



Regular Meeting Agenda

05/20/2026 05:30 PM

Transportation Conference Room
2139 Washington Avenue
Oroville, CA 95966



AGENDA

OROVILLE UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES MEETING AGENDA

REGULAR MEETING AGENDA

Wednesday, May 20, 2026 at 5:30 p.m. at the Transportation Conference Room, located at 2139 Washington Avenue, Oroville, CA 95966

The open session portion of the meeting will start at approximately 6:00 p.m.

Meeting link: <https://youtube.com/live/0nLn9nVsPdI?feature=share>

DISTRICT GOALS

1. Provide equitable educational opportunities to every student.
2. Provide a safe, nurturing and supportive environment to every student using Culturally Responsive Positive Behavior Intervention Supports as a framework.
3. Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities.

BOARD MEMBERS:

Dr. Amber Englund, President
Ray Sehorn, Vice President
Maria Webber, Clerk
Tyler Smith, Trustee
Bonnie King, Trustee

DISTRICT ADMINISTRATION:

Doug Williams, Superintendent
Dale Carey, Assistant Superintendent / CBO
Jon Wood, Assistant Superintendent / Curriculum & Instruction / Special Education
Mary Lynch, Director of Student Services
Kristen Wiedenman, Principal of Oroville High School
Shanna Lee, Principal of Las Plumas High School
Brian Spears, Continuation School Principal

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B. College Connections - Sammy Burnett	22																														
C. Recognition of Retirees	23																														
<i>We honor and celebrate our OUHSD retirees for their unwavering dedication and years of meaningful work. Your contributions have enriched our school community.</i>																															
<table><tr><th>Retiree Name</th><th>Positions Held</th><th>Years of Service</th></tr><tr><td>Deborah Martinez</td><td>Nutrition Services</td><td>34</td></tr><tr><td>Julie Quarterman</td><td>Special Education Teacher</td><td>26</td></tr><tr><td>Christine LaTouche</td><td>OHS Para Educator</td><td>24</td></tr><tr><td>Jacqueline Pursch</td><td>Bus Driver</td><td>23</td></tr><tr><td>Edward Chesser</td><td>Adult Education Instructor</td><td>11</td></tr><tr><td>Dave Croxell</td><td>LPHS Academic Counselor</td><td>11</td></tr><tr><td>Leslie Taylor</td><td>Adult Ed Admin. Secretary</td><td>10</td></tr><tr><td>William Macomber</td><td>Bus Driver</td><td>10</td></tr><tr><td>Susan Taylor</td><td>ATC Center Para Educator & Transportation Courier</td><td>5</td></tr></table>	Retiree Name	Positions Held	Years of Service	Deborah Martinez	Nutrition Services	34	Julie Quarterman	Special Education Teacher	26	Christine LaTouche	OHS Para Educator	24	Jacqueline Pursch	Bus Driver	23	Edward Chesser	Adult Education Instructor	11	Dave Croxell	LPHS Academic Counselor	11	Leslie Taylor	Adult Ed Admin. Secretary	10	William Macomber	Bus Driver	10	Susan Taylor	ATC Center Para Educator & Transportation Courier	5	
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N. Approval of New Dual Enrollment Course - LPHS Ag Mechanics I and II 	409
O. Grad Waivers	413
13. NEW BUSINESS	414
A. New Job Description and Salary Schedule, Director of Human Resources (Williams) 	415

The proposed job description and salary schedule for the Director of Human Resources is being presented for Board review and approval to support the organizational and operational needs of the district. The position responsibilities and qualifications have been developed to align with current department functions and district priorities.

Recommend Approval

- B. Increase Work Year for Educational Services Technician Position (Williams)  421

The District is requesting Board approval to increase the Educational Services Technician's work year from 240 days to 260 days to address increased workloads driven by new compliance requirements and a growing Special Education student population. This extension allows critical tasks to be completed during the summer months, ensuring the District remains compliant and fully prepared for the start of the school year. The estimated financial impact for this change is approximately \$6,000 annually, which will be covered by unrestricted funds.

Recommend Approval

- C. Employment Contract for Assistant Superintendent/Curriculum & Instruction, 2026-2030 (Williams)  423

The District is seeking approval of a four-year contract for Jon Wood to serve as an Assistant Superintendent of Curriculum & Instruction, effective July 1, 2026 – June 30, 2030.

Recommend Approval

- D. Employment Contract for Assistant Superintendent/CBO, 2026-2030 (Williams)  431

The District is seeking approval of a four-year contract for Dale Carey to serve as an Assistant Superintendent/ CBO, effective July 1, 2026 – June 30, 2030.

Recommend Approval

- E. Employment Contract for Superintendent of OUHSD, 2026-2030 (Carey)  439

The District is seeking approval of a four-year contract for Doug Williams to serve as Superintendent of Schools for OUHSD, effective July 1, 2026 – June 30, 2030.

Recommend Approval

- F. Declaration of Need for Fully Qualified Educators (Williams)  448

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

Recommend Approval

- G. Annual Statement of Need for 30-Day Substitute Teaching Permits (Williams)  453

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

Recommend Approval

H. Awarding of Food Service Bids (Carey)

456

The OUHSD Nutrition Services Department conducted procurement processes in compliance with all applicable federal, state, and local regulations for the 2026–2027 school year. Proposals from Gold Star Foods, ProPacific Fresh, Bimbo Bakeries USA, Crystal Creamery, Shehadey Family Foods, and Unipack Corp. were evaluated based on pricing, product specifications, service, and overall value to the district. In addition, the department issued an RFQ for locally sourced fruits and vegetables, and North Valley Food Hub was determined to meet all requirements to provide local and seasonal produce for the district.

It is recommended the Board award contracts to Gold Star Foods, ProPacific Fresh, Bimbo Bakeries USA, Crystal Creamery, and Shehadey Family Foods for food and non-food items, and award the RFQ for local fruits and vegetables to North Valley Food Hub for the 2026–2027 school year.

Recommend awarding of bids as presented.

I. Out-of-State Travel Approval – ASCA Annual Conference (Williams)

460

Approval requested for four Las Pluams High School staff members (Danielle Lopez, Christina Chavez, Amy Steele, and Shanna Lee) to attend the 2026 American School Counselor Association (ASCA) Annual Conference in New Orleans, LA, July 11–14, 2026, to support professional learning aligned with student achievement, counseling program implementation, and school improvement goals.

Total cost- \$2,600 per person (approx)

Recommend Approval

J. Out-of-State Travel Approval- National FFA Convention, Indianapolis, IN (Williams)

470

Approval is requested for LPHS Ag staff members Robert Daley and Janie Ford to attend the 2026 National FFA Convention and Expo in Indianapolis, Indiana, from October 19–24, 2026.

