (EO, RFEP, IFEP and EL) do not need to go through OUHSD initial identification process. Language status will be verified in TOMS and CALPADS, and previous records will be used to make an appropriate placement.

Transfer Students from Out of State/Country:

OUHSD follows the **EL 03: OUHSD Initial Identification and Assessment of English Learners** chart (see above) for students entering the district from another state or country (including foreign exchange students).

English Language Assessments for California (ELPAC) Initial Assessment:

If a parent/guardian HLS response indicates a primary or native language other than English, and the LEA determines the student is eligible for initial assessment, the LEA shall promptly notify the parent/guardian, in writing, prior to the administration of the English Language Proficiency Assessments for California (ELPAC) initial assessment. (20 U.S.C. 6823[b][2]; 5 CCR Section 11518.5[c])

1. The parent or guardian is notified, in writing (“Initial ELPAC Computer-Based Assessment Notification Letter”), in both English and home language within 10 calendar days of student enrollment that the initial ELPAC will be administered to determine language fluency and program placement.

The LEA shall administer the ELPAC initial assessment to each student eligible for the initial assessment, locally produce the official score in accordance with the directions of the test contractor, and notify the parent/guardian, in writing, of the results of the initial assessment within 30 calendar days after the student’s initial date of California enrollment. (20 U.S.C. 6823[b][2]; EC Section 313; 5 CCR Section 11518.5[d])

Upon completion of ELPAC initial assessment and production of the Student Score Report (SSR), one of the following letters is sent home with 30 calendar days of the CALPADS enrollment date in both English and home language to explain English language fluency and program placement based on student results:

1. “Initial ELPAC Parent Notification Letter: English Learner (EL)” is sent when results indicate **ELD program placement is required** by scores of either Performance Level 1 “Novice English Learner” or Performance Level 2 “Intermediate English Learner”; **or**
2. “Initial Parent Notification Letter: Initial Fluent English Proficient (IFEP)” is sent when results indicate **ELD program placement is not required** by a score of Performance Level 3 “Initially Fluent English Proficient.”

Paper copies of all letters related to the ELPAC initial assessment will be kept in students’ cume files.

Initial ELPAC Overall Scale Score Ranges/ELD Class Placement:

Initial ELPAC Overall	Performance Level 1	Performance Level 2	Performance Level 3
Description of English Skills	Novice English Learner	Intermediate English Learner	Initially Fluent English Proficient (IFEP)
CA ELD Standards Proficiency Level	Emerging	Expanding	Bridging
Score Range	150-369	370-449	450-600
Program Placement	Structured English Immersion (ELD)	Structured English Immersion (ELD)	Standard Instructional Program (no ELD)
ELD Class Placement (Integrated and Designated)	ELA Transitions (Integrated) and ELD Beginning Reading (Designated)	Advanced Grammar (Designated)	N/A
Core and Elective Courses (Standard Instructional Program)	Integrated ELD	Integrated ELD	N/A

Initial ELPAC:

Person Responsible	Initial ELPAC Duties
ELD Coordinator	complete yearly training, communicate with Ed. Services Tech. and Supp. Ed. Techs for testing, confirm "test-by" 30-day timeline, follow-up for completion, update all letters/forms in shared drive
Educational Services Technician	complete yearly training, assign SSIDs, communicate with ELD Coordinator and Supp. Ed. Techs to begin testing, monitor TOMS and CALPADS and Moodle, update AERIES as needed, upload Student Score Reports (SSRs) to shared drive within notification timelines
Supplemental Education Technician	complete yearly training, mail home all relevant testing letters, maintain copies of all testing letters and SSRs in cume files, complete Initial ELPAC testing in TOMS within 30-day window, communicate with Ed. Services Tech. and ELD Coordinator for issues/completion

English Language Assessments for California (ELPAC) Summative Assessment:

OUHSD must annually assess the English language proficiency (ELP) and academic progress of each EL. An LEA shall administer the ELPAC summative assessment during the annual summative assessment window. (20 U.S.C. sections 6311[b][2][G]; EC sections 313, 60810; 5 CCR sections 11306, 11518.15[a])

The Summative ELPAC is an annual assessment given to students who are identified as English learners through the Initial ELPAC. The Summative ELPAC is administered every spring between February and May until the EL student is reclassified by meeting the four criteria to exit the program. The purpose of the Summative ELPAC is to determine the English language proficiency level of an EL student, assess the student's progress in acquiring English skills (listening, speaking, reading, and writing), and support decisions for reclassifying a student to the RFEP status, when appropriate.

Upon completion of ELPAC summative assessment and production of the Student Score Report (SSR), one of the following letters is sent home with 30 calendar days of student enrollment in both English and home language to explain English language fluency and program placement based on student results:

1. The "Summative ELPAC Computer-Based Assessment Notification Letter" is mailed to parents of ELs prior to the annual assessment window in both English and home language with intent to administer the annual ELPAC summative assessment to measure a student's progress toward English language proficiency (ELP) and academic progress; **or**
2. The "MAP Reading 6+/Summative ELPAC Computer-Based Assessment Notification Letter" is mailed to parents of ELs who have opted out of ELD classes prior to the annual assessment window in both English and home language with intent to administer the annual ELPAC summative assessment to measure a student's progress toward English language proficiency (ELP) and academic progress.

Paper copies of all letters related to the ELPAC summative assessment will be kept in students' cume files.

Summative ELPAC Overall Score Ranges/ELD Class Placement:

Summative ELPAC (Overall Score)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
Description of English Skills	Beginning to Develop	Somewhat Developed	Moderately Developed	Well Developed
CA ELD Standards Proficiency Level	Emerging	Lower Expanding	Upper Expanding	Bridging
Score Range Grades 9-10	1150-1492	1493-1544	1545-1605	1606-1950
ELD Class Placement: Grade 9 + Newcomers (Integrated and Designated)	ELA Transitions (Integrated) and ELD Beginning Reading (Designated)	Advanced Grammar (Designated)	Advanced Grammar (Designated)	Advanced Grammar (Designated)
Score Range Grades 11-12	1150-1499	1500-1554	1555-1614	1615-1950
ELD Class Placement: Grades 10-12 (Integrated and Designated)	ELA Transitions (Integrated) and ELD Beginning Reading (Designated)	Advanced Grammar (Designated)	Accelerated ELD 1 (Designated)	Accelerated ELD 2 (Designated)
Core and Elective Courses (Standard Instructional Program)	Integrated ELD	Integrated ELD	Integrated ELD	Integrated ELD

Summative ELPAC:

Person Responsible	Summative ELPAC Duties
ELD Coordinator	complete yearly training, communicate with Ed. Services Tech. and Supp. Ed. Techs for testing, confirm testing schedule/timeline, follow-up for completion, update all letters/forms in shared drive, maintain/share list of Opt Outs with Supp. Ed. Techs for testing, test students at CIS
Educational Services Technician	complete yearly training, assign SSIDs, communicate with ELD Coordinator and Supp. Ed. Techs to begin testing, monitor TOMS and CALPADS and Moodle, update AERIES as needed, upload Student Score Reports (SSRs) to shared drive within notification timelines
Supplemental Education Technician	complete yearly training, mail home all relevant testing letters according to timelines, maintain copies of all testing letters and SSR in cume files, assist ELD teachers, complete individual Speaking testing, testing of absent students and Opt Outs, complete Summative ELPAC testing within the testing window, report issues to Ed. Services Tech. and ELD Coordinator, complete testing for new students enrolled within testing window after ELD classroom testing is completed, complete testing process for PHS students
ELD Teacher	complete yearly training, set an ELPAC testing schedule, provide testing schedule to Director of Education, site Principal, ELD Coordinator and Supplemental Ed. Techs, test students with Listening, Reading and Writing tests for Summative ELPAC, complete testing before the end of testing window, complete testing for new students enrolled within testing window
Bilingual Services Aide	complete yearly training, assist ELD Teacher/Supp. Ed. Techs with ELPAC testing as needed

ELPAC Designated Supports and Accommodations:

When administering an initial or summative ELPAC assessment to a student with a disability, the LEA shall provide designated supports or accommodations, in accordance with the pupil's individualized education program (IEP) or Section 504 plan. When a pupil's IEP or Section 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, and writing), the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil. (5 CCR Section 11518.25)

English learners receiving SPED services participate in the ELPAC initial and/or summative assessments to the extent specified in their Individualized Education Programs (IEP) or Section 504 Plan. SPED staff work with ELD Teachers/ELD Coordinator to identify how to best assess students with IEPs/504s by utilizing the CDE's California Assessment Accessibility Resources Matrix to determine appropriate universal tools, designated supports, accommodations and unlisted resources on the ELPAC. Some resources are embedded into the technology platform for computer-based tests; others are considered non-embedded, since they are provided by the local educational agency. Appropriate accommodations and modifications will be specified in EL/SPED students' IEPs/504 Plans.

When a student's IEP team determines that the student has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the pupil shall be assessed as specified in the pupil's IEP. (5 CCR Section 11518.30)

The procedures and services for all SPED students also apply to SPED English learners. Alternative reclassification criteria may be utilized when appropriate. Any decision to alter the reclassification criteria must be made by the IEP team in accordance with State and Federal requirements.

ELPAC Designated Supports and Accommodations:

Person Responsible	SPED/ELPAC Supports Duties
ELD Coordinator	identify ELs with IEPs/504s by school site, contact School Site Psychologist, case carriers and counselors with updated language for designated supports/accommodations, request SEIS updates, verify SEIS activation with Ed. Services Tech prior to ELPAC window, identify ELs with designated supports/accommodations to site ELD teachers, Supp. Ed. Techs and Bilingual Aides who may be administering testing
Educational Services Technician	monitor SEIS for proper documentation of SPED/504 students prior to ELPAC testing window
School Psychologist/IEP/504 Team/Case Carrier/Counselor	include addendums for designated supports/accommodations to IEPs/504s as appropriate to students, activate SEIS prior to ELPAC testing window
Supplemental Education Technician	implement designated supports and accommodations during testing
ELD Teacher	provide input for IEPs/504s; implement designated supports and accommodations during testing

EL 04: Implement, Monitor and Revise Title III Plan

OUHSD will utilize the DELAC process to implement, monitor, and revise the Title III plan. This will be conducted on an annual basis to ensure that the plan is current and in compliance with state and federal requirements. The Title III plan is included below.

Immigrant Services and Procedures:

OUHSD is committed to ensuring that all students have the needed support in place for success. This is especially true for immigrant children and youth. Our goal is to provide supplemental instructional support and transitional assistance to immigrant students in their primary language to the extent possible, and based on available resources. OUHSD may hire personnel on a short term basis for the sole purpose of providing this instructional assistance for the student(s) during class time. This paraprofessional may also provide assistance to the family and act as a liaison between the family and the school to help facilitate the transition process. While each student is issued a Chromebook, supplemental digital resources specific to the student(s) needs may be necessary. School principals will work with the Director of Education to determine student needs and appropriate response to those needs.

LEA Title III Plan:

Professional Development: District staff continue to provide professional learning to site administrators and secondary teachers regarding research-based strategies to supplement and strengthen instruction. Instructional Coaches may be partially funded by Title III funds, as needed.

Professional learning is a significant focus in OUHSD. Staff will continue to attend conferences related to meeting English learner needs. Upon return from conferences, attendees will complete a reflection form and develop a plan for implementing the learning, specifically addressing ways to remove barriers and ensure meaningful access for English learners. Educational Services staff and principal visits to schools and classrooms will evaluate the implementation of conference take-aways.

District staff meet individually with each school site's administrative teams to identify areas of need and approve their plan of professional learning for the school year. School administration facilitates grade level and department collaboration time to focus on selected content and specifically, meaningful access for English learners in the focused content area. In addition, admin provides short professional learning opportunities, including strategies specific to addressing language for English learners, during staff meetings and Planning Days. Feedback from participants is elicited through questionnaire forms, reviewed, and addressed.

Admin are focused on implementing research-based strategies, including specific strategies aimed at building positive learning environments for English Learners as well as providing surface, deep, and transfer learning opportunities. Admin will provide professional learning that will take place at school sites, and follow-up will occur through Educational Services and principal classroom visits to ensure that implementation is occurring.

Title III Programs and Activities: Staff will continue to provide high-quality instruction focused on developing English language proficiency as well as teaching the academic content standards. District office staff will work with teachers and site administrators to use research-based practices aimed to help English learners build language proficiency. One focus will be on helping teachers employ strategies to build self-efficacy in English learners so that they can identify strategies they can use to foster their own growth.

Title III funds may be used for digital and supplemental instructional resources to develop academic language. Professional learning opportunities will be provided for teachers, paraprofessionals, and administrators on effective strategies and additional resources that focus on meaningful access for English learners in all academic content areas and language development, especially for our Long Term English Learners and those at risk of becoming Long Term English Learners.

English Proficiency and Academic Achievement: Ongoing data analysis is built into the everyday practices in OUHSD through the implementation of the PLC process. Specifically, teams work through the Instructional Cycle which includes regularly monitoring evidence of student learning. Sites engage in CAASPP and ELPAC review and analysis as well as looking at the performance of English learners on local measures (district assessments and common formative assessments)

There are a multitude of strategies used by district staff to hold sites accountable for ensuring academic growth for English learners. These include:

- School plan evaluation and revision process. An annual needs assessment is completed, which includes a comprehensive review of state indicator and local indicator data.
- Annual instructional site visits. Visits include district and school staff, and the focus is on identifying evidence of student learning, including a focus on English learners.
- Accountability also occurs through regular informal classroom walkthroughs from district administration, monitoring the work of the PLC team, and progress through the instructional cycle.
- Using a data management system, Ellevation, funded by Title III, is specifically used for monitoring and analyzing the progress of English learners.

Another focus will be on the formative use of data and feedback from English learners so that teachers can make effective real-time decisions to strategically support English learners in both English language skills and content knowledge.

EL 05: EL Program Inclusion in the SPSA (Schoolwide)

EL Program Inclusion in the SPSA or School Plan:

School sites will complete their SPSA according to district approved procedures and processes. As a component of the SPSA, each site will include specific strategies and activities that will address the needs of English learners. These strategies and activities will be written separately from whole school strategies and activities, under each SPSA so that they can be addressed specifically. Funding will be allocated to these strategies and activities as needed. District administration will work with school site administration to monitor program implementation and compliance.

EL 06: Title III Inventory

Equipment Inventory Records:

For all categorical programs, each LEA must maintain a historical inventory record for each piece of equipment with an acquisition cost of more than \$500 per unit that is purchased with Title III funds. The record must describe the acquisition by: (2 CFR Section 200.313[d][1]); *EC* Section 35168; 5 *CCR* Section 3946)

- A. Type/description;
- B. Model/name;
- C. Serial/identification number;
- D. Funding source;
- E. Acquisition date;
- F. Original Cost;
- G. Location and use;
- H. Percentage of Federal participation in the project costs for the Federal award under which the property was acquired;
- I. Title holder;
- J. Current condition; and
- K. Transfer, replacement, or disposition of obsolete or unusable equipment.

Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the Federal awarding agency or pass-through entity. (2 CFR Section 200.439[b][2])

Equipment purchased with a fair market value in excess of \$5,000 may be retained, sold, or disposed of with written approval of the Federal awarding agency or pass-through entity. Equipment with a current fair market value of \$5,000 or less may be retained, sold, or otherwise disposed of with no further obligation to the Federal awarding agency or pass-through entity. (2 CFR Section 200.313[e][1]-[4])

Each LEA must have conducted a physical check of the inventory of equipment within the past two years and reconciled the results with inventory records. (2 CFR Section 200.313[d][2])

PART III: FUNDING

EL 07: Supplement, Not Supplant with Title III

General fund resources must be used to provide services and programs for ELs, including ELD and access to the standard instructional program. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds. (EC sections 300, 305[a])

Each LEA must use Title III funds only to supplement, not supplant federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such federal, state, and local public funds. (20 U.S.C. Section 6825[g])

The LEA shall ensure that costs charged to the program(s) under Title III are reasonable, necessary, and allocable in accordance with applicable statutes, regulations, and program plan(s). (2 CFR 200.403 – 200.405)

Each LEA must use no less than 98 percent of Title III EL apportionments on direct services to ELs and may not use more than 2 percent of such funds for the cost of administration of this program for a fiscal year. (20 U.S.C. Section 6825[b])

OUHSD follows funding mandates as required by the California Ed. Code, federal and state regulations, and district policies and procedures. The Local Control Accountability Program (LCAP) and Title III (LEP, Immigrant) funds are used to supplement the base educational program, not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the district's Business Office.

Instructional Materials:

OUHSD's list of locally adopted and supplemental instructional materials for all courses in which ELs are enrolled, for all grades, with the funding sources is found below:

Courses	Standard Instructional Materials	Supplemental Instructional Materials	Funding Source
ELA Transitions (9-12)	McClosky and Stack, <i>Visions A and B</i> . Heinle/Cengage, 2007. ISBN: 9780838452479 (A); 9780838452486 (B)	<p>Print: <i>Academic Vocabulary Toolkit 1 and 2</i>. Heinle/Cengage, 2011. ISBN: 9781133312918</p> <p>McClosky and Stack, <i>Visions Introductory</i>. Heinle/Cengage, 2006. ISBN: 9751413014860</p> <p>Scholastic Periodicals: <i>Junior Scholastic</i>, <i>ACTION</i>, <i>New York Times Upfront</i>, <i>SCOPE</i></p> <p><i>Visions A, B and Introductory: Activity Book</i>. Heinle/Cengage, 2007. ISBN: 9780838452844 (A); 9780838453346 (B); (I) 9781413014877</p> <p><i>Visions A, B and Introductory: Grammar Practice</i>. Heinle/Cengage, 2007. ISBN: 9781424005710 (A); 9781424005697 (B); (I) 1424017025</p> <p>Scholastic Periodicals:</p>	Title III

		<p><i>Junior Scholastic, ACTION, New York Times Upfront, SCOPE</i></p> <p>Digital: System 44/Read 180 Listenwise Quill Rosetta Stone myPerspectives English Language Development Companion</p>	
ELD Beginning Reading (9-12)	<p>McClosky and Stack, <i>Visions A and B</i>. Heinle/Cengage, 2007. ISBN: 9780838452479 (A); 9780838452486 (B)</p> <p><i>Corrective Reading: Decoding B1, B2 and C</i>. SRA/McGraw Hill, 2008. ISBN: 9780076112159 (B1); 9780076112268 (B2); 9780076112388 (C)</p>	<p>Print: <i>Academic Vocabulary Toolkit 1 and 2</i>. Heinle/Cengage, 2011. ISBN: 9781133312918</p> <p><i>READ 180 Real Book: Stage C</i>. Houghton Mifflin Harcourt Publishing Company, 2017. ISBN: 9781328003379</p> <p>Scholastic Periodicals: <i>Junior Scholastic, ACTION, New York Times Upfront, SCOPE</i></p> <p><i>SRA Reading Success Level A and B</i>. SRA/McGraw Hill, 2008. ISBN: 9780076184828 (B)</p> <p>Scholastic Periodicals: <i>Junior Scholastic, ACTION, New York Times Upfront, SCOPE</i></p> <p>Digital: System 44/Read 180 Listenwise Quill Rosetta Stone myPerspectives English Language Development Companion</p>	Title III
Advanced Grammar (9-12)	<p>McClosky and Stack, <i>Visions C</i>. Heinle/Cengage, 2007. ISBN: 9781133312918</p>	<p>Print: <i>Academic Vocabulary Toolkit 1 and 2</i>. Heinle/Cengage, 2011. ISBN: 9781133312918</p> <p><i>English Essentials</i>. Townsend Press, Inc., 2005. ISBN-13: 9781591940227</p> <p><i>Grammar in Context 2 and 3</i>. Heinle/Cengage, 2011. ISBN 9781424080908</p> <p>Scholastic Periodicals: <i>Junior Scholastic, ACTION, New York Times Upfront, SCOPE</i></p> <p><i>Visions C: Activity Book</i>. Heinle/Cengage, 2004. ISBN: 9780838453469</p> <p><i>Visions C: Grammar Practice</i>. Heinle/Cengage, 2007. ISBN: 9781424005703</p> <p>Scholastic Periodicals: <i>Junior Scholastic, ACTION, New York Times Upfront, SCOPE</i></p> <p>Digital: System 44/Read 180 Listenwise Quill Rosetta Stone</p>	Title III
Accelerated ELD 1 and 2 (9-12)	<p><i>English 3D Issues: Course B, Volumes 1 and 2</i>. Houghton Mifflin Harcourt Publishing Company, 2017. ISBN:</p>	<p>Print: <i>Academic Vocabulary Toolkit 1 and 2</i>. Heinle/Cengage, 2011. ISBN: 9781133312918</p>	Title III

	<p>9780545822886 (V1), ISBN: 9780545822909 (V2)</p> <p><i>English 3D Language and Writing Portfolio: Course B</i>, Volumes 1 and 2. Houghton Mifflin Harcourt Publishing Company, 2017. ISBN: 9780545823067 (V1); ISBN: 9780545822930 (V2)</p>	<p><i>English 3D Issues: Course C</i>. Houghton Mifflin Harcourt Publishing Company, 2017. ISBN: 9780545629737</p> <p><i>English 3D Language and Writing Portfolio: Course C</i>. Houghton Mifflin Harcourt Publishing Company, 2017. ISBN: 9780545629751</p> <p><i>English 3D Issues: Course C</i>. Houghton Mifflin Harcourt Publishing Company, 2017. ISBN: 9780545629737</p> <p><i>English 3D Language and Writing Portfolio: Course C</i>. Houghton Mifflin Harcourt Publishing Company, 2017. ISBN: 9780545629751</p> <p><i>Six-Way Paragraphs: Middle Level</i>. Jamestown Publishers, 2000. ISBN: 0844221198</p> <p>Scholastic Periodicals: <i>Junior Scholastic, ACTION, New York Times Upfront, SCOPE</i></p> <p>Digital: Listenwise Quill</p>	
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Title III Funded Professional Development:

The Education Services department will maintain a list of standard instructional program professional development and Title III funded supplemental professional development designed to enhance the learning and instruction of English learners and immigrant students. This will include sign-in sheets and agendas for each professional development opportunity.

Duty Statements:

Each employee position in OUHSD has a board approved duty statement or job description attached to the position. Any employee position that has specific responsibility for English learners will have that noted in the duty statement or job description. Copies of these will be kept on file in the district office.

EL 08: Time and Effort Requirements (Title I and Title III)

Time and Effort Policies and Procedures:

Time accounting documentation is required for all employees whose salaries and wages are paid, in part or in full, from restricted resources, both federal and state.

All employees who are fully or partially funded by federal categorical dollars (resource codes 3000-5999) must complete their time documentation on the approved forms. The type of documentation required depends on how the employee is funded and how many different grant activities (cost objectives) are worked. Semi-annual or monthly reports are completed after the work period. Employees must fill out only one form that fits their position. Employees will be provided direction on the most appropriate PAR form to complete, or they may contact Education Services staff.

Each Program Director/Administrator must ensure that all state and federally funded employees are familiar with time documentation guidelines and are complying with these requirements. For Program Directors/Administrators, this means becoming proficiently acquainted with their allocated resources and their respective guidelines pertaining to salary and wage expenditures and allowable activities.

Time and Effort Records:

Employees fall under one of two categories that correspond with the methods of time accounting documentation listed below:

- Periodic (Semiannual) Certification: Single-funded employees' supervisory must bi-annually sign a document that certifies that employees worked solely towards the cost objective of the resource from which their salary and wages are funded.
- Personnel Activity Report: Multi-funded employees must complete a monthly activity distribution log known as the Personnel Activity Report.

Duty Statements:

Each employee position in OUHSD has a board approved duty statement or job description attached to the position. Any employee position that has specific responsibility for English learners will have that noted in the duty statement or job description. Copies of these will be kept on file in the district office.

PART IV: STANDARDS, ASSESSMENT AND ACCOUNTABILITY

EL 09: Evaluation of Title III-Funded Services and Programs

Title III-Funded Services and Supplemental Program Evaluation:

Site administrators, in conjunction with stakeholders, complete the annual Needs Assessment for English Learners. Data reviewed includes the California state assessment (SBAC) results and the English Language Proficiency Assessment for California (ELPAC) results. Additionally, other program monitoring pieces are included in the needs assessment, such as attendance rates, suspension rates, tutoring, ELD program monitoring, and any other unique services provided at the school site. The needs assessment is shared with both the ELAC and the School Site Council during the revision process of the School Plan for Student Achievement. The intention is to analyze the results and determine areas of inequity in order to address student needs. Achievement gaps are addressed and discussion includes a determination of need and the development of a plan, which will lead to mastery of the state standards and/or ELD standards. School sites indicate supports within the SPSA and goals are reviewed by the Site Council. The District monitors the implementation of services noted within the SPSA as well as completion of the needs assessment.

Continual progress monitoring takes place at a minimum quarterly for EL students and RFEP students at each site. Parent/teacher conferences are held as needed throughout the school year. The ELlevation software system will assist in ongoing achievement monitoring since the system will track benchmark data from NWEA as well as annual assessments, ELPAC and SBAC. If monitoring indicates an RFEP student is not meeting academic standards, a parent/teacher conference is scheduled for that student.

The Director of Education visits campuses and classrooms regularly and works specifically with site administrators on collection of data and monitoring of the annual Needs Assessment. An additional layer of monitoring includes the Director of Education meeting annually with site administrators to address assessment results, review reclassification criteria, discuss unique site needs for professional development or progress monitoring, and identification of EL students in special education.

EL 10: Reclassification

OUHSD's reclassification process enables students initially identified as English learners to exit specialized ELD program services and participate in the standard instructional program without further language assistance as Reclassified Fluent English Proficient (RFEP). ELs will be designated as RFEP when they have acquired the English language skills necessary to receive instruction and achieve academic progress at a level equivalent to students of the same age or grade whose primary language is English.