Recommend Approval

K. Resolution to Transfer Monies between Funds Through the Use of Temporary Borrowings #9-25/26 (Carey)

473

Approval is requested for temporary interfund transfers between the General Fund, Adult Education Fund, Food Services Fund, and Capital Facilities Fund for fiscal year 2025-26, as permitted by Education Code Section 42603, to prevent cash deficits due to potential funding delays. Transfers must be approved by the Superintendent or designee and repaid per code requirements.

Recommend Approval

L. Authorization for Year-End Budget Transfers (Carey)

475

As part of the year-end process of closing the books, one of the items that auditors review is the excess of expenditures over appropriations. To assure the major object code areas are not overspent, the Assistant Superintendent/CBO requires board authorization to make the necessary transfers.

Recommend Approval

M. Announcement of the Hall of Fame Class of 2026 (Williams)

476

The Hall of Fame Committee recommends the approval of the following individuals as the Class of 2026.

Ronnie Belser	Robert "Duke" Sherwood
Pam Mark Hall	Mark Karr
Wayne Wilson	Lee Mastellotto
Scott Roberts	

A brief biography for each nominee is included.

We recommend approval of the 2026 Hall of Fame Class.

N. Approval of Global Adoption of Revised Board Policies: Series 0000 through 9000 (Williams)

479

One of the major functions of the Board of Education is to determine policies of operation for the Oroville Union High School District (OUHSD). OUHSD has had several outdated policies that needed revision. OUHSD worked in partnership with the California School Boards Association (CSBA) during this past year to develop and propose the attached revised policies which are the most current and compliant according to legal code and best practices in the state of California for public school systems.

In formulating policies, the board, acting through its executive officer, the superintendent of schools, solicits the assistance of staff to develop and revise policies. Proposals or amendments of board policy are adopted only after a thorough review. They were first introduced in writing (called "first reading") during the school board meeting on Wednesday, 04/15/2026.

The attached policies represent a cooperative study by the board, administration, and appropriate school personnel. The board assumes sole responsibility and authority for the enclosed policies. These policies stand as written until proposals or amendments are approved by the board.

All of these policies have been developed in terms for the purposes of the OUHSD. It is the aim in policy development to continue the improvement of the program of instruction and school district performance toward better meeting the educational needs of our students. The goal is that these policies will serve as a guide to all the personnel of the OUHSD schools.

Recommend Approval of these CBSA vetted policies.

O. Expulsion #11-25/26

480

P. Expulsion #12-25/26

481

Q. Personnel Assignment Order

482

Approval is requested for the attached Personnel Assignment Order

Agenda materials are available on the district's website (ouhsd.org)

Students and parents/guardians may request in writing to the Board Secretary/Superintendent that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes and to make any other clarifying changes.

NON-DISCRIMINATION STATEMENT: the Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on actual or perceived characteristics of race, color, ancestry, nationality, immigration status, age, ethnicity, religion, parental or pregnancy status, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics.

AMERICANS WITH DISABILITIES ACT: Please contact the Superintendent's Office at 538-2300, extension 1107, 48 hours in advance of the meeting should you require a disability-related modification or accommodation in order to participate in meetings or visit the District Office.

1. CALL TO ORDER

2. ROLL CALL

3. CLOSED SESSION

3. A. Personnel-Gov't. Code 54957 [Public employee employment/discipline/dismissal/release; review of possible layoffs/non-reelects; administrative evaluations]

3. B. Conference with Legal Counsel-Anticipated or Existing Litigation—Gov't. Code Section 54956.9 [Case name unspecified because disclosure would jeopardize negotiations]

3. C. Conference with Labor Negotiators—Gov't. Code Sec. 54947.6 [OSTA/CSEA: Doug Williams Superintendent, designated representative]

4. RESULTS OF CLOSED SESSION

5. PLEDGE OF ALLEGIANCE

6. APPROVAL OF AGENDA VARIANCE

7. C. Recognition of Retirees

Quick Summary / Abstract

We honor and celebrate our OUHSD retirees for their unwavering dedication and years of meaningful work. Your contributions have enriched our school community.

Retiree Name	Positions Held	Years of Service
Deborah Martinez	Nutrition Services	34
Julie Quarterman	Special Education Teacher	26
Christine LaTouche	OHS Para Educator	24
Jacqueline Pursch	Bus Driver	23
Edward Chesser	Adult Education Instructor	11
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8. RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON NON-AGENDA ITEMS

9. RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON AGENDA ITEMS

Supporting Documents



[2026_Local_Control_and_Accountability_Plan_Oroville_Union_High_School_District_20260512](#)



[_DRAFT 2026-27 Local Control and Accountability Plan \(LCAP\) Executive Summary](#)



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Oroville Union High School District

CDS Code: 04-61515-0000000

School Year: 2026-27

LEA contact information:

Douglas J. Willams

Superintendent

cwillenb@ouhsd.net

(530)-538-2300, ext. 1107

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

Total LCFF funds
\$0
0 %

This chart shows the total general purpose revenue Oroville Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oroville Union High School District is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is

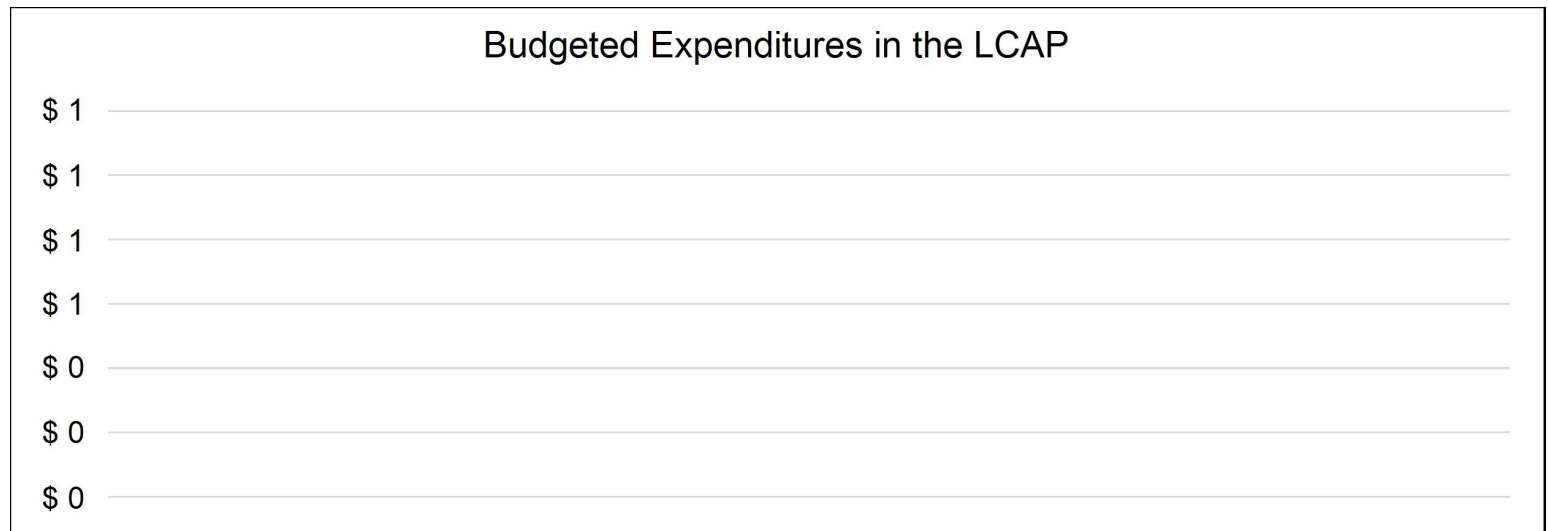
federal funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Oroville Union High School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