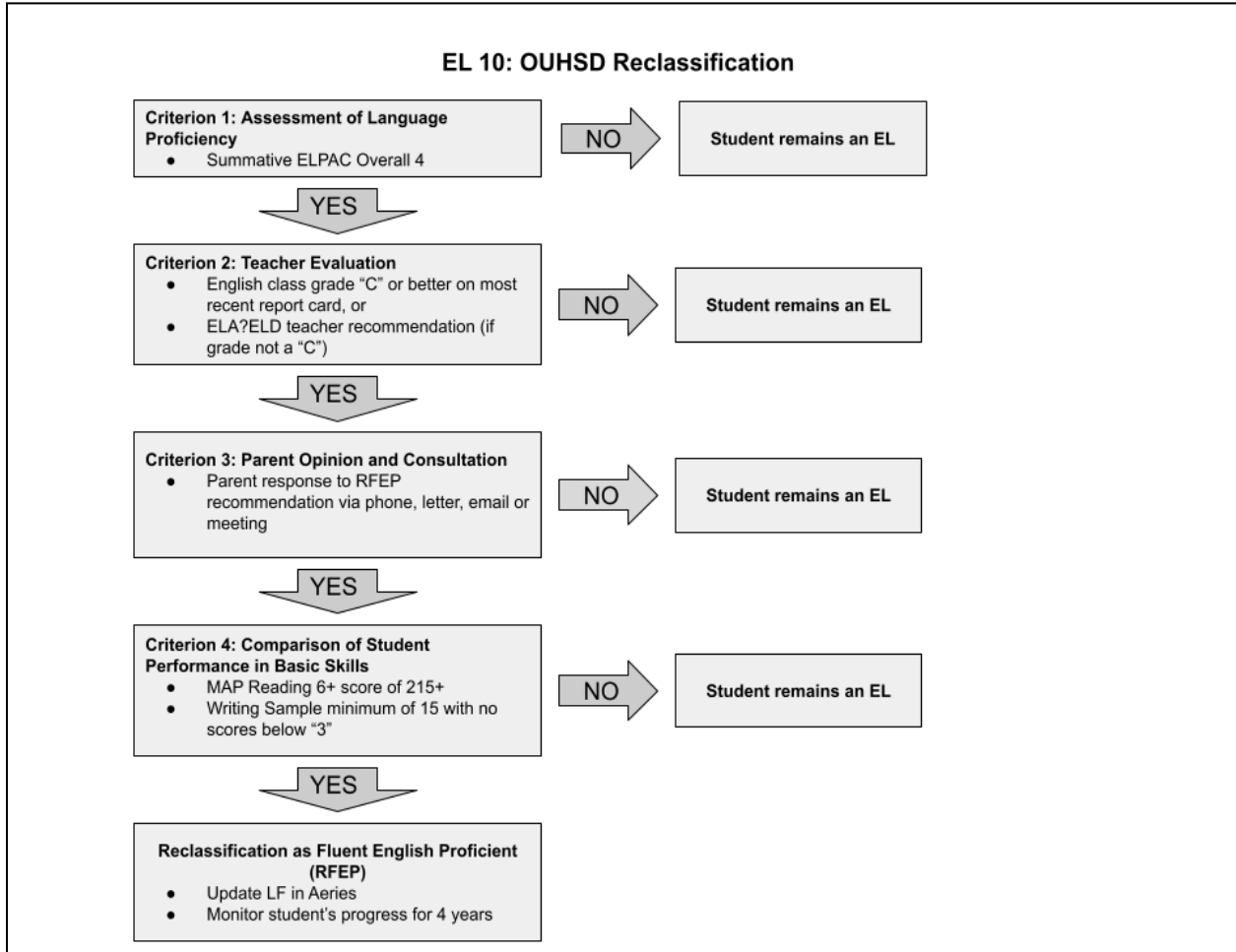
Reclassification Criteria:

Each LEA must reclassify English learners to proficient in English by using a process and criteria that includes, but is not limited to the following:

1. Assessment of ELP. (*EC* Section 313[f][1]; 5 *CCR* Section 11303[a])
2. Teacher evaluation that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the student. (*EC* Section 313[f][2]; 5 *CCR* Section 11303[b])

3. Opportunities for parent opinion, consultation, and involvement during the reclassification process. (*EC Section 313[f][3]; 5 CCR Section 11303[c]*)
4. Comparison of student's performance in basic skills against an empirically established range of performance in basic skills, based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. (*EC Section 313[f][4]; 5 CCR sections 11302, 11303[d]*)

OUHSD follows the board-approved reclassification process as shown in the **EL 10: OUHSD Reclassification** chart below. Students must meet all four district-approved criteria for reclassification.



OUHSD Reclassification Criteria:

Required Criteria	Method	OUHSD Criteria
1. English Language Proficiency Assessment	ELPAC	ELPAC Overall Performance Level 4. <i>*ELPAC scores recorded in Aeries.</i>
2. Teacher Evaluation	Academic Achievement/ Teacher Recommendation <i>*Incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.</i>	English class grade "C" or better on most recent report card or ELA/ELD Teacher Recommendation if grade is below "C" on most recent report card. <i>**"ELA/ELD Teacher Evaluation Form" required with reclassification paperwork.</i>
3. Parental Opinion and Consultation	Parent or Guardian Consent	Parent or guardian consent to RFEP recommendation via phone contact, letter, email or meeting. <i>*Record of parent or guardian response via phone contact, letter, email or meeting required with reclassification paperwork.</i>
4. Comparison of Performance in Basic Skills	MAP Reading 6+ and Writing Sample	MAP Reading 6+: minimum score of 215 required. <i>*MAP Reading 6+ score recorded in Aeries.</i> and Writing Sample: minimum score of 15 on a 4-Point Argumentative Writing Rubric with no individual scores below a "3." <i>*Copy of student's Writing Sample Rubric required with reclassification paperwork.</i>

The following assessments are given to ELs during the school year in order to meet the requirements for reclassification:

1. Assessment of English Language Proficiency: the Summative ELPAC assesses English learners in four domains: Listening, Speaking, Reading, and Writing. Students receive an Overall score that falls into one of four levels. Students must achieve an Overall 4 to meet the requirements of Criterion 1.
2. Teacher Evaluation: an English class grade of "C" or better on the student's most recent report card is used to demonstrate curriculum mastery. If a student has a grade lower than "C" on his/her most recent report card, an ELA/ELD teacher recommendation may be used to determine curriculum mastery for Criterion 2.
3. Parental Opinion and Consultation: OUHSD's recommendation for reclassification will include parental or guardian consent to reclassify through a signed letter, record of phone contact, email or meeting to meet Criterion 3.
4. Comparison of student performance in basic skills based upon the performance of English proficient students of the same age is addressed through the MAP Reading 6+ test score of 215 or above and a writing sample minimum score of 15 on a 4-point argumentative writing rubric (with no individual scores below a "3") to satisfy Criterion 4.

OUHSD Assessment Timeline for Reclassification:											
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
							Summative ELPAC				
					MAP					MAP	
									Writing Prompt		

ELs with IEPs/504 Plans:

If the IEP/504 Team determines that an EL with an IEP/504 Plan would benefit from reclassification and exit EL services, but the student’s basic skills are not within the above **OUHSD Reclassification Criteria**, the IEP/504 Team may determine if factors other than English language proficiency are responsible for limited achievement in ELA and recommend a Special Circumstances Reclassification. The following factors may be determined and noted in the student’s IEP:

- student’s basic skills appear to be commensurate with his/her intellectual ability due to a disability versus a language difference. Language assessments indicate similar levels of academic performance; **and/or**
- error patterns mirror the patterns of errors made by students with a similar disability versus peers with language differences.

If the IEP/504 Team recommends reclassification, the IEP/504 Plan must be updated to include proper language and documentation (as listed above). The ELD Coordinator will include the updated IEP/504 Plan in the reclassification paperwork and forward to the district office for approval.

Reclassification Process:

Throughout the school year the school year, the ELD Team (ELD Coordinator, ELD teacher, parent and other relevant specialists) collects and reviews transcripts, ELPAC scores, MAP Growth 6+ assessment data, student grades and teacher recommendations for EL students; on the basis of this review, the ELD Coordinator and ELD teachers identify students who are eligible for reclassification per the **OUHSD Reclassification Criteria** guidelines above.

The ELD Coordinator or ELD teacher notifies parents/guardians of their student’s eligibility for reclassification and is asked to provide consent via letter, email, phone contact or meeting. Documentation of parent consent, date, and method of consent are noted on the reclassification form, and signed parent/guardian letters (if applicable) are included as evidence in the reclassification paperwork.

Special Circumstances Reclassification for ELs with IEPs/504 Plans:

If the IEP/504 team determines that an EL with an IEP/504 Plan would benefit from reclassification and exit EL services, but the student’s basic skills are not within the above **OUHSD Reclassification Criteria**, the IEP/504 Team may determine if factors other than English language proficiency are responsible for limited achievement in ELA and recommend a Special Circumstances Reclassification. The following factors may be determined and noted in the student’s IEP:

- student's basic skills appear to be commensurate with his/her intellectual ability due to a disability versus a language difference; **and/or**
- error patterns mirror the patterns of errors made by students with a similar disability versus peers with language differences.

If the IEP/504 Team recommends reclassification, the IEP/504 Plan must be updated to include proper language and documentation (as listed above). The ELD Coordinator will include the updated IEP/504 Plan in the reclassification paperwork and forward to the district office for approval.

Reclassification Process:

Person Responsible	Reclassification Process Duties
ELD Coordinator	review criteria for reclassification/determine student qualifications with ELD Teacher, complete OUHSD Reclassification Form/Special Circumstances Reclassification Form with evidence attached, submit to DO for approval, checks status in Aeries, notify site Counselor for schedule change into standard instructional program as applicable
Educational Services Technician	update RFEP status (LF4) in Aeries, forward RFEP paperwork to site Registrars/Counseling Secretaries to be kept in cume files
ELD Teacher	review criteria for reclassification/determine student qualifications with ELA Teacher as needed, provide evidence to ELD Coordinator to be included in paperwork, ELA/ELD teacher recommendation as needed, signed parent letter (as may apply), Writing Sample Rubric
Parent	provide response to RFEP recommendation via letter, phone, email or meeting
School Psychologist/IEP/504 Team/Case Carrier/Counselor	include addendums for designated supports/accommodations to IEPs/504s as appropriate to students, activate SEIS prior to ELPAC testing window
Site Registrar/Counseling Secretary	file RFEP paperwork in student cume files
Site Principal	authorize/sign reclassification papers
Director of Education	authorize/sign reclassification papers

Reclassification Records/Forms:

Regardless of the physical form of such record and to ensure transfer of documentation, each LEA must maintain the following in the student's permanent record: language and academic performance assessments; participants in the reclassification process; and any decisions regarding reclassification. (5 CCR Section 11305)

After a student is Reclassified Fluent English Proficient (RFEP) and language fluency has been changed to LF4 in Aeries at the district level, all reclassification records/forms with proof of parent/guardian consultation will be sent from the district office to site Registrars/Counseling Secretaries to be kept in students' cume files as documentation.

Reclassified to Fluent English Proficient (RFEP) Progress Monitoring:

Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed. (20 U.S.C. Section 6841[a][4][5]; 5 CCR Section 11304)

Students reclassified to RFEP status will be monitored and reviewed for four academic school years (8 semesters beginning the semester of RFEP) to be sure that the student is continuing to progress. The “**OUHSD EL 10 RFEP Monitoring**” spreadsheet, including local student id, school site, grade level, ELPAC test date, ELPAC summative score, RFEP date, current status showing courses failed or standards not met, interventions (if applicable), and notation of RFEP through the IEP process shall be updated and monitored throughout the year. Students receiving Ds or Fs in core classes at the end of Quarter 1 will have access to the intervention support services offered at the site.

Supplemental Ed. Techs distribute and collect results from the “OUHSD RFEP Monitoring Teacher Input Google Form” to identify the reason(s) for lack of achievement as noted on the most recent report card (D or F) and to recommend interventions for the student, including consultation, tutoring services, referrals to counselor, social worker, SST/IEP/505 Team, and/or interventions to improve attendance/tardies based on teacher input. The “RFEP Four-Year Monitoring Form” and “RFEP Four-Year Monitoring Intervention Letter” are updated to include teacher recommendations and sent home to parents or guardians.

Parents who feel that their student was exited from EL services prematurely, incurred a deficit due to participation in an EL program, and/or is not meaningfully participating in the standard instructional program equal to non-EL peers are asked to contact the school’s counselor immediately to discuss additional EL programs and services.

RFEP Progress Monitoring:

Person Responsible	Reclassification Duties
Educational Services Technician	update EL 10 RFEP Monitoring spreadsheet annually
ELD Coordinator	update EL 10 RFEP Monitoring spreadsheet annually, including Quarter 1 grades, monitors RFEP students with Ds and Fs in core classes, emails Supp. Ed. Techs names of students for intervention process, updates documents in shared drive
Supplemental Education Technician	initiate intervention process, use available student data to complete OUHSD RFEP Monitoring Form, send OUHSD RFEP Monitoring Teacher Input Google Form to teachers as needed, complete/mail RFEP Monitoring Notification Letter to parents or guardians based on suggested intervention input from teachers, follow-up on returned letters/resend as needed, include a copy of RFEP Monitoring letters in students’ cume files.
Teacher	complete and submit OUHSD RFEP Monitoring Teacher Input Google Form in a timely manner, recommend interventions for acquiring content knowledge during the academic year

V: Staffing and Professional Development

EL 11: Teacher EL Authorization

EL Teacher Authorization:

Teachers assigned to provide ELD and instruction in subject matter courses in which ELs are enrolled must have the appropriate authorizations and be fluent in English. (20 U.S.C. Section 6826 [c]; *EC* sections 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.6, 44253.7, 44253.10; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1012–1013; 5 *CCR* Section 11309[c][2])

OUHSD ensures that all teachers whose assignment includes English learners shall hold an appropriate EL authorization issued by the Commission on Teacher Credentialing (CTC) to provide English language development (ELD) or access to core curriculum through scaffolded instruction and/or primary language instruction. The goal of the district is to ensure all teachers in grades 9-12 are authorized to teach ELD and scaffolded instruction.

EL 12: Professional Development Specific to English Learners

EL-Specific Professional Development:

Each LEA must provide sufficient professional development (PD) to effectively implement the LEA's EL program. (5 *CCR* 11309(c)(2); *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1012–1013)

Implementation of EL-Specific PD:

PD is provided to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is: (20 U.S.C. Section 6825[c][2][A–D])

- A. Designed to improve the instruction and assessment of ELs;
- B. Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;
- C. Effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation; and
- D. Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom.

OUHSD is committed to providing high quality professional development to all teacher, principals, administrators and site support staff; as such, OUHSD professional development is designed to:

1. Deepen teachers' content knowledge by providing research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing educators to use various types of classroom assessments appropriately.
2. Prepare district staff to support English learners, create safe, orderly and supportive learning environments, and set high expectations for academic achievement.