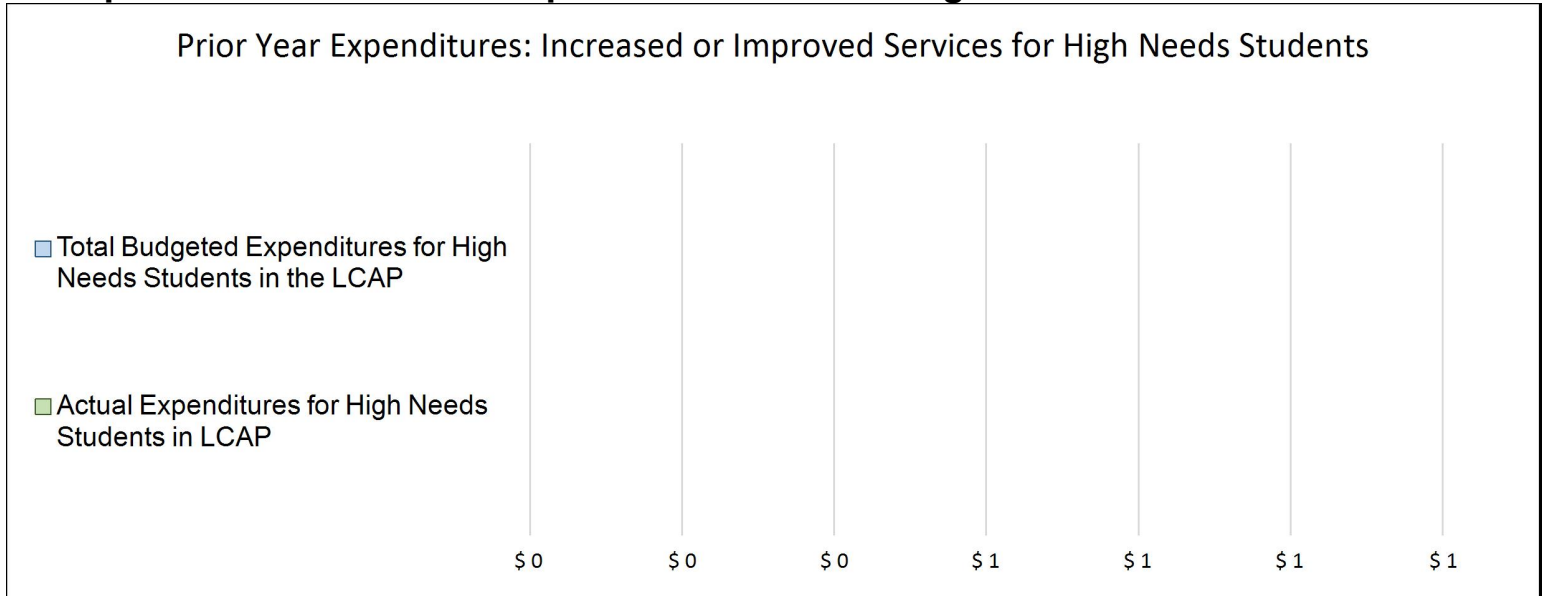
The text description of the above chart is as follows: Oroville Union High School District plans to spend \$ for the 2026-27 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Oroville Union High School District is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Oroville Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Oroville Union High School District plans to spend \$ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Oroville Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oroville Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Oroville Union High School District's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Oroville Union High School District actually spent \$ for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$ had the following impact on Oroville Union High School District's ability to increase or improve services for high needs students:



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oroville Union High School District	Douglas J. Williams Superintendent	dwilliams@ouhsd.net (530)-538-2300, ext. 1107

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Oroville Union High School District (OUHSD), established in 1892, is located in Oroville, California, approximately seventy miles north of Sacramento in Butte County. The district serves a unique community shaped by strong local connections, rural character, and access to natural resources and recreational opportunities. These community attributes contribute to a district environment where students, staff, and families are known, valued, and supported. At the same time, the community has experienced significant challenges, including the impacts of wildfires, economic hardship, and other adverse experiences that continue to influence student needs and access to resources.

OUHSD serves approximately 2,230 students across five schools, including two comprehensive high schools, one continuation high school, one community day school, and one adult education program. Oroville High School serves approximately 800 students, while Las Plumas High School serves approximately 1,250 students. Prospect High School, the district’s continuation high school, serves approximately 85 students, and the Oroville Community Day School serves approximately 9 students. In addition, the Oroville Adult Education Career and Technical Center serves approximately 1,500 youth and adult learners through academic and vocational programs.

The district currently employs approximately 146 certificated staff and 147 classified staff.

OUHSD provides rigorous and relevant academic programs supported by Career and Technical Education (CTE) pathways, including Agriculture, Automotive, Culinary Arts, Engineering, Graphic Design, and Manufacturing. Students also have access to programs in the visual and performing arts, as well as supports designed to promote college and career readiness. The district continues to prioritize instructional

improvement through professional development in English Language Arts, Mathematics, Science, and Special Education, as well as the implementation of Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS).