OUHSD recognizes that all of our students are language learners and provides opportunities for professional development to staff with an emphasis on integrated ELD and specific reading and writing strategies to increase the language skills of all students. Professional development opportunities may include, but are not limited to, the following:

- ELD Standards
- Literacy Strategies
- Teacher Induction Program
- PBIS Cultural Awareness Training
- Grade level collaboration/best practices
- Differentiated Instruction within ELA/ELD Framework
- Conferences, Trainings and Workshops opportunities outside of the school day
- Designated ELD, Integrated ELD and scaffolded instruction trainings
- ELD lessons, strategies, materials, and resources shared with parents at ELAC and DELAC meetings
- English Language Proficiency Assessments for California (ELPAC) training

Implementation of EL-Specific Professional Development:

Person Responsible	Reclassification Duties
District	Reflects time for collaboration in contract/school schedules, coordinate PBIS trainings
Principal	determine training needs with staff, makes requests for teachers, paras and bilingual aides, attends/monitors trainings, hold ELAC meetings, teacher evaluation of scaffolded instruction and differentiated instruction,
ELD Coordinator	determine training needs with staff, makes requests for teachers, paras and bilingual aides, attends/monitors trainings, seeks out information on conferences, trainings and workshop opportunities,
Director of Education	coordinate district trainings, schedule speakers, offer opportunities for training after school hours/during the summer, provide extra duty pay for after-hours trainings, holds Delac meetings, seeks out information on conferences, trainings and workshop opportunities
Teacher	collaborate, share best practices, maintain site documents/meeting notes/minutes for collaboration, attend trainings complete Teacher Induction Program as may apply, include differentiated instruction strategies and scaffolded instruction in lessons, complete ELPAC trainings as needed

VI: OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

EL 13: Language Acquisition Program Options and Parent Choice

School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (*EC* sections 305[a][2], 306[c][3])

Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. "Language acquisition program" refers to educational programs designed for English learners to ensure English acquisition as rapidly and as effectively as possible. Such programs must include instruction on the state-adopted academic content standards, including the ELD standards. Language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language. (*EC* sections 306[c], 310[a]; 5 *CCR* sections 11300[d], 11309[c])

Parental Notice:

The annual notice of parent and guardian rights and responsibilities shall also notify parents of the language acquisition and language programs available in the LEA. The annual notice must be distributed as required by *EC* sections 48980 and 48981. Parents of all pupils enrolling in an LEA after the beginning of the academic school year shall be provided the notice of rights and responsibilities described above upon enrollment. The annual notice of parent and guardian rights and responsibilities shall include all of the following: (*EC* sections 305, 306, 310, 48980, 48981, and 5 *CCR* Section 11310; 20 U.S.C. sections 1703[f], 6311 and 6318)

1. A description of any language acquisition programs provided, including Structured English Immersion.
2. Identification of any language to be taught in addition to English, when the program model includes instruction in another language.
3. The information set forth in section 5 *CCR* Section 11309[c].
4. The process to request establishment of a language acquisition program.
5. If the LEA offers language programs, the notice shall specify the language(s) to be taught, and may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

OUHSD provides parental contact and notice through the following letters: the "Initial ELPAC Computer-Based Assessment Notification Letter," the "Initial ELPAC Parent Notification Letter: English Learner (EL)," the "Initial ELPAC Parent Notification Letter: Initial Fluent English Proficient (IFEP)," the "Annual Parent Notification Letter," the "Summative ELPAC Computer-Based Assessment Notification Letter," and/or the "MAP Reading 6+/Summative ELPAC Computer-Based Assessment Notification Letter." All letters are sent to parents in English and home language. Letters may include student language assessment results, OUHSD reclassification criteria, a description of language acquisition programs offered (SEI), and parental choice options for program placement (including the right to opt out).

Program Request Process:

Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer such a program to the extent possible. (EC Section 310[a])

When the parents of 30 pupils or more are enrolled in a school, or when the parents of 20 pupils or more in the same grade level are enrolled in a school, request the same or substantially similar type of a language acquisition program, the LEA shall respond by taking actions to demonstrate the timelines and requirements in 5 CCR Section 11311[h] are met by the LEA.

In the case where the LEA determines it is not possible to implement a language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school. (5 CCR Section 11311[h][3][B])

Parental notice of the language acquisition program request process is included in the Initial and Annual Letters sent to parents in English and home language. Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan (LCAP), and contact information is provided for parents interested in a different program for their student. The right to opt out of ELD classes is also mentioned in the letters.

Requesting a Language Program:

Parents and guardians may request a language program by contacting the Director of Education as mentioned in the Initial and Annual Letters and filling out a "Parent Request for Language Programs" form. The form will be mailed or emailed to the parent or guardian requesting the language program (based on parent or guardian preference), or the parent or guardian may fill out the form in person at the District Office.

If, during the last three years, a total of 20 parents or guardians of students at the same grade level or 30 in the school have requested a particular language program, the district must follow a process to consider how the request of the parent group can best be accommodated, including the feasibility of providing the program at the site. See "Parent Requests for Language Programs Procedures" located in the OUHSD ELD Team shared drive for the process that will be followed by school sites and the district.

Opting Out of EL Services:

OUHSD notifies parents and guardians of the right to opt their student out of daily Designated ELD in writing in both the Initial and Annual letters sent home within the first 30 calendar days of enrollment. If a parent or guardian opts their students out of EL services, the school remains responsible to provide Integrated ELD through full access to the standard instructional program, to monitor opt out students' progress, and to alert parents or guardians and provide additional support if they are not meeting minimum progress expectations.

A parent or guardian requesting an opt out will meet with the counselor to discuss, review, and complete the opt out form (provided by the ELD Coordinator). The counselor will scan a copy of the completed form to the ELD Coordinator for review and place the original in the student's cumulative file. Once reviewed, the ELD Coordinator will approve a schedule change, notify the counselor to proceed, and forward the opt out form to the Ed. Services Tech. for notation in Aeries. The ELD Coordinator adds the student to the current

“OUHSD Opt Out Students” document in the shared drive; this list will be available to Supplemental Ed. Techs for parent notifications, MAP testing and Summative ELPAC administration.

Opt outs are valid for the current school year only. Parents or guardians must repeat the opt out process for each additional school year or until reclassification.

Parent Request For Language Acquisition Programs/Opt Out:

Person Responsible	Language Acquisition Program Requests Duties
ELD Coordinator	update all parent/guardian letters, provide Opt Out form to Counselor upon request, forward a copy of signed document to Educational Services Tech for Aeries update/follow up, update Opt Outs list in shared drive
Educational Services Technician	update opt out status in Aeries upon notification from ELD Coordinator
Supplemental Education Technician	mail Annual, Initial/Summative ELPAC letters to parents.guardians according to timelines
Director of Education/Educational Services Technician	mail/email “Parent Request for Language Programs Form” upon request, make a written record of each request (including date of request, names of parent and pupil a general description of the request, pupil’s grade level on the date of request), maintain a record of verbal request with the same information listed above, assist parents in clarifying requests, retain written records of parent requests for at least three years from the date of request, consider requests for a multilingual program from parents of pupils enrolled in the school who are native speakers of English when determining whether a 30/20 threshold is reached (if so, within 10 school days, notify parents, teachers, administrators and LEA’s English learner parent advisory committee and parent advisory committee, in writing, of the parents’ requests for a language acquisition program), identify costs and resources to implement new program, determine within 60 calendar days of reaching a 30/20 threshold if possible to implement program, and provide notice, in writing, to parents, teachers and administration, create and publish a reasonable timeline of actions necessary to implement program, and/or if not possible to implement new program provide in written form an explanation of the reason(s) the program cannot be provided
Parent or Guardian	follow instructions in letters to request a new language acquisition program or opt out, complete and submit forms, meet with Counselor to complete opt out form for current school year only
Counselor	request opt out form from ELD Coordinator upon opt out request from parent, meet with parent to review/complete opt out form, scan a copy of completed form to ELD Coordinator for review, change class schedule as approved, file original opt out form in student’s cume file

VII: TEACHING AND LEARNING

EL 14: ELD

As part of the standard instructional program provided through general funds, all identified ELs must receive a program of ELD instruction, which shall include designated and integrated ELD.

OUHSD's comprehensive ELD program includes both designated and integrated ELD. In order to develop proficiency in English as rapidly and effectively as possible and to meet state priorities, ELD instruction is explicit, well-articulated and standards-based. (20 U.S.C. Section 6825 [c][1][A], *EC* sections 305, 306, 310; 5 *CCR* sections 11300 [a] and [c], 11309; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989)

Additionally, OUHSD must take appropriate action to overcome language barriers that impede equal participation by students in instructional programs. Title III funds shall be used to supplement the standard instructional ELD program. (20 U.S.C. sections 1703 [f], 6825 [c][1][A]; *EC* sections 300, 305, 306, 310; 5 *CCR* sections 11302[a], 11309; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989)

ELD must be based on sound educational theory, implemented effectively with adequate resources and personnel, and evaluated for its effectiveness in overcoming language barriers. (20 U.S.C. Section 1703 [f]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1009–1010; 5 *CCR* Section 11309)

Designated ELD Program Description:

Designated ELD means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 *CCR* Section 11300 [a])

OUHSD's English learners are placed in one period of Designated ELD with a teacher who is qualified to teach both ELD and scaffolded instruction. A Structured English Immersion (SEI) instructional setting program must be provided for all English learners who have less than reasonable fluency in English. Curriculum, materials, and instructional strategies are designed to promote the EL's second language acquisition of listening, speaking, reading and writing skills with the goal of achieving grade level content equal to their native English speaking peers. ELs who have incurred deficits should receive additional services (tutoring, teacher consultation, after-school programs, individualized instruction, Summer School, etc.).

OUHSD is committed to providing a challenging Designated ELD curriculum for English Language Learners that is aligned with the CA ELD Standards; as such, ELD is standards-driven, systematically planned, and follows a scope and sequence of language skills to promote student learning within a reasonable amount of time. It is designed to teach ELs at their proficiency levels and to bring them to the next proficiency level by ensuring that instruction is differentiated to meet student needs. It is recommended that students be grouped by proficiency level for ELD instruction.

- **OUHSD English Language Development (ELD) Courses:**

ELA Transitions is designed to be taught in conjunction with ELD Beginning Reading to further the growth of students entering school with fluency in English at an “Emerging” level. Students will earn English credits toward graduation for completing this course. This course may only be taken once for English credit. Any subsequent classes will earn elective credit.

ELD Beginning Reading is designed to be taught in conjunction with ELA Transitions to further the growth of students entering school with fluency in English at an “Emerging” level. Students will earn elective credits toward graduation and receive additional instruction in their development of English fluency through this course.

Advanced Grammar is designed to further the growth of students entering school with fluency in English at an “Expanding” level. Students will earn elective credit and receive additional required instruction in their development of English fluency through Advanced Grammar.

Accelerated ELD 1 is designed to further the growth of students entering school with fluency in English as a “Bridging” level but not yet ready to be reclassified as Fluent in English. Students will earn elective credit and receive additional required instruction in their development of fluency through Accelerated ELD 1. This course utilizes informational and literary texts that are relevant to students’ lives; these texts gradually increase in text complexity, spanning from 830L to 1270L.

Accelerated ELD 2 is designed to further the growth of students entering school with fluency in English at a “Bridging” level but not yet ready to be reclassified as Fluent in English. Students will earn elective credit and receive additional required instruction in their development of fluency through Accelerated ELD 2. This course utilizes informational and literary texts that are relevant to students’ lives; these texts gradually increase in text complexity, spanning from 900L to 1450L.

OUHSD ELD Course Progression:

Course	Student Placement	Curriculum	Assessments	Advancement Criteria
ELA Transitions (Integrated ELD; Core Credit)	ELPAC Level 1 Diagnostic score of 1/2	Methods used: verb tense studies, syntax surgery, four picture stories, and morph house. <i>Visions</i> curriculum.	Classroom Performance Unit Exams/Quizzes Benchmark Exams MAP Reading Score Written Language Diagnostic	70% or higher on benchmark(s) Teacher recommendation ELPAC Results
ELD Beginning Reading (Designated ELD; Elective Credit)	ELPAC Level 1 Diagnostic score of 1/2	SRA Corrective Reading/System 44. <i>Visions</i> curriculum.	Classroom Performance Unit Mastery Tests MAP-Reading Score Written Language Diagnostic	70% or higher on benchmark(s) Teacher recommendation ELPAC Results

ELD Advanced Grammar (Designated ELD; Elective Credit)	ELPAC Level 2-4 Diagnostic score of 3/4	<i>Visions</i> curriculum. Advanced methods used: verb tense studies, syntax surgery, single picture webs, morph house, and expository writing. Academic Vocabulary for English Learners, Grammar in Context, Academic Vocabulary Toolkit. Supplemented with Scholastic magazines.	Classroom Performance Unit Exams/Quizzes Benchmark Exams MAP Reading Score Written Language Diagnostic	70% or higher on benchmark(s) Teacher recommendation ELPAC Results
Accelerated ELD 1 and 2 (Designated ELD; Elective Credit)	ELPAC Level 2-4 Diagnostic score of 3/4	<i>English 3D</i> curriculum. Supplemented with Scholastic magazines, Listenwise.	Classroom Performance Unit Exams/ Presentations MAP Reading Score Written Language Diagnostic	Student meets RFEP criteria

EL Instructional Scheduling:

OUHSD provides a Structured English Immersion (SEI) program for English learners. SEI is a language acquisition program in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content in the standard instructional program with Integrated ELD.

The following courses denote enrollment in Designated ELD courses: ELD Beginning Reading, Advanced Grammar, and Accelerated ELD 1 and 2; these ELD courses and other courses in the standard instructional program are noted on site Master Schedules and on student transcripts. Please note that ELA Transitions is a class designed for ELs in the standard instructional program and counts for one year of core ELA credit only; this class is paired with ELD Beginning Reading to provide both integrated and designated instruction for students at the lower levels of language proficiency. Students who have opted out of EL services receive only Integrated ELD through the standard instructional program and must complete the annual summative ELPAC and MAP testings at the end of each semester until reclassification.

OUHSD’s English learners have access to all opportunities for which they qualify within the standard instructional program, including extracurricular activities. An EL’s level of English proficiency does not prevent a student from participating in academic programs and services such as core classes, career and technical education programs, counseling services, SPED services, performing and visual arts, honors and advanced placement courses, athletics, and elective classes offered.

ELD Evaluation:

OUHSD actively monitors base data and qualitative data to evaluate its ELD program.

Base Data includes the number of English learners enrolled in the district and its 3 sites, students at-risk of becoming Long-term English Learners (LTEL) (6+ years), and students at risk of becoming LTELs (4-5.9 years).

Quantitative data may include AP course enrollment; chronic absenteeism; college and career readiness; CTE enrollment; disciplinary referrals, suspensions, and expulsions; participation in designated and integrated ELD; participation in SPED; ELA and math assessment results; ELP results, and graduation rates.

OUHSD is committed to developing effective EL instructional programs and services. The goal of program evaluation is to provide information about the effectiveness of EL services; this information gives direction to the district's comprehensive program for continuing, modifying, or discontinuing program elements.