The student population reflects the diversity of the Oroville community. Student demographics include:

- African American: 3.6%
- American Indian/Alaska Native: 5.2%
- Asian: 12.8%
- Filipino: 0.6%
- Hispanic: 22.3%
- Native Hawaiian/Pacific Islander: 0.7%
- Two or more: 5.8%
- White: 48.8%

Student subgroup data indicate:

- Socioeconomically Disadvantaged: 79.6%
- English Learners: 5.2%
- Students with Disabilities: 16.5%
- Homeless: 4.1%
- Foster Youth: 0.6%

The district serves a high percentage of students from historically underserved populations and remains committed to providing equitable access to resources, supports, and opportunities to ensure student success.

Prospect High School is currently designated as an Equity Multiplier school within OUHSD. Equity Multiplier funding is used to provide targeted, evidence-based supports focused on improving student outcomes, including increased graduation rates, improved attendance, and expanded college and career readiness opportunities for students with the greatest needs.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2024-2025 REFLECTIONS

Oroville Union High School District (OUHSD) is no longer eligible for Differentiated Assistance and is not currently receiving technical assistance. The district continues to monitor student performance data and implement targeted supports based on identified needs.

OUHSD has experienced both areas of growth and areas requiring continued focus based on the most recent Dashboard and local data.

In English Language Arts (ELA), the district is currently 44.8 points below standard. While this reflects a slight decline from the prior year, overall performance remains improved from baseline levels. Subgroup data indicate continued disparities among student groups, including English Learners, students with disabilities, and socioeconomically disadvantaged students, highlighting the need for sustained instructional focus and targeted intervention.

In Mathematics, the district is currently 138.4 points below standard. While this reflects modest improvement from the prior year, mathematics remains an area of significant need across multiple student groups. Performance data indicate persistent gaps, particularly among students with disabilities, socioeconomically disadvantaged students, and Hispanic students.

The English Learner Progress Indicator shows that 40.2% of English Learners are making progress toward English language proficiency. This reflects improvement from the prior year; however, the rate of progress remains below desired levels. Continued focus is needed on designated and integrated English Language Development (ELD), as well as access to grade-level content and language supports.

Chronic absenteeism is currently 30.7%, representing a slight increase from the previous year and remaining a significant area of concern. Attendance challenges continue to disproportionately impact student groups including socioeconomically disadvantaged students and homeless youth, underscoring the need for continued intervention and engagement strategies.

The district's graduation rate increased to 88.2%, demonstrating continued progress in supporting students toward completion. While this is a positive trend, subgroup data indicate that disparities remain for certain student populations, including students with disabilities and socioeconomically disadvantaged students.

The suspension rate decreased to 5.7%, reflecting improvement in school climate and the implementation of behavioral supports, including PBIS and restorative practices. Despite this progress, disproportionate suspension rates among certain student groups remain an area for continued focus.

OUHSD has identified areas of lowest performance based on the 2023 California School Dashboard. These areas are detailed in the table below and will remain a focus throughout the LCAP cycle to ensure targeted supports and improved student outcomes.

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG):

The district conducted a comprehensive needs assessment utilizing California Dashboard data, local assessment data, and educational partner input to identify critical areas of need. This analysis confirmed the need for continued focus on improving academic achievement in English Language Arts and Mathematics, increasing English Learner progress, reducing chronic absenteeism, and addressing disparities among student groups.

In response, OUHSD continues to implement targeted, evidence-based actions aligned to these identified needs. These actions include ongoing professional development to strengthen instructional practices, expanded learning opportunities to increase access to academic support, targeted interventions for struggling students, and integrated systems of support to address both academic and socioemotional needs.

OUHSD will continue to implement Learning Recovery Emergency Block Grant (LREBG) funded actions as outlined below. These actions remain aligned to the identified needs and allowable uses, supporting accelerated learning and student well-being.

CREDIT RECOVERY SECTIONS WITHIN THE MASTER SCHEDULE (Certificated Salaries and Benefits):

To support students who are credit deficient and at risk of not graduating, the district will fund certificated teaching sections dedicated to credit recovery during the regular instructional day. This approach ensures equitable access to academic remediation embedded in the master schedule.

- Alignment with LREBG Allowable Expenses: Accelerated learning strategies; supplemental instruction.
- Rationale for Selection: Internal data and stakeholder feedback indicate that Students with Disabilities, socioeconomically disadvantaged students, and Foster Youth continue to struggle with credit accumulation, limiting their path to graduation.
- Impact to Area(s) of Need: Increased graduation rates, reduced credit deficiency, and stronger academic engagement for at-risk students.
- LCAP Action Items: 1.17

BEFORE AND AFTER SCHOOL TUTORING (Extra Duty Pay):

The district will compensate certificated staff for providing tutoring before and after school, enabling flexible, targeted academic support outside traditional hours.

- Alignment with LREBG Allowable Expenses: Tutoring; extended instructional time; supplemental instruction.
- Rationale for Selection: Teachers, parents, and students identified a lack of accessible intervention options for those unable to succeed during core periods. English Learners and other struggling subgroups benefit from small-group and one-on-one academic support.
- Impact to Area(s) of Need: Improved academic performance, especially in ELA and Math; greater learning confidence; increased engagement for students at risk of failure.
- LCAP Action Items: 1.3

ADDITIONAL SCHOOL COUNSELOR (Salaries and Benefits):

OUHSD will fund a full-time school counselor to expand support in the areas of academic planning, postsecondary readiness, and social-emotional wellness.

- Alignment with LREBG Allowable Expenses: Integrated pupil supports; mental health and wellness services.
- Rationale for Selection: Stakeholders emphasized the need for increased access to counselors, particularly at continuation sites and among students navigating personal or academic crises.
- Impact to Area(s) of Need: Increased College and Career Indicator (CCI) readiness, improved graduation outcomes, and stronger mental health and academic guidance support for underserved students.
- LCAP Action Items: 3.4

TRANSPORTATION SERVICES FOR SUMMER SCHOOL:

Funding will support transportation for Summer School students, ensuring access to extended learning time for those without reliable means of travel.

- Alignment with LREBG Allowable Expenses: Transportation services for expanded learning opportunities.
- Rationale for Selection: Transportation was cited as a primary barrier for Homeless Youth, Foster Youth, and students attending non-traditional programs. Many students miss critical academic opportunities due to lack of transit options.
- Impact to Area(s) of Need: Increased Summer School attendance, expanded credit recovery access, and reduced chronic absenteeism during intervention periods.
- LCAP Action Items: 1.17, 2.11

NUTRITION SERVICES FOR SUMMER SCHOOL:

OUHSD will fund meal services during Summer School to ensure that students participating in academic recovery programs receive reliable nutrition.