English Learner Data:

Each EL's cume file will be maintained to include the HLS, testing information from initial and summative testing, copies of parent or guardian notification letters, reclassification forms and RFEP Four-Year Monitoring forms. Information documented in Aeries includes assessment results, enrollment, primary language, language proficiency, pupil national origin, parent information, date of reclassification, EL graduation data, and initial designation as IFEP or RFEP codes.

EL progress in ELD and the mastery of the ELD standards is monitored by performance on ELPAC, ELD assessments, benchmarks, performance tasks, and progress monitoring. Ongoing data review and review of proper documentation occurs throughout the academic year to ensure that students are receiving appropriate instruction in ELD and scaffolded instruction, and that ELs' progress has been documented.

The ELPAC is used to measure the skills of ELs in the district's ELD program. The results help inform the district if the student is ready to be reclassified as proficient in English. Identifying students who need help based on their ELPAC scores is important so that they can get the extra help they need to well in school and access the full curriculum. Every year students who are ELs will take the Summative ELPAC to measure their progress in learning English. These results are used in addition to assessment scores, class grades and teacher input to create an Ongoing Placement List given to counselors to schedule ELs into the proper class level for the next school year. Placement may be amended upon receipt of additional student data.

Reclassified Student Data:

Additionally, OUHSD monitors the progress of reclassified ELs for a four-year period to be certain the student is continuing to progress and to intervene through site Multi-Tier Support Systems (MTSS) to prevent students from falling behind. Failing grades (D or F) in academic core classes and SBAC proficiency levels are documented annually. If a student shows signs of failing or falling behind, OUHSD provides intervention and additional support to ensure success in the standard instructional program.

Instructional Materials:

OUHSD's list of locally adopted and supplemental instructional materials for all courses in which ELs are enrolled, for all grades, with the funding sources may be found in section **EL 07: Supplement, Not Supplant with Title III** above.

Integrated ELD Program Description:

Integrated ELD means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English. (5 CCR Section 11300 [c])

OUHSD ELs will be placed with teachers who have the appropriate EL authorization to teach Integrated ELD or scaffolded instruction to access the core curriculum (English, Math, Science, and History-Social Science) and grade level content standards in order to meet state and local high school graduation requirements. Curriculum, materials, and instructional strategies should be designed for the EL to achieve learning grade level content equal to native English-speaking peers.

Previewing and reviewing lessons, paraphrasing, frequent comprehension checks, paired and small group learning are effective strategies to use with ELs to develop academic vocabulary. Other strategies to support ELs' access to the core curriculum should include activating prior knowledge, building background knowledge, and the use of visuals, realia, graphic organizers, academic language moves, and semantic webs. ELs who have incurred deficits should receive additional intervention services (tutoring, teacher consultation, after-school programs, individualized instruction, Summer School, etc.).

EL 15: Access to Standard Instructional Program

EL Access to the Standard Instructional Program:

Academic instruction for ELs in grades TK–12 must be designed and implemented to ensure that ELs meet the LEA's content and performance standards for their respective grade levels within a reasonable amount of time. Academic instruction may be facilitated by the SBE EL Roadmap policy.

OUHSD provides ELs with access to well-articulated, standards based core curriculum in the standard instructional program. In general education settings, the core instruction occurs in English, with the use of scaffolded instruction across the curriculum.

Instructional materials in all content areas are reviewed by OUHSD curriculum adoption committees to be implemented on a district-wide basis. ELD and Language Arts classes use strategies to teach language structures and vocabulary for students to learn English. History-Social Science, Math, Science and other subjects use scaffolded instructions strategies to make language structures and vocabulary relevant to content; additionally scaffolded instruction strategies are used to make content comprehensible through access to Core/Integrated curriculum and culturally responsive pedagogy.

EL Instructional Scheduling:

Each LEA must ensure that ELs in middle and high school are not denied participation in the standard instructional program, meaning they cannot be denied any of the following:

- A. Enrollment in the standard instructional program, which, at a minimum, consists of:
 - a. Core curriculum courses (reading/language arts, mathematics, science, and history/social science),
 - b. Courses required to meet state and local high school graduation requirements, and
 - c. Courses required for middle school grade promotion;
- B. Enrollment in a full course load of courses that are part of the standard instructional program, and

- C. Enrollment in courses that are not part of the standard instructional program but either meet the subject matter requirements for purposes of recognition for college admissions, or are advanced courses, such as honors or advanced placement courses.

OUHSD provides a Structured English Immersion (SEI) program for English learners. SEI is a language acquisition program in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content in the standard instructional program with Integrated ELD.

The following courses reflect English learner enrollment in Designated ELD courses: ELD Beginning Reading, Advanced Grammar, and Accelerated ELD; these ELD courses and other courses in the standard instructional program are noted on site Master Schedules and on student transcripts. Please note that ELA Transitions is a class designed for ELs in the standard instructional program and counts for one year of core ELA credit only.

OUHSD's English learners have access to all opportunities for which they qualify within the standard instructional program, including extracurricular activities. An EL's level of English proficiency does not prevent a student from participating in academic programs and services such as core classes, career and technical education programs, counseling services, SPED services, performing and visual arts, honors and advanced placement courses, athletics, and elective classes offered within the standard instructional program.

Initial ELPAC Overall Scale Score Ranges/ELD Class Placement:

Initial ELPAC Overall	Performance Level 1	Performance Level 2	Performance Level Level 3
Description of English Skills	Novice English Learner	Intermediate English Learner	Initially Fluent English Proficient (IFEP)
CA ELD Standards Proficiency Level	Emerging	Expanding	Bridging
Score Range	150-369	370-449	450-600
Program Placement	Structured English Immersion (ELD)	Structured English Immersion (ELD)	Standard Instructional Program (no ELD)
ELD Class Placement (Integrated and Designated)	ELA Transitions (Integrated) and ELD Beginning Reading (Designated)	Advanced Grammar (Designated)	N/A
Core and Elective Courses (Standard Instructional Program)	Integrated ELD	Integrated ELD	N/A

Summative ELPAC Overall Score Ranges/ELD Class Placement:

Summative ELPAC (Overall Score)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
Description of English Skills	Beginning to Develop	Somewhat Developed	Moderately Developed	Well Developed
CA ELD Standards Proficiency Level	Emerging	Lower Expanding	Upper Expanding	Bridging
Score Range Grades 9-10	1150-1492	1493-1544	1545-1605	1606-1950
ELD Class Placement: Grade 9 + Newcomers (Integrated and Designated)	ELA Transitions (Integrated) and ELD Beginning Reading (Designated)	Advanced Grammar (Designated)	Advanced Grammar (Designated)	Advanced Grammar (Designated)
Score Range Grades 11-12	1150-1499	1500-1554	1555-1614	1615-1950
ELD Class Placement: Grades 10-12 (Integrated and Designated)	ELA Transitions (Integrated) and ELD Beginning Reading (Designated)	Advanced Grammar (Designated)	Accelerated ELD 1 (Designated)	Accelerated ELD 2 (Designated)
Core and Elective Courses (Standard Instructional Program)	Integrated ELD	Integrated ELD	Integrated ELD	Integrated ELD

EL Student Progress Monitoring:

Each LEA must monitor student academic progress and provide additional and appropriate educational services to ELs in grades TK–12 for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable. (20 U.S.C. sections 1703 [f], 6825 [c][1][B]; EC sections 305[a][2], 310; 33126, 60811.8; 5 CCR Section 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989.)

OUHSD's current ELs are monitored and reviewed throughout the school year to determine academic progress. The spreadsheet **OUHSD EL 03, 13 and 15** includes local student id, school site, grade level, most recent ELPAC and academic assessment results (MAP), language acquisition program placement, LTEL status, and ELs at risk of becoming LTELs. The spreadsheet and data are updated throughout the year and analyzed when making ongoing ELD class placement decisions. Additional information includes current status showing core courses failed (D or F) or standards not met and interventions (if applicable). Students receiving Ds or Fs in core classes at the end of Semester 1 and their parents or guardians are notified via the "EL Student Progress Monitoring Letter" of the support services and interventions offered in the district, including consultation, tutoring services, referrals to counselor, social worker, SST and/or IEP Teams, Summer School, and/or interventions to improve attendance/tardies.

EL Student Progress Monitoring:

Person Responsible	Reclassification Duties
Educational Services Technician	updates EL 10 RFEP Monitoring spreadsheet annually
ELD Coordinator	updates EL 10 RFEP Monitoring spreadsheet annually, including Quarter 1 grades, monitors ELs with Ds and Fs in core classes, emails Supp. Ed. Techs names of students for intervention process, updates documents in shared drive
Supplemental Education Technician	initiate intervention process, use available student data to complete OUHSD EL Student Progress Monitoring Form, send OUHSD EL Student Progress Monitoring Teacher Input Google Form to teachers as needed, complete/mail EI Student Progress Monitoring Notification Letter to parents or guardians based on suggested intervention input from teachers, follow-up on returned letters/resend as needed, include a copy of EL Student Progress Monitoring letters in students' cume files.
Teacher	complete and submit OUHSD EI Student Progress Monitoring Teacher Input Google Form in a timely manner, recommend interventions for acquiring content knowledge during the academic year

Language Instruction in the Standard Instructional Program:

English learners have access to all opportunities for which they qualify within the standard instructional program, including extracurricular activities. An EL's level of English proficiency does not prevent a student from participating in academic programs and services such as core classes, career and technical education programs, counseling services, SPED services, performing and visual arts, honors and advanced placement courses, athletics, and electives offered within the standard instructional program.

OUHSD's program for English learners is designed to incorporate the following:

- Designated ELD instruction that is explicit, well-articulated, standards-based, and differentiated according to student needs, using district-adopted materials.
- Integrated ELD/core academic instruction in the standard instructional program (English, History-Social Science, Math, and Science) that is explicit, well-articulated, standards-based, and differentiated according to the needs of the student, using district-adopted materials.

For Designated ELD instruction, English learners are placed in one period of Designated ELD with a teacher who is qualified to teach both ELD and scaffolded instruction. A Structured English Immersion (SEI) instructional setting program must be provided for all English learners who have less than reasonable fluency in English. Curriculum, materials, and instructional strategies are designed to promote the EL's second language acquisition of listening, speaking, reading and writing skills with the goal of achieving grade level content equal to their native English speaking peers. ELs who have incurred deficits receive additional services (tutoring, teacher consultation, after-school programs, individualized instruction, Summer School, etc.).

For Integrated ELD, ELs will be placed in the standard instructional program with teachers who have the appropriate EL authorization to teach Integrated ELD or scaffolded instruction to access the core curriculum (English, Math, Science, and History-Social Science) and grade level content standards in order to meet state and local high school graduation requirements. Curriculum, materials, and instructional strategies are designed for the EL to achieve learning grade level content equal to native English-speaking peers.

Previewing and reviewing lessons, paraphrasing, frequent comprehension checks, paired and small group learning are effective strategies to use with ELs to develop academic vocabulary. Other strategies to support ELs' access to the core curriculum should include activating prior knowledge, building background knowledge, and the use of visuals, realia, graphic organizers, academic language moves, and semantic webs. ELs who have incurred deficits receive additional intervention services (tutoring, teacher consultation, after-school programs, individualized instruction, Summer School, etc.).



BUTTE COUNTY
OFFICE OF EDUCATION
CHARITABLE TRUST

**BUTTE COUNTY SCHOOLS TECHNOLOGY GRANT
MICROSOFT SETTLEMENT FUNDS**

December 9, 2022

Oroville Union High School District
2211 Washington Ave
Oroville, CA 95966

Dear Corey Willenberg:

The trustees of The Butte County Office of Education Charitable Trust are pleased to inform you that a grant has been approved in the amount of \$40,000.00 for the Butte County Schools Technology Grant from the Microsoft settlement funds.

By accepting this grant, you agree that the funds will be used specifically for the designated purpose(s). Upon receiving the funds, please follow your local education agency's policies and procedures for accepting donations. Please forward a completed W-9 to grants@bcoe.org so we can process your grant.

Congratulations on receiving this grant, we know it will make a difference for your organization and most importantly, your students.



To: OUHSD Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: January 9, 2023
Subject: Approved Updated Revisions BP/ARE 6145.2 Athletic Competition

The Superintendent reviewed BP/AR/E 6145.2 with both Athletic Directors. We discussed drug testing, athletic eligibility and probationary periods. The Athletic Directors believe that the eligibility and probationary periods are consistent with most of the North Section schools. The Athletic Directors did want to adjust the drug testing policy for athletes. Athletes will still be randomly drug tested. With the changes, the athletes will receive drug/alcohol education for the first offense, instead of automatically losing one-third of the season.

The Superintendent is seeking approval of the revisions to BP/ARE 6145.2. Once revisions are approved, the athletic handbook will be revised to reflect any revisions.