- Alignment with LREBG Allowable Expenses: Meals and snacks during expanded learning opportunities.
- Rationale for Selection: Students and families have cited food insecurity and inconsistent access to meals during non-school months as a barrier to participation in Summer School.
- Impact to Area(s) of Need: Improved attendance and engagement in extended learning programs, better student wellness, and more equitable support for low-income learners.
- LCAP Action Items: 1.17

LIBRARY ACCESS, SUPERVISION, AND RESOURCE MANAGEMENT (Library Staffing, Materials, and Software Services):

OUHSD will continue to provide supervised library access before and after school to ensure students have equitable opportunities to utilize academic resources, technology, and learning spaces beyond the instructional day. Funding will also support the maintenance and updating of library materials and the continued use of Follett software to improve organization, accessibility, and efficiency in library services districtwide.

- Alignment with LREBG Allowable Expenses: Supplemental academic resources and access to learning supports.
- Rationale for Selection: Stakeholders identified the need for safe, structured access to academic resources, technology, and literacy supports beyond the school day.
- Impact to Area(s) of Need: Increased access to instructional materials, improved student engagement, and expanded opportunities for independent learning and academic support.
- LCAP Action Items: 1.12

2023 CALIFORNIA SCHOOL DASHBOARD INFORMATION

The following table identifies schools and student groups that received the lowest performance level on one or more state indicators on the 2023 California School Dashboard. This identification is a critical component of the three-year LCAP cycle and serves to inform targeted

supports, actions, and resource allocation to address performance gaps and promote equity across all student populations.

OUHSD 2023 Dashboard Lowest Performing Student Groups

Required Action - 2023 Dashboard	School	Student Group	Indicator	Goal and Action #
LEA-wide Lowest Performance	District	Homeless	Suspension	2.8, 2.9, 2.14, 2.15
LEA-wide Lowest Performance	District	American Indian	Suspension	2.8, 2.9
LEA-wide Lowest Performance	District	Students with Disabilities	Graduation Rate	1.2, 1.4, 1.5, 1.17, 3.4, 3.5
LEA-wide Lowest Performance	District	White	Graduation Rate	1.17, 3.4, 3.5
LEA-wide Lowest Performance	District	English Learners	English Language Arts	1.1, 1.10, 1.11, 1.14, 1.15
LEA-wide Lowest Performance	District	Homeless	English Language Arts	1.7, 1.20, 2.14, 2.15
LEA-wide Lowest Performance	District	Students with Disabilities	English Language Arts	1.3, 1.4, 1.5, 1.10, 1.20
LEA-wide Lowest Performance	District	Socio-economic Disadvantaged	Mathematics	1.10, 1.20
LEA-wide Lowest Performance	District	Students with Disabilities	Mathematics	1.3, 1.4, 1.5, 1.10, 1.20
LEA-wide Lowest Performance	District	Hispanic	Mathematics	1.10, 1.20
School Student Group Lowest Performance	Las Plumas	Students with Disabilities	Graduation Rate	1.2, 1.4, 1.5, 1.17, 3.4, 3.5
School Student Group Lowest Performance	Las Plumas	Students with Disabilities	Mathematics	1.3, 1.4, 1.5, 1.10, 1.20
School Student Group Lowest Performance	Oroville High	Homeless	Suspension	2.8, 2.9, 2.14, 2.15
School Student Group Lowest Performance	Oroville High	African American	Suspension	2.8, 2.9
School Student Group Lowest Performance	Oroville High	American Indian	Suspension	2.8, 2.9
School Student Group Lowest Performance	Oroville High	All Students	English Language Arts	1.9, 1.16, 1.20
School Student Group Lowest Performance	Oroville High	Socio-economic Disadvantaged	English Language Arts	1.10, 1.20
School Student Group Lowest Performance	Oroville High	Hispanic	English Language Arts	1.10, 1.20
School Student Group Lowest Performance	Oroville High	All Students	Mathematics	1.9, 1.10, 1.16, 1.20
School Student Group Lowest Performance	Oroville High	Socio-economic Disadvantaged	Mathematics	1.10, 1.20
School Student Group Lowest Performance	Oroville High	Hispanic	Mathematics	1.10, 1.20
School Student Group Lowest Performance	Oroville High	White	Mathematics	1.10, 1.20
School Student Group Lowest Performance	Prospect High	All Students	Graduation Rate	1.17, 4.1, 4.2, 4.5
School Student Group Lowest Performance	Prospect High	Socio-economic Disadvantaged	Graduation Rate	4.1, 4.2, 4.5
School Student Group Lowest Performance	Prospect High	White	Graduation Rate	4.1, 4.2, 4.5
School Student Group Lowest Performance	Prospect High	All Students	College/Career	4.3, 4.4
School Student Group Lowest Performance	Prospect High	Socio-economic Disadvantaged	College/Career	4.3, 4.4
School Student Group Lowest Performance	Prospect High	White	College/Career	4.3, 4.4

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A OUHSD is not eligible for, nor have we requested TA

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Prospect High School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Prospect High School has been identified for Comprehensive Support and Improvement (CSI) due to its low graduation rate, as determined by the California Department of Education (CDE). In response, Prospect High School is developing and implementing a CSI plan embedded within its School Plan for Student Achievement (SPSA), aligned with the district’s Local Control and Accountability Plan (LCAP) and state and federal accountability requirements.

Oroville Union High School District (OUHSD) has formally notified Prospect High School of its CSI eligibility and continues to provide ongoing guidance and support to ensure compliance with CDE requirements. The CSI plan is grounded in a comprehensive needs assessment that includes analysis of graduation rate data, College and Career Indicator (CCI) performance, attendance, and student subgroup data to identify areas of need and inform targeted interventions.

Prospect High School receives coordinated support from district Educational Services and Student Services departments. Site leadership, including the principal and leadership team, engage in ongoing collaboration with district leaders through regular planning meetings, data reviews, and progress monitoring sessions. These structures support alignment between site-level actions and district priorities, while ensuring continuous communication and responsiveness to emerging needs.

Through the cycle of continuous improvement, Prospect High School conducts ongoing analysis of academic, behavioral, and engagement data. Data are disaggregated by student group to identify disparities and prioritize interventions. The district supports the use of multiple data sources, including local assessments, CAASPP results, graduation data, and attendance metrics, to guide decision-making and monitor progress.

OUHSD provides targeted support to Prospect High School in the following areas:

DATA ANALYSIS AND NEEDS ASSESSMENT: District staff support the site in conducting in-depth data analysis to identify root causes of low graduation rates and gaps in college and career readiness, ensuring that interventions are data-driven and responsive to student needs.

PROFESSIONAL DEVELOPMENT: The district provides professional learning focused on evidence-based instructional strategies, differentiation, culturally responsive practices, and strategies to support credit recovery and student engagement.