Instruction

Athletic Competition

Nondiscrimination and Equivalent Opportunities in the Athletic Program

No student shall be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise be discriminated against in interscholastic, intramural, or club athletics on the basis of any actual or perceived characteristic specified in law and BP 0410 – Non-discrimination in District Programs and Activities. (Education Code 220, 221.5, 230 5 CCR 4920, 34 CFR 106.41)

The Superintendent or designee may provide single-sex teams when selection for the teams is based on competitive skills. (5 CCR 4921; 34 CFR 106.41)

Each student shall be allowed to participate in any single-sex athletic program or activity consistent with the student's gender identity, irrespective of the gender listed on the student's records, for which the student is otherwise eligible to participate. (Education Code 221.5)

When a school provides only one team in a particular sport for members of one sex, but provides no team in the same sport for members of the other sex, and athletic opportunities in the total program for that sex have been previously limited, members of the excluded sex shall be allowed to try out and compete with the team. The same standards for eligibility shall be applied to every student trying out for the team, regardless of sex, sexual orientation, gender, gender identity, gender expression, or other protected group status. (5 CCR 4921; 34 CFR 106.41)

The Superintendent or designee shall ensure that equivalent opportunities are available to both sexes in athletic programs by considering, among other factors: (5 CCR 4922; 34 CFR 106.41)

The Superintendent or designee shall ensure that equivalent opportunities are available to both sexes in athletic programs by considering, among other factors: (5 CCR 4922; 34 CFR 106.41)

1. Whether the offered selection of sports and levels of competition effectively accommodate the interests and abilities of both sexes

The athletic program may be found to effectively accommodate the interests and abilities of both sexes using any one of the following tests: (Education Code 230)

- a. Whether the interscholastic-level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments
- b. Where the members of one sex have been and are underrepresented among interscholastic athletes, whether the district can show a history and a continuing practice of program expansion that is demonstrably responsive to the developing interests and abilities of the members of that sex
- c. Where the members of one sex are underrepresented among interscholastic athletes and the district cannot show a history and continuing practice of program expansion as required in item #1b above, whether the district can demonstrate that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program

Athletic Competition

2. The provision and maintenance of equipment and supplies
3. Scheduling of games and practice times, selection of the season for a sport, and location of the games and practices
4. Travel and per diem allowances
5. Opportunities to receive coaching and academic tutoring
6. Assignment and compensation of coaches and tutors
7. Provision of locker rooms, practice facilities, and competitive facilities
8. Provision of medical and training facilities and services
9. Provision of housing and dining facilities and services
10. Publicity
11. Provision of necessary funds

Each school that offers competitive athletics shall, at the end of the school year, post on its school web site, or on the district web site if the school does not have a web site, the following information: (Education Code 221.9)

1. The total enrollment of the school, classified by gender
2. The number of students enrolled at the school who participate in competitive athletics, classified by gender
3. The number of boys' and girls' teams, classified by sport and by competition level

The data reported for items #1-3 above shall reflect the total number of players on a team roster on the official first day of competition. The materials used to compile this information shall be retained by the school for at least three years after the information is posted on the web site. (Education Code 221.9)

Concussions and Head Injuries

The Superintendent or designee shall annually distribute to student athletes and their parents/guardians an information sheet on concussions and head injuries. The student and parent/guardian shall sign and return the information sheet before the student initiates practice or competition. (Education Code 49475)

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding concussion symptoms, prevention, and appropriate response. (Education Code 35179.1, 49032)

Athletic Competition

If a student athlete is suspected of sustaining a concussion or head injury in an athletic activity, the student shall be immediately removed from the activity for the remainder of the day. The student shall not be permitted to return to the activity until the student is evaluated by a licensed health care provider trained in the management of concussions and receives the health care provider's written clearance to return to the activity. If the health care provider determines that the student sustained a concussion or a head injury, the student shall also complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider. (Education Code 49475)

A middle school or high school football team shall not hold a full-contact practice during the off-season and shall not conduct more than two full-contact practices per week during the preseason and regular season (from 30 days before the commencement of the regular season until the completion of the final interscholastic football game of that season). In addition, the full-contact portion of a practice shall not exceed 90 minutes in any single day. For these purposes, full-contact practice means a practice where drills or live action is conducted that involves collisions at game speed, where players execute tackles and other activity that is typical of an actual tackle football game. (Education Code 35179.5)

Heat Illness

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding the signs and symptoms of, and the appropriate response to, heat illness, including heat cramps, heat syncope, heat exhaustion, and exertional heat stroke. (Education Code 35179.1, 49032)

To assist in the prevention of heat illness, coaches and/or athletic trainers shall gradually increase the intensity and duration of exercise to acclimate student athletes to practice in the heat, provide adequate rest breaks, make water available during all athletic activities, and alter practice plans in extreme environmental conditions.

Sudden Cardiac Arrest

The Superintendent or designee shall distribute the California Interscholastic Federation (CIF) information sheet on sudden cardiac arrest to all student athletes who will be participating in a CIF-governed athletic activity and to their parents/guardians. The student and parent/guardian shall sign and return the information sheet prior to the student's participation in the athletic activity. If an athletic activity is not covered by CIF, the student and parent/guardian shall, prior to the student's participation in the athletic activity, sign and return an acknowledgement that they have received and reviewed the sudden cardiac arrest information posted on the California Department of Education's web site. (Education Code 33479.2, 33479.3)

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding the nature and warning signs of sudden cardiac arrest. (Education Code 33479.6, 33479.7, 35179.1, 49032)

If a student athlete passes out or faints, or is known to have passed out or fainted, while participating in or immediately following participation in an athletic activity, the student shall be removed from participation at that time. If a student exhibits any other symptoms of sudden cardiac arrest, including seizures during exercise, unexplained shortness of breath, chest pains, dizziness, racing heart rate, or extreme fatigue, the student may be removed from participation by a coach or other employee who observes these symptoms. If any such symptoms are observed, notification

Athletic Competition

shall be given to the student's parent/guardian so that the parent/guardian can determine the treatment, if any, the student should seek. A student who has been removed from participation shall not be permitted to return until the student is evaluated and given written clearance to return to participation by a health care provider. (Education Code 33479.2, 33479.5)

Automated External Defibrillators

The Superintendent or designee shall acquire at least one automated external defibrillator (AED) for each district school and shall make the AED(s) available to coaches, athletic trainers, and/or other authorized persons at athletic activities or events for the purpose of providing emergency care or treatment to students, spectators, and other individuals in attendance at athletic activities and events. (Education Code 35179.6)

The district shall comply with all requirements of Health and Safety Code 1797.196 pertaining to any AED acquired by the district, including, but not limited to, regular maintenance and testing of the AED and the provision and posting of information regarding the proper use of the AED. (Education Code 35179.6; Health and Safety Code 1797.196)

Additional Notifications

Before students participate in practice or competition as part of interscholastic athletic activities, the Superintendent or designee shall, in addition to providing the students and their parents/guardians with the notices described above, send a notice to the students and their parents/guardians which:

1. Contains information about the procedures for filing a discrimination complaint that arises out of an interscholastic athletic activity, including the name of the district's Title IX Coordinator
2. Includes a copy of students' Title IX rights pursuant to Education Code 221.8
3. Explains that there is an element of risk associated with all athletic competitions and that the district cannot guarantee that students will not be injured, despite a commitment to every participant's health and welfare
4. Provides information about insurance protection pursuant to Education Code 32221.5
5. Requests parental permission for the student to participate in the program and, if appropriate, to be transported by the district to and from competitions
6. States the district's expectation that students adhere strictly to all safety rules, regulations, and instructions, as well as rules and guidelines related to conduct and sportsmanship
7. Includes a copy of the local CIF league rules
8. Includes information about the CIF bylaw and district policy requiring any student athlete and the student's parent/guardian to sign a statement that the student will not use steroids, unless prescribed by a licensed health care practitioner, and will not use prohibited dietary supplements that include substances banned by the U.S. Anti-Doping Agency

Athletic Competition

9. Includes the opioid fact sheet published by the Centers for Disease Control and Prevention in accordance with Education Code 49476. The district shall provide this fact sheet annually to each student athlete and shall require the student and the student's parent/guardian to sign a document acknowledging receipt of the fact sheet.

Student Athletic Code

The philosophy of the Oroville Union High School District stresses the belief an athlete is expected to represent high standards, more so than that of the regular student, and that the athletic code will apply to all athletes in our district. An athlete is described as any student participating in athletic practices and/or contests under the control and jurisdiction of the District.

We are concerned with maintaining PRIDE in our athletic programs, and believe that outstanding physical condition and high moral standards are top goals for our athletes. The district embraces the CIF "Pursuing Victory With Honor" as adopted by CIF.

The following rules and regulations govern all athletes that represent Las Plumas and Oroville High Schools in any kind of interscholastic competition and are in addition to California Interscholastic Federation and Northern Section California Interscholastic Federation regulations.

These guidelines are designed to promote the ideals of sportsmanship, pride in representing the school district, and insure acceptable standards of participation. They apply to each student athlete during their season of sport.

1. Scholastic Requirements

- A. To be eligible for any team, a student will not be permitted to have more than two (2) failing grades (F) or incompletes (I), regardless of the number of subjects he/she is taking. He/she must be passing at least twenty (20) credits.
- B. The academic probationary period may be used once in the four-year time frame (less for a transfer student) that a student is enrolled in the Oroville Union High School District. The academic probationary period is defined as a quarter. The GPA that determines whether a Probationary Period is needed is the previous grading period. During the academic probationary period, a student may participate in athletics without a 2.0 GPA. However, the student is still subject to the guidelines set forth in the district's Extracurricular Code. The school may set up a system by which an athlete using a Probationary Period can be monitored and checked for grade improvement.
- C. Students must show minimum progress toward meeting the high school graduation requirements prescribed by the governing board.
Juniors must have a minimum of 50 credits at the beginning of the first semester.
Juniors must have a minimum of 90 credits at the beginning of the second semester.
Seniors must have a minimum of 140 credits at the beginning of the first semester.
Seniors must have a minimum of 180 credits at the beginning of the second semester.
- D. Students who do not achieve satisfactory educational progress or maintain at least a quarterly 2.0 GPA will be ineligible. The grading periods used for calculating the grade point average will be first quarter, first semester, third quarter and second semester and Summer School

Athletic Competition

- E. Ineligible athletes to be considered scholastically eligible shall be required to make up failed graduation requirements in summer school, night school or alternative education. These failed courses must be made up by taking the equivalent class. The grades earned in the above scenario will replace the failed grades for the purpose of determining athletic eligibility. Ineligible athletes who have not failed a class may improve their GPA's by either replacing equivalent graduation requirements or taking additional courses for their own enrichment. Enrichment classes will be averaged into their G.P.A.'s.
- F. Summer school courses failed shall not impair athletic eligibility.
- G. Notice of ineligibility will be given prior to the first official contest after the student becomes ineligible (one school week after grades are reported to the office).
- H. All applicable CIF eligibility rules will be enforced as written

2. Pre-Practice Requirements

- A. All pre-practice requirements/clearances must be turned in to the Athletic Director's Office prior to beginning any athletic practice/competition.
- B. Pass a physical examination conducted by a licensed medical doctor and turn in to the head coach, or have on file with the Athletic Director, the physical card signed by both the physician who supervised the examination and one of the athlete's parents or guardian.
- C. Parents must certify medical insurance is carried on the athlete, or purchase athletic insurance
- D. Turn in to head coach or have on file with the Athletic Director, the signed portion of the District's Athletic Code. NOTE: Both the athlete and a parent or guardian signatures are required.
- E. A signed Acknowledgement of Assumption of Potential Risk Form with consent to treat if information is supplied. NOTE: Both the athlete and a parent or guardian signatures are required.

3. Athletic Ineligibility

Eligibility status shall follow all prescribed CIF and NSCIF By-Laws. A student shall immediately become ineligible to participate in athletics for any or all of the following reasons:

- A. Quitting a sport without consent of the coach after a two (2) week tryout period.
- B. Being dismissed from the squad for cause. A coach may set and enforce rules that are more stringent than the minimum standards. Each coach shall establish written guidelines that are distributed and signed by each athlete and parent/guardian. Each of the plans will be approved by the site administrator prior to the start of the season of sport. These guidelines will establish team rules and regulations that clearly identify consequences for rule infractions through dismissal from the team.
- C. Committed a suspension/expulsion offense as prescribed by California Education code Sections 48900 and 48915 that results in an out-of-school suspension during the season of sport

Athletic Competition

- D. Any athlete who is recommended for expulsion for committing offenses referred to in California Education Code Section 48900, 48900.2-.4, or 48915 will immediately become ineligible until an administrative decision is rendered. When the final disposition is made by the administration/or Board of Trustees regarding the expulsion recommendation, the athlete will remain athletically ineligible for the duration of time as stipulated in the expulsion order/contract. All applicable CIF rules regarding expulsion will be adhered to. Athletes on expulsion orders/contracts will not be able to practice during their period of ineligibility.

4. Penalties and Conditions for Eligibility

An athlete may again become eligible after fulfilling the following requirements:

- A. For violations of Education Code 48900, unless stated otherwise, which result in suspension; The athlete will be ineligible for athletic competition for no less than the number of days suspended from school. For example: A one-day (1) suspension would equal one (1) day of athletic ineligibility, a three (3) day suspension would equal a three (3) day period of athletic ineligibility. The ineligibility period will include the days of suspension.
- B. For violation of Education Code 48900 (b), (c), (d), (h) and quitting, being dismissed for use of steroids; Using, possessing or furnishing tobacco, alcohol, illegal drug, controlled substance, firearm, knife, explosive or other dangerous objects, quitting a sport without coach's consent, being dismissed or, use of steroids, an athlete will be ineligible for a minimum of the following:

First Offense: (School year)

Athlete will be ineligible for one-third (1/3) of scheduled season events.

Second Offense: (School Year)

Athlete will be ineligible for one-half (1/2) of scheduled season events.

Third Offense: (School Year)

Athlete will be ineligible for ONE calendar year from date of infraction, and will not be permitted to practice.

Athletes, with coach's permission unless stated otherwise, may practice with team if not suspended from school but will not compete in an athletic contest during athletic ineligibility period.

C. Conditions for eligibility

*Based on the number of contacts/contests scheduled on the seasonal sports calendar (scrimmages are not counted in these calculations, all tournament competition other than basketball will count as two contacts/contests. Basketball is the number of scheduled contests). When rounding, use the nearest whole number.

The unexpired portion of the penalty will be carried over into the athlete's post-season competition or the next season of participation. Failure to complete the above assigned penalties will result in the athlete being ineligible for one calendar year from the date of the infraction.

Athletic Competition

The fraction of the penalty is adjusted to apply to the scheduled number of contests for that sport. (Example: an athlete serves two (2) games of a three (3) game penalty in football. He would have one (1) game or one-third (1/3) of the penalty yet to serve. The next sport he goes out for is basketball, which may have (20) contests. If the athlete committed a first offense in basketball he would have to miss seven (7) contests. Since he has to serve one-third (1/3) of the remaining penalty carried over from football, he would miss two (2) basketball contests -- one-third (1/3) of seven (7) equals two (2) (nearest whole number).

The athlete's ineligibility period begins with a formal notification from the coach, the Athletic Director, or an administrator. The remaining contests of the season of sport will be counted for the ineligibility penalty. However, if an athlete quits a season of sport without the coach's consent, the unexpired season of sport will not count towards the penalty and will carry to the athlete's next season of sport.