CURRICULUM AND INSTRUCTIONAL SUPPORT: Guidance and resources are provided to strengthen curriculum alignment and instructional practices that promote rigor, relevance, and access to college and career pathways.

LEADERSHIP AND CAPACITY BUILDING: District leaders support site administration in strengthening instructional leadership, building staff capacity, and fostering collaborative structures such as professional learning communities.

FAMILY AND COMMUNITY ENGAGEMENT: The district supports efforts to increase family engagement and strengthen partnerships with community organizations to provide wraparound supports and improve student outcomes.

RESOURCE ALLOCATION: Additional resources, including staffing, intervention supports, and expanded learning opportunities, are allocated to support the implementation of evidence-based strategies aimed at improving graduation rates and student engagement.

CONTINUOUS MONITORING AND SUPPORT: The district engages in ongoing progress monitoring through regular data reviews, site visits, and feedback cycles to ensure that strategies are implemented with fidelity and adjusted as needed.

In addition, Prospect High School implements targeted, student-centered strategies to address identified needs. These include the use of Targeted Case Managers who focus on improving attendance, strengthening student and family engagement, and connecting students to appropriate supports. The school also utilizes personalized learning pathways to ensure that each student has access to the courses, credit recovery opportunities, and individualized supports necessary to successfully meet graduation requirements.

This structured and collaborative approach ensures that Prospect High School is supported in implementing its CSI plan effectively, addressing identified inequities, and improving outcomes for all students, particularly those most impacted by low graduation rates.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Oroville Union High School District (OUHSD) will monitor and evaluate the effectiveness of its support for Prospect High School through a structured and continuous improvement process grounded in a Multi-Tiered System of Support (MTSS). This approach is designed to strengthen academic outcomes, improve student engagement and attendance, and support overall student success, while maintaining alignment with the district's Local Control and Accountability Plan (LCAP).

Through an ongoing cycle of inquiry, the district and site leadership regularly analyze data, assess implementation of strategies, and make adjustments based on evidence of effectiveness. This process ensures that improvement efforts remain data-driven, responsive to student needs, and focused on addressing identified inequities.

OUHSD will support and monitor Prospect High School's improvement efforts through the following aligned strategies:

DATA COLLECTION AND ANALYSIS: The district will continuously collect and analyze both quantitative and qualitative data, including graduation rates, College and Career Indicator (CCI) performance, attendance, and student engagement data. This analysis will be used to monitor progress, identify trends, and inform decision-making.

KEY PERFORMANCE INDICATORS (KPIs): The district will establish and monitor specific performance indicators aligned to CSI goals, including graduation rate improvement, CCI outcomes, attendance rates, and progress of targeted student groups. These indicators will guide ongoing evaluation of the effectiveness of implemented strategies.

REGULAR PROGRESS MONITORING: District and site leadership will engage in regular progress reviews through scheduled meetings, data discussions, and site check-ins. These reviews will focus on implementation of action steps, identification of successes and challenges, and necessary adjustments to improve outcomes.

INSTRUCTIONAL MONITORING AND PROFESSIONAL DEVELOPMENT EVALUATION: The district will monitor the implementation and impact of professional development through classroom walkthroughs, feedback cycles, and evaluation of instructional practices. This ensures that training translates into improved teaching and learning.

TARGETED STUDENT GROUP MONITORING: The district will monitor the progress of specific student groups, including students with disabilities, socioeconomically disadvantaged students, English Learners, and students identified as at-risk of not graduating. Data will be disaggregated to identify disparities and guide targeted interventions.

STAKEHOLDER FEEDBACK: OUHSD will gather input from staff, students, families, and community members through surveys, meetings, and engagement activities. This feedback will inform continuous improvement and ensure that strategies are responsive to the needs of the school community.

BENCHMARKING AND CONTINUOUS IMPROVEMENT: The district will compare current performance data to established benchmarks and targets, as well as to prior year performance, to evaluate progress. Adjustments to strategies will be made as needed to ensure continuous improvement and alignment with desired outcomes.

Through this comprehensive monitoring system, OUHSD ensures that the CSI plan for Prospect High School is implemented with fidelity, evaluated regularly, and adjusted as needed to improve student outcomes, particularly for those students most impacted by low graduation rates.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	Feedback from Staff Listening Sessions - Mar. 16, 2026 (LPHS), Mar. 17, 2026 (OHS), Mar. 24, 2026 (PHS) Feedback from Staff Surveys completed Feb. 13, 2026
Administration (Principals, Assistant Principals, Directors, District Admin)	Feedback from Staff Surveys completed Feb. 13, 2026
Classified and Other School Personnel	Feedback from Staff Listening Sessions - Mar. 16, 2026 (LPHS), Mar. 17, 2026 (OHS), Mar. 24, 2026 (PHS) Feedback from Staff Surveys completed Feb. 13, 2026
Bargaining Unit - Classified and Certificated	Feedback from Staff Listening Sessions - Mar. 16, 2026 (LPHS), Mar. 17, 2026 (OHS), Mar. 24, 2026 (PHS) Feedback from Staff Surveys completed Feb. 13, 2026
Parents	Feedback from Parent Survey - Completed Feb. 13, 2026 Feedback for Parent Advisory Committee - Mar. 12, 2026, April 21, 2026 Feedback from DELAC - April 15, 2026
Students	Feedback from Student Survey - Completed Feb. 13, 2026 Feedback from Student Advisory Meeting / LCAP Needs Presentations - April 1-2, 2026

Educational Partner(s)	Process for Engagement
Community	Feedback from Community Survey - Completed Feb. 13, 2026
Prospect High School - Equity Multiplier	Feedback from Staff Surveys completed Feb. 13, 2026 Feedback from Student Survey - Completed Feb. 13, 2026 Feedback from Parent Survey - Completed Feb. 13, 2026 Staff Listening Session - Mar. 24, 2026 Equity Multiplier Planning Meeting - Mar. 24, 2026
SELPA Consultation	Consultation meeting Apr. 9, 2025