An athlete will be placed on a probationary period of one (1) calendar year from the date of the infraction. If the athlete has not completed the conditions for eligibility but does not commit another violation during this period, then his/her record will be cleared. A subsequent violation would then be treated as a first offense.

5. Right of Appeal

- A. Athletes shall have the right to appeal, with their parents or other designated advocate, to the Athletic Council within 10 school days of the athlete's ineligibility notification (See Athletic Council: Membership, Responsibilities, Procedures). A written decision of the appeal will be sent to student and parent/guardian within three school days after the hearing.

Any offense, including those not specifically listed in the Code, may be considered by the Athletic Council.

If the student or parent/guardian is not satisfied with the Athletic Council's decision, they may submit a written appeal of the decision within five school days to the Superintendent or designee. The Superintendent or designee will meet with the student and/or parent/guardian and render a written decision of that appeal within three school days.

If the student and/or parent/guardian are not satisfied with the Superintendent's decision, they may submit a written appeal to that decision to the Board of Trustees within five school days. The Board will hear the appeal in Closed Session at the next regularly scheduled meeting if the written appeal has been received by the Superintendent within the timelines set forth for board agenda preparation. The Board will render a written decision to the student and parent/guardian within three school days. The Board of Trustees' decision shall be final and binding.

- E. During the appeal process, the athlete's ineligibility will remain in effect.
- F. Failure by the student to meet any appeal timelines will result in the appeal automatically being dropped.

Athletic Competition

6. Athletic Council: Membership, Responsibilities, and Procedures

When an appeal is filed, the Athletic Council shall convene and shall consist of:

- Principal, or his designee
- Athletic Director
- Three (3) coaches - one from each season, selected by their peers

Athletic Council Responsibilities:

- Serve as the board of appeals when requested by athlete(s).
- Serve as athletic advisory committee to District Administration and Board of Trustees.

Procedures of Appeal:

Refer to Right of Appeal (A-F) on page (f) of this Administrative Regulation.

7. Attendance

Athletes must be in school all day in order to participate in practice or games that day. The exception to this rule must be justified by the athlete to the Assistant Principal and/or Athletic Director. An unjustified excuse will cause the athlete to be ineligible for the next scheduled athletic practice or game.

8. When an Athlete is Suspended on Campus from School

- A. Students assigned to Suspension on Campus for four periods or more will result in the athlete being ineligible to practice or play that day.
- B. Students assigned to Suspension on Campus for less than four periods will be allowed to practice or play at the coach's discretion.

9. Equipment Return

Athletic equipment issued for a previous sport must be returned, or arrangements made for payment, before a student is allowed to participate in any game or contest in another athletic activity.

10. Transportation

In all athletic contests played away from school, the athlete will ride to and from games in school transportation (when provided by school district) unless prior arrangements are made by the parents with the approval of the coach.

Athletic Competition

11. Team Travel

When students are attending an "away" school sponsored function for athletic purposes, and that travel time to the venue, the event itself, and return travel from the event would include a meal(s), the expectation is that the student will bring a bag lunch or money to cover the expense of the meal(s) missed.

In the event that transportation breakdown or inclement weather prevents travel back to Oroville that day, the District will assume the reasonable cost of lodging. The School District will also assume reasonable meal expense for the team if they miss the next meal not planned for by the coaches. For example, "if the coach planned for lunch but due to bus breakdown the time away from home extends into the dinner hour, the District will refund the coach for the reasonable cost of a dinner."

12. Athletic Policies and Information on Volunteer Drug Testing

Policy Statement:

In order to provide for the health and safety of the individual athlete and other athletics, as well as providing a legitimate reason for students to say "no" to drug use and providing an opportunity for those taking drugs to receive help in locating programs which can provide assistance, the District is conducting a mandatory drug testing program for student athletes.

The program is not punitive. It is designed to create a safe, drug free, environment for student athletes and assist them in getting help when needed.

Definitions:

Drug: Any substance considered illegal or controlled by the Food and Drug Administration
Student Athlete: Any student participating in athletic practices and/or contests under the control and jurisdiction of the Oroville Union High School District
Sport Season: Fall, Winter, and Spring season begin on the first day of practice allowed by the California Interscholastic Federation or Oroville Union High School and end the day prior to the beginning date of practice of the next season.

Procedures:

Consent: The parent and/or guardian and the student athlete is required to sign a written consent for drug testing prior to participating in the athletic program. Any time an athlete refuses to be tested, he/she will be suspended from the team for the remainder of the season.

Medication: Student athletes who have been or who are taking prescription medication must provide verification (either a copy of the prescription or by doctor's authorization) prior to being tested. Students who refuse to provide verification and test positive will be subject to actions specified on the following page for "positive tests".

Athletic Competition

Student Selection:

All student athletes may be tested at the beginning of each season. Random testing will be conducted during the sports season. Students selected for random testing will be selected by having their names drawn from a "pool" of student athletes.

"Positive Test: If the student's test indicates positive results, parents will be notified and the following actions will be taken:

First Offense:

1. Notify parent and/or guardian
2. A due process hearing will be conducted by the principal or designee with the parent/guardian and the student
3. Student will be given the option of:
 - a. Participating in assistance programs and submitting to random drug tests for six weeks or;
 - b. Be suspended from participating in athletics for the remainder of the current season and the next athletic season. The student will be retested before beginning the next season for which he/she is eligible.

Second Offense:

1. Notify the parent and/or guardian
2. A due process hearing will be conducted by the principal or designee with the parent/guardian and the student
3. The student is suspended from participating in athletics for the remainder of the current season and the next athletic season for which he/she is eligible.

Third Offense:

1. Notify the parent and/or guardian
2. A due process hearing will be conducted by the principal or designee with the parent/guardian and the student
3. The student is suspended from participating in athletics for the remainder of the current season and the next two athletic season for which he/she is eligible.

Athletic Competition

Amnesty Provision

One a one (1) time only basis, and prior to the day of athletes being drug tested, he/she may disclose his/her substance abuse status (all disclosures will remain confidential) to their coach, Athletic Director, or site administrator without having to participate in a drug screening. The athlete will be required to immediately enroll in a substance abuse program and provide the Athletic Director with proof of completion within three (3) calendar months. The athlete will be re-tested before beginning the next season for which he/she is eligible.

State	Description
5 CCR 4900-4965	Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
5 CCR 4920-4922	Nondiscrimination in intramural, interscholastic, and club activities
5 CCR 5531	Supervision of extracurricular activities of students
5 CCR 5590-5596	Duties of temporary athletic team coaches
Ed. Code 17578	Cleaning and sterilizing of football equipment
Ed. Code 17580-17581	Football equipment
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32220-32224	Insurance for athletic teams
Ed. Code 32221.5	Insurance for athletic team members
Ed. Code 33353-33353.5	California Interscholastic Federation; implementation of policies, insurance program
Ed. Code 33354	California Department of Education authority over interscholastic athletics
Ed. Code 33479-33479.9	The Eric Parades Sudden Cardiac Arrest Prevention Act
Ed. Code 35160.5	Intradistrict open enrollment
Ed. Code 35179	Interscholastic athletics; associations or consortia
Ed. Code 35179.1	California High School Coaching Education and Training Program
Ed. Code 35179.4	Emergency action plan
Ed. Code 35179.5	Interscholastic athletics; limitation on full-contact practices
Ed. Code 35179.6	School-sponsored on-campus event in or around swimming pool
Ed. Code 48850	Academic achievement of students in foster care and homeless children
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48930-48938	Student organizations
Ed. Code 49010-49013	Student fees
Ed. Code 49020-49023	Athletic programs; legislative intent, equal opportunity
Ed. Code 49030-49034	Performance enhancing substances
Ed. Code 49458	Health examinations; interscholastic athletic program
Ed. Code 49475	Health and safety; concussions and head injuries
Ed. Code 49700-49701	Education of children of military families
Ed. Code 51242	Exemption from physical education for athletic program participants
H&S Code 1797.196	Automated external defibrillators; notification of use and locations
Pen. Code 245.6	Hazing
Federal	Description
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
34 CFR 106.31	Nondiscrimination on the basis of sex in education programs or activities
34 CFR 106.33	Nondiscrimination on the basis of sex; comparable facilities
34 CFR 106.41	Nondiscrimination in athletic programs

Adopted: 12/86

Amended: 2/97, 7/98, 8/02, 8/03, 9/06, 7/07, 2/17/10, 8/3/11, 3/7/12, 6/20/12, 2/19/14, 8/16/17, 8/14/19, 11/20/19

MEMORANDUM OF UNDERSTANDING
Between the
OROVILLE UNION HIGH SCHOOL DISTRICT
And the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS FEATHER RIVER
CHAPTER #342 (CSEA)

November 3, 2022

This memorandum is agreed upon between Oroville Union High School District and the California School Employees Association and its Feather River Chapter #342 ("CSEA") concerning the District's temporary needs during the 2022-2023 school year.

1. The District has a temporary need to fill positions in the District. The District agrees it will not contract out work which has been routinely performed by the members of the bargaining unit.
2. The District intends to continue seeking applicants for hard to fill positions, such as para educators and bus drivers.
3. The District has the right to fill positions that are permanently vacant (Education Code 45103.1) under the following circumstances:
 - The services contracted cannot be performed satisfactorily by school district employees;
 - The work requires an emergency appointment for a period not to exceed 60 working days; and
 - The services are urgent, temporary, or occasional under the district's regular or ordinary hiring process.
4. The parties agree the emergency appointment period may be extended beyond the term of this MOU for no more than 30 days at a time. Each extension may occur only by prior mutual agreement of the parties.
5. The term of this MOU shall be from July 1, 2022, through June 30, 2023.
6. This MOU is not precedential and will expire on June 30, 2023, unless renewed by mutual agreement between the Parties.
7. This agreement is subject to the grievance procedure outlined in Article 12 of the Collective Bargaining Agreement.

For the DISTRICT:

COREY WILLENBERG

COREY WILLENBERG (Dec 8, 2022 12:43 PST)

Superintendent

Date: Dec 8, 2022

For CSEA:

Ene delia (Annie) Martinez

Ene delia (Annie) Martinez (Dec 8, 2022 12:40 PST)

CSEA President

Date: Dec 8, 2022



To: OUHSD Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: January 9, 2023
Subject: Approve Amended MOU between the Boys and Girls Club and OUHSD-ELOP

OUHSD is partnering with the Boys and Girls Club of the North Valley to provide academic support, social-emotional support, health and wellness support and job readiness support for our students. OUHSD would like to extend the original MOU for an additional year.

The Superintendent seeks approval for the amended MOU with the Boys and Girls Club of the North Valley.

Funds from the Expanded Learning Opportunity Grant will be used to fund this agreement. The agreement will expire on June 30, 2024.

**MEMORANDUM OF UNDERSTANDING
OROVILLE UNION HIGH SCHOOL DISTRICT AND
THE BOYS & GIRLS CLUBS OF THE NORTH VALLEY**

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is entered by and between the OROVILLE UNION HIGH SCHOOL DISTRICT ("DISTRICT") and THE BOYS & GIRLS CLUBS OF THE NORTH VALLEY ("CLUB").

WHEREAS, DISTRICT, and CLUB are intent on maintaining a partnership to provide expanded learning programs under the guidelines of the Expanded Learning Opportunities ("ELO") grant at various school sites; and

WHEREAS, DISTRICT, and CLUB will collaborate to offer high quality summer and school year programs ("PROGRAM") for all OUHSD students that will focus on social emotional learning, access to technology and the internet, health and wellness, leadership skills, academic and career supports; and

WHEREAS, DISTRICT, and CLUB will work collaboratively to complete and submit all grant reports necessary to maintain California Department of Education ELO funding and agree to work in partnership to sustain such PROGRAMS each school year; and

WHEREAS, CLUB, as the contracted service provider, will provide DISTRICT with the operation and maintenance of PROGRAM, student enrollment and attendance, and administration of staffing for PROGRAM; and

NOW, THEREFORE, DISTRICT and CLUB agree as follows:

- 1) PROGRAM SITES. DISTRICT and CLUB agree that the following sites will be identified as the PROGRAM sites with each school site having the following dedicated and/or shared PROGRAM classroom facilities:
 - a) Las Plumas High School
2380 Las Plumas Ave, Oroville CA 95966
 - b) Oroville High School
1535 Bridge St, Oroville CA 95966
- 2) DISTRICT OBLIGATIONS. DISTRICT will meet the following responsibilities and ensure that all requirements of the ELO grant will be met.
 - a) DISTRICT will provide space for the program to operate every day during the summer and when school is in session from the end of the school day until at least 6 pm, AND for at least 15 hours per week for up to 50 students per school site as described in Paragraph 1, above.
 - b) DISTRICT will provide office and/or clerical support for data collection and grant administration.

- c) DISTRICT on a monthly basis will reimburse CLUB in conjunction with the grant award notification, as set forth in Paragraph 5, below.
 - d) DISTRICT will provide CLUB with a phone line, and DSL line or Wi-Fi for each PROGRAM sites, as described in Paragraph 1, above.
 - e) DISTRICT will supply CLUB with a nutritious snack and supper to provide each enrolled child in attendance daily.
 - f) DISTRICT will provide CLUB with vehicle storage/parking and PROGRAM transportation support.
- 3) CLUB OBLIGATIONS. CLUB will meet the following responsibilities and provide parent information, registration and communication, including an orientation.
- a) CLUB will ensure that the PROGRAM contains a balance of components including educational tutoring, social emotional learning, enrichment and physical fitness activities, and career and vocational programs.
 - b) CLUB will be responsible for hiring, training, supervising and evaluating personnel.
 - c) CLUB will be responsible for FBI & DOJ background checks of employees.
 - d) CLUB will track program and member attendance.
 - e) CLUB will be responsible for overall child safety as it relates to the PROGRAM and for supporting youth and families with case management services when needed.
 - f) CLUB employees will participate and attend school meetings and trainings that support program and regular school day integration.
- 4) DISTRICT AND CLUB - MUTUAL OBLIGATIONS.
- a) DISTRICT and CLUB will work together on emergency procedures, risk management and crisis management.
 - b) DISTRICT and CLUB will work together on the integration of the PROGRAM with the regular school day program.
 - c) DISTRICT and CLUB will work collaboratively on trainings that support the PROGRAM's overall success and service implementation.
 - d) DISTRICT and CLUB will work cooperatively to provide custodial services for program facilities as described in Paragraph 1, above.
 - d) DISTRICT and CLUB will work cooperatively to provide summer programming in the PROGRAM sites identified in Paragraph 1, above, depending on the need.
- 5) COMPENSATION. DISTRICT will compensate the CLUB for services related to the PROGRAM. Compensation will be provided at the first of the month during the calendar year for the term described in Paragraph 7, and is not to exceed \$600,000 without DISTRICT approval. Billing Cycle: June & July-\$13,000 monthly, August – May - \$17,400 monthly.
- 6) AUTONOMY. It is expressly agreed that CLUB shall have no authority to make any contract or binding promise of any nature on behalf of DISTRICT, whether oral or

written, without the express written consent of DISTRICT. Likewise, it is expressly agreed that CLUB shall have no authority to make any contract or binding promise of any nature on behalf of DISTRICT, whether oral or written, without the express written consent of DISTRICT.

- 7) TERM. This MOU is in effect beginning June 1, 2021 and continuing through the 2023-2024 school year. Termination shall be in accordance with Paragraph 8, below.
- 8) TERMINATION. If either DISTRICT or CLUB fail to perform any of their respective obligations set forth in this MOU, within the time and manner set forth herein or otherwise violates any of the terms of this MOU, either party may terminate this MOU by giving six (6) months written notice. The notice must include the reason for the termination of this MOU and be sent to the addresses provided in Paragraph 9, below.
- 9) NOTICE. Notifications for any purposes, including but not limited to payment and termination, shall be made as follows:

Boys & Girls Club of North Valley
Attn: CEO
601 Wall Street
Chico, CA 95928

Oroville Union School District
Attn: Superintendent
2211 Washington Avenue
Oroville, CA 95966

- 10) MODIFICATIONS. This MOU may be reviewed and/or amended on an annual basis upon request from either party. This MOU constitutes the complete understanding between DISTRICT and CLUB, respectively. Oral changes and modifications shall have no effect. This MOU may only be amended by a subsequent written instrument signed by both parties.
- 11) INDEMNIFICATION. DISTRICT agrees to defend, indemnify, and hold harmless CLUB, its employees and agents, from any and all liability arising in any way out of DISTRICT's negligence in the performance of this MOU, including, but not limited to, any claim due to injury and/or damage sustained by DISTRICT and/or DISTRICT's employees or agents. CLUB agrees to defend, indemnify, and hold harmless DISTRICT, its employees and agents, from any and all liability arising in any way out of CLUB's negligence in the performance of this MOU, including, but not limited to, any claim due to injury and/or damage sustained by CLUB and/or CLUB's employees or agents.
- 12) INSURANCE. CLUB and DISTRICT will each provide a certificate of insurance with a minimum of \$2,000,000 combined single limits of general liability. CLUB and DISTRICT will, respectively, be listed on the policies as additional insured.
- 13) GOVERNING LAW. This MOU shall be construed, interpreted, and enforced in accordance with the laws of the State of California.
- 14) MEDIATION. Any dispute that arises out of or relates to this MOU, or the breach of it, shall be resolved by mediation between the parties. A mutually agreed upon mediator

shall be used. However, if agreement cannot be reached, each party shall select one mediator and those mediators shall select a third, which shall select a mediator for the parties. Costs of mediation shall be shared equally between the parties.

- 15) SEVERABILITY. If, for any reason, any provision of this MOU is held invalid, all other provisions of this MOU shall remain in full force and effect.

IN WITNESS WHEREOF, DISTRICT and CLUB have executed this MOU on the dates set forth below.

DISTRICT:

Corey Willenberg, Superintendent (Date)
Oroville Union High School District

CLUB:

Rashell Brobst, Chief Executive Officer (Date)
Boys & Girls Clubs of the North Valley



To: OUHSD Board of Trustees
From: Corey Willenberg, EdD, Superintendent
Date: January 9, 2023
Subject: Approve MOU between the Boys and Girls Club and OUHSD-Assets

OUHSD is partnering with the Boys and Girls Club of the North Valley to provide our students with a high quality summer and school year programs that will focus on social emotional learning, access to technology and the internet, health and wellness, leadership skills, and academic and career supports through the ASSET's grant funded through the California Department of Education.

The Superintendent seeks approval for the MOU with the Boys and Girls Club of the North Valley. The agreement will expire on June 30, 2027.

**MEMORANDUM OF UNDERSTANDING
OROVILLE UNION HIGH SCHOOL DISTRICT AND
THE BOYS & GIRLS CLUBS OF THE NORTH VALLEY**

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is entered by and between the OROVILLE UNION HIGH SCHOOL DISTRICT ("DISTRICT") and THE BOYS & GIRLS CLUBS OF THE NORTH VALLEY ("CLUB").

WHEREAS, DISTRICT, and CLUB are intent on maintaining a partnership to provide expanded learning programs under the guidelines of the California Department of Education After School Safety and Enrichment for Teens (ASSETs) grant at various school sites; and

WHEREAS, DISTRICT, and CLUB will collaborate to offer high quality summer and school year programs ("PROGRAM") for all OUHSD students that will focus on social emotional learning, access to technology and the internet, health and wellness, leadership skills, academic and career supports; and

WHEREAS, DISTRICT, and CLUB will work collaboratively to complete and submit all grant reports necessary to maintain California Department of Education ASSETs funding and agree to work in partnership to sustain such PROGRAMS each school year; and

WHEREAS, CLUB, as the contracted service provider, will provide DISTRICT with the operation and maintenance of PROGRAM, student enrollment and attendance, and administration of staffing for PROGRAM; and

NOW, THEREFORE, DISTRICT and CLUB agree as follows:

- 1) PROGRAM SITES. DISTRICT and CLUB agree that the following sites will be identified as the PROGRAM sites with each school site having the following dedicated and/or shared PROGRAM classroom facilities:
 - a) Las Plumas High School
2380 Las Plumas Ave, Oroville CA 95966
 - b) Oroville High School
1535 Bridge St, Oroville CA 95966
- 2) DISTRICT OBLIGATIONS. DISTRICT will meet the following responsibilities and ensure that all requirements of the ASSETs grant will be met.
 - a) DISTRICT will provide space for the program to operate every day during the summer and when school is in session from the end of the school day until at least 6 pm, AND for at least 15 hours per week for up to 25 students per school site as described in Paragraph 1, above.

- b) DISTRICT will provide office and/or clerical support for data collection and grant administration. This includes completing CDE financial reporting and assisting in the data collection for program and outcome based reporting.
 - c) DISTRICT on a monthly basis will reimburse CLUB in conjunction with the grant award notification, as set forth in Paragraph 5, below.
 - d) DISTRICT will provide CLUB with a phone line, and DSL line or Wi-Fi for each PROGRAM sites, as described in Paragraph 1, above.
 - e) DISTRICT will supply CLUB with a nutritious snack and supper to provide each enrolled child in attendance daily.
 - f) DISTRICT will provide CLUB with vehicle storage/parking and PROGRAM transportation support.
- 3) CLUB OBLIGATIONS. CLUB will meet the following responsibilities and provide parent information, registration and communication, including an orientation.
- a) CLUB will ensure that the PROGRAM contains a balance of components including educational tutoring, social emotional learning, enrichment and physical fitness activities, and career and vocational programs.
 - b) CLUB will be responsible for hiring, training, supervising and evaluating personnel.
 - c) CLUB will be responsible for FBI & DOJ background checks of employees.
 - d) CLUB will track program and member attendance.
 - e) CLUB will be responsible for overall child safety as it relates to the PROGRAM and for supporting youth and families with case management services when needed.
 - f) Club will complete PROGRAM assessments and reports related to program outcomes and CDE reporting.
 - g) CLUB employees will participate and attend school meetings and trainings that support program and regular school day integration.
- 4) DISTRICT AND CLUB - MUTUAL OBLIGATIONS.
- a) DISTRICT and CLUB will work together on emergency procedures, risk management and crisis management.
 - b) DISTRICT and CLUB will work together on the integration of the PROGRAM with the regular school day program.
 - c) DISTRICT and CLUB will work collaboratively on trainings that support the PROGRAM's overall success and service implementation.
 - d) DISTRICT and CLUB will work cooperatively to provide custodial services for program facilities as described in Paragraph 1, above.
 - d) DISTRICT and CLUB will work cooperatively to provide summer programming in the PROGRAM sites identified in Paragraph 1, above, depending on the need.
- 5) COMPENSATION. DISTRICT will compensate the CLUB for services related to the PROGRAM based of the annual notification from the California Department of Education A0400. DISTRICT will maintain 10 percent of the ASSETs grant award for

administration. Compensation to the CLUB will be provided at the first of the month during the calendar year for the term described in Paragraph 7, and is not to exceed \$115,441.20 Billing Cycle: August – May - \$11,544.12 monthly.

- 6) AUTONOMY. It is expressly agreed that CLUB shall have no authority to make any contract or binding promise of any nature on behalf of DISTRICT, whether oral or written, without the express written consent of DISTRICT. Likewise, it is expressly agreed that CLUB shall have no authority to make any contract or binding promise of any nature on behalf of DISTRICT, whether oral or written, without the express written consent of DISTRICT.
- 7) TERM. This MOU is in effect beginning July 1, 2022 and continuing through the 2026-2027 school year. Termination shall be in accordance with Paragraph 8, below.
- 8) TERMINATION. If either DISTRICT or CLUB fail to perform any of their respective obligations set forth in this MOU, within the time and manner set forth herein or otherwise violates an of the terms of this MOU, either party may terminate this MOU by giving six (6) months written notice. The notice must include the reason for the termination of this MOU and be sent to the addresses provided in Paragraph 9, below.
- 9) NOTICE. Notifications for any purposes, including but not limited to payment and termination, shall be made as follows:

Boys & Girls Club of North Valley
Attn: CEO
601 Wall Street
Chico, CA 95928

Oroville Union School District
Attn: Superintendent
2211 Washington Avenue
Oroville, CA 95966

- 10) MODIFICATIONS. This MOU may be reviewed and/or amended on an annual basis upon request from either party. This MOU constitutes the complete understanding between DISTRICT and CLUB, respectively. Oral changes and modifications shall have no effect. This MOU may only be amended by a subsequent written instrument signed by both parties.
- 11) INDEMNIFICATION. DISTRICT agrees to defend, indemnify, and hold harmless CLUB, its employees and agents, from any and all liability arising in any way out of DISTRICT's negligence in the performance of this MOU, including, but not limited to, any claim due to injury and/or damage sustained by DISTRICT and/or DISTRICT's employees or agents. CLUB agrees to defend, indemnify, and hold harmless DISTRICT, its employees and agents, from any and all liability arising in any way out of CLUB's negligence in the performance of this MOU, including, but not limited to, any claim due to injury and/or damage sustained by CLUB and/or CLUB's employees or agents.

- 12) INSURANCE. CLUB and DISTRICT will each provide a certificate of insurance with a minimum of \$2,000,000 combined single limits of general liability. CLUB and DISTRICT will, respectively, be listed on the policies as additional insured.
- 13) GOVERNING LAW. This MOU shall be construed, interpreted, and enforced in accordance with the laws of the State of California.
- 14) MEDIATION. Any dispute that arises out of or relates to this MOU, or the breach of it, shall be resolved by mediation between the parties. A mutually agreed upon mediator shall be used. However, if agreement cannot be reached, each party shall select one mediator and those mediators shall select a third, which shall select a mediator for the parties. Costs of mediation shall be shared equally between the parties.
- 15) SEVERABILITY. If, for any reason, any provision of this MOU is held invalid, all other provisions of this MOU shall remain in full force and effect.

IN WITNESS WHEREOF, DISTRICT and CLUB have executed this MOU on the dates set forth below.

DISTRICT:

Corey Willenberg, Superintendent (Date)
Oroville Union High School District

CLUB:

Rashell Brobst, Chief Executive Officer (Date)
Boys & Girls Clubs of the North Valley

Las Plumas High School

Oroville Union High School District

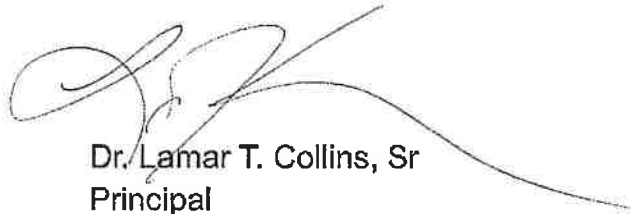
2380 Las Plumas Avenue
Oroville, CA 95966
Tel: (530) 538-2310
Fax: (530) 534-5974

Memorandum for: Record

Date: 09 January 2023

Subject: Out of town Professional Development

I would like to request permission for myself (Dr. Collins) and Mr. **Froylan Mendoza** to attend the Cutler Consulting Group's Winter Conference in Reno Nevada on February 19-20, 2023.



Dr. Lamar T. Collins, Sr
Principal
Las Plumas High School



**Oroville High School
MEMORANDUM**

Date: 8/1/22

To: Corey Willenberg, Superintendent
Board Members

From: Oroville High School/ Kristen Wiedenman, Principal
Jon Permann & Teresa Leyva, Science Department

Re:

**Board
Memo**

Oroville High School is requesting permission for two of our Science teachers to attend the National Science Teachers Association Conference in Atlanta, Georgia. They will attend March 22-25, 2023. This conference brings together master teachers of science in public education to promote new ideas, spur innovation, and share what is working to engage students, create exciting learning environments, and build enthusiasm for science in public education. All of these lessons will translate into our classrooms by encouraging new techniques that promote student-student discussion, interactive lessons and new research to share with our classes.

Funding Source: 01-3010-0-5200-1110-1000-02-200-1113 (Title 1)

**Oroville
High School**

1535 Bridge St.

Oroville, CA 95966

Phone:530-538-2320

Fax:530-534-6203