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

See the table below for a description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Stakeholder	Theme	Feedback That Influenced the LCAP	LCAP Alignment (Explicit Influence)	Actions
Staff (Teachers, Classified, Admin, Bargaining Units)	Support for Teachers & Staff	Staff surveys and listening sessions indicated a strong need for increased instructional support, including smaller class sizes, additional paraeducators, reduced non-instructional workload, and improved access to technology and professional development.	Based on staff input, the district will continue and refine actions focused on instructional support systems, including co-teaching, PLC alignment, and professional development. This feedback directly supports continued investment in staffing, instructional coaching, and data-driven collaboration structures outlined in Goal 1, ensuring improved instructional capacity and student outcomes.	1.2, 1.3, 1.4, 1.5, 1.10, 1.14, 1.15, 1.16, 1.20, 4.2, 4.6
Students, Parents,	Curriculum Expansion & Instructional Quality	Students and families expressed a desire for more	Based on student and parent input, the district will maintain and refine actions related to expanding course access, CTE pathways,	1.1, 1.8, 1.10, 1.16, 3.1, 3.2, 3.3, 3.5, 3.6, 4.3, 4.4, 4.5

Advisory Committees		engaging and relevant coursework, including expanded electives such as arts, music, robotics, medical technology, and financial literacy, as well as improved instructional quality.	and instructional quality as outlined in Goal 1 and Goal 3. This feedback directly influenced continued investment in elective expansion, A–G access, and alignment of instructional programming to student interests and postsecondary readiness.	
Parents, Staff, Students	Student Mental Health & SEL Supports	Educational partners emphasized the importance of maintaining Wellness Centers, increasing access to counselors, and improving communication about available mental health and social-emotional supports.	Based on this feedback, the district will continue to prioritize student wellness systems, including counseling services, Targeted Case Managers, and Tier 2 interventions as outlined in Goal 2 and Goal 3. This feedback directly validates continued investment in mental health supports and expanded outreach to ensure students and families are aware of available services.	1.20, 2.8, 2.9, 2.15, 3.4
English Learners, Parents, Alternative Education Students	Elective Access & Scheduling Flexibility	Stakeholders identified that English Learners often have limited access to electives due to ELD scheduling requirements and requested more flexible scheduling options and credit opportunities.	Based on this input, the district refined implementation of scheduling practices and expanded access to Independent Study PE and flexible course options. This directly influenced actions aimed at improving equitable access to a broad course of study as outlined in Goal 1, particularly for English Learners.	1.15, 1.19, 1.17

Parents, Community, Equity Multiplier Stakeholders	Transportation Barriers	Stakeholders identified transportation as a major barrier to attendance and participation in summer school, after-school programs, and intervention opportunities, particularly for rural and high-need students.	Based on this feedback, the district expanded transportation supports and integrated transportation into attendance intervention strategies. This directly influenced actions aligned to student engagement and attendance improvement in Goal 1 and Goal 2.	1.17, 2.11
Students, Parents	Facilities & Maintenance	Stakeholders expressed concerns regarding campus cleanliness, restroom conditions, and outdated facilities, including the need for improved science labs and safe learning environments.	Based on this input, the district will maintain and prioritize facilities maintenance and improvement efforts. This feedback directly supports continued investment in safe and well-maintained learning environments as outlined in Goal 1.	1.8, 1.16
Staff, Students, Parents	Leadership & Communication	Educational partners emphasized the need for clearer, more consistent communication, including grading policies, behavior expectations, and increased use of communication tools	Based on this feedback, the district refined communication protocols and strengthened stakeholder engagement processes. This directly influenced actions aligned to Goal 2 and Goal 3 focused on improving transparency, consistency, and family engagement.	2.9, 3.7

		such as ParentSquare.		
Staff, Students, Advisory Groups	Discipline & Behavior	Stakeholders expressed concerns about inconsistent discipline practices and requested stronger alternatives to suspension, including PBIS implementation and structured intervention systems.	Based on this feedback, the district strengthened implementation of PBIS, behavior intervention systems, and alternatives to suspension. This directly influenced actions aligned to Goal 2 focused on improving school climate, student behavior, and equitable discipline practices.	2.3, 2.5, 2.8, 2.12, 2.14, 2.15
Foster Youth, Homeless Students, Parents	Attendance & Reengagement	Stakeholders emphasized the need for stronger attendance tracking, targeted outreach, and re-engagement strategies, particularly for high-need student populations.	Based on this input, the district strengthened implementation of attendance intervention systems, including case management and re-engagement strategies. This directly influenced actions aligned to Goal 1 and Goal 2 focused on improving attendance and student engagement.	1.7, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 4.2, 4.5
Alternative Education Students, Staff, Equity Multiplier Stakeholders	CTE & College Readiness for Alternative Education	Stakeholders requested expanded access to Career Technical Education (CTE), dual enrollment, and hands-on learning opportunities for students in alternative settings.	Based on this feedback, the district expanded implementation of CTE coursework and college readiness supports at alternative education sites. This directly influenced actions aligned to Goal 4 focused on improving postsecondary readiness and equitable access to career pathways.	4.1, 4.3, 4.4, 4.5

Equity Multiplier Stakeholders, English Learners, Parents	Equity & Targeted Support	Stakeholders identified inequities in access to electives, intervention supports, and mental health services across sites, particularly for underserved student groups.	Based on this input, the district refined implementation by improving alignment of support staff to high-need sites and expanding targeted outreach and services. This directly influenced actions aligned across Goals 1, 2, and 4 to address equity gaps and ensure improved outcomes for underserved student populations.	1.3, 1.7, 1.14, 2.8, 2.14, 2.15, 4.2, 4.4, 4.5
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Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure equitable access to educational programs and environments across all demographics, enabling every student to achieve mastery in core content areas and thereby empowering them to unlock future opportunities.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to analysis of student performance data and input from educational partners, which together indicate both areas of progress and continued need across the district. While the district has seen improvement in some areas, overall academic performance continues to fall below standard, particularly in English Language Arts (ELA), Mathematics, and English Language Development (ELD).

Current performance data indicate that district-wide achievement in ELA is 44.8 points below standard. In Mathematics, performance remains a significant area of need at 138.4 points below standard. These outcomes reflect persistent challenges in ensuring that all students are meeting grade-level expectations in core content areas.

Subgroup data further highlight the extent of these challenges. Students with disabilities continue to perform significantly below standard in both ELA and Mathematics, with the largest gaps among all student groups. English Learners also demonstrate lower performance in ELA, reflecting the need for continued focus on both language development and access to grade-level content. In Mathematics, student groups including Hispanic students and socioeconomically disadvantaged students continue to perform below standard, indicating a need for more targeted instructional support and intervention.

English Learner progress data show that 40.2% of students are making progress toward English language proficiency. While this represents improvement from the prior year, it indicates that a majority of English Learners are not yet making sufficient progress, reinforcing the need to strengthen designated and integrated English Language Development (ELD) and ensure access to rigorous instruction.

These data trends demonstrate that, while progress has been made, significant disparities remain across student groups, particularly in Mathematics achievement and in outcomes for students with disabilities and English Learners. Educational partner input further reinforced

these findings, emphasizing the need to strengthen instructional practices, expand access to rigorous and relevant coursework, and provide additional academic and behavioral supports. Stakeholders also identified the importance of expanding Career and Technical Education (CTE) opportunities and increasing support for both students and staff.

In response to both data and stakeholder input, OUHSD has prioritized this goal to ensure that all students have equitable access to the programs, supports, and learning environments necessary to achieve mastery in core content areas. This work is supported through the district's implementation of a Multi-Tiered System of Support (MTSS), which provides a framework for delivering targeted instruction, intervention, and support based on student need.

Through this goal, the district is committed to addressing identified performance gaps, improving outcomes across all student groups, and ensuring that every student is prepared for success beyond high school.

Notes:

Unless otherwise noted, baseline data is from the 2022-23 school year. "DND" means that the data was not displayed due to privacy. For some metrics, a Likert Scale is used. For interpretation purposes, the following levels apply - 1 = Exploration and Research Phase, 2 = Beginning Development, 3 = Initial Implementation, 4 = Full Implementation, 5 = Full Implementation and Sustainability.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Language Arts CAASPP Performance Level (Priority 4) CAASPP Participation Rate (Priority 5)	2022-23 DATA ELA Performance (points relative to standard, B= Below Standard, A= At or Above Standard): B - 67.1 - OUHSD B - 96.1 - English Learner's B - 171.3 - Homeless B - 84.9 - Socioeconomically Disadvantage B - 195.2 - SWD	2023-24 DATA ELA Performance (points relative to standard, B= Below Standard, A= At or Above Standard): B - 40.5 - OUHSD B - 96.9 - English Learner's B - 124.8 - Homeless B - 48.8 - Socioeconomically Disadvantage	2024-25 DATA ELA Performance (points relative to standard, B= Below Standard, A= At or Above Standard): B - 44.8 - OUHSD B - 71.1 - English Learner's B - 115.0 - Homeless B - 58.2 - Socioeconomically Disadvantage	ELA Performance (points relative to standard, B= Below Standard, A= At or Above Standard): B - 25.1 - OUHSD B - 54.1 - English Learner's B - 129.3 - Homeless B - 42.9 - Socioeconomically Disadvantage B - 153.2 - SWD	+22.3 - OUHSD +25.0 - English Learner's +56.3 - Homeless +26.7 - Socioeconomically Disadvantage +60.6 - SWD +8.50 - African American +41.9 - American Indian/Alaskan Native -7.30 - Asian +7.70 - Hispanic +25.0- White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		B - 136.3 - African American B - 109.0 - American Indian/Alaskan Native A - 32.4 A - Asian B - 87.7 - Hispanic B - 74.4 - White B - 100.4 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino B - 47.4 - LPHS B - 58.6 - OHS B - 265.1 - PHS District Participation Rate - 80%	B - 176.6 - SWD B - 141.5 - African American B - 124.6 - American Indian/Alaskan Native A - 10.6 - Asian B - 60.4 - Hispanic B - 42.6 - White B - 16.2 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino B - 24.2 - LPHS B - 43.0 - OHS B - 176.9 - PHS District Participation Rate - 91%	B - 134.6 - SWD B - 127.8 - African American B - 67.1 - American Indian/Alaskan Native A - 39.7 - Asian B - 80.0 - Hispanic B - 49.4 - White B - 27.0 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino B - 49.4 - LPHS B - 35.9 - OHS B - 86.6 - PHS District Participation Rate - 92%	B - 94.3 - African American B - 67.0 - American Indian/Alaskan Native A - 74.4 - Asian B - 45.7 - Hispanic B - 32.4 - White B - 58.4 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino B - 5.4 - LPHS B - 16.6 - OHS B - 223.1 - PHS District Participation Rate - >= 95%	+73.4 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino -2.00 - LPHS +22.7- OHS +178.5 - PHS District Participation Rate: +12%
1.2	Mathematics CAASPP Performance Level (Priority 4) CAASPP Participation Rate (Priority 5)	2022-23 DATA Math Performance (points relative to standard, B= Below Standard, A= At or Above Standard): B- 158.0 - OUHSD	2023-24 DATA Math Performance (points relative to standard, B= Below Standard, A= At or Above Standard): B- 139.7 - OUHSD	2024-25 DATA Math Performance (points relative to standard, B= Below Standard, A= At or Above Standard): B- 138.4 - OUHSD	Math Performance (points relative to standard, B= Below Standard, A= At or Above Standard): B - 89.0 - OUHSD B - 122.7 - English	+19.6 - OUHSD +12.5 - English Learner's +26.5 - Homeless +20.1 - Socioeconomically Disadvantage +59.9 - SWD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		B - 191.7 - English Learner's B - 230.3 - Homeless B - 173.4 - Socioeconomically Disadvantage B - 264.8 - SWD B - 225.8 - African American B - 184.2 - American Indian/Alaskan Native B - 62.2 - Asian B - 179.4 - Hispanic B - 168.1 - White B - 174.7 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino B - 144.7 - LPHS B - 154.3 - OHS B - 286.3 - PHS District Participation Rate - 78%	B - 187.3 - English Learner's B - 206.6 - Homeless B - 148.5 - Socioeconomically Disadvantage B - 253.0 - SWD B - 248.0 - African American B - 186.2 - American Indian/Alaskan Native B - 85.4 - Asian B - 150.9 - Hispanic B - 148.8 - White B - 111.5 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino B - 121.1 - LPHS B - 147.1 - OHS B - 246.3 - PHS District Participation Rate - 91%	B - 179.2 - English Learner's B - 203.8 - Homeless B - 153.3 - Socioeconomically Disadvantage B - 204.9 - SWD B - 231.3 - African American B - 176.4 - American Indian/Alaskan Native B - 77.8 - Asian B - 157.2 - Hispanic B - 137.9 - White B - 126.0 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino B - 132.9 - LPHS B - 141.4 - OHS B - 178.0 - PHS District Participation Rate - 92%	Learner's B - 161.3 - Homeless B - 104.4 - Socioeconomically Disadvantage B - 195.8 - SWD B - 156.8 - African American B - 115.2 - American Indian/Alaskan Native A - 7.2 - Asian B - 110.4 - Hispanic B - 99.1 - White B - 105.7 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino B - 75.7 - LPHS B - 85.3 - OHS B - 217.3 - PHS District Participation Rate - >=95%	-5.50 - African American +7.80 - American Indian/Alaskan Native -15.6 - Asian +22.2 - Hispanic +30.2 - White +48.7 - Two or More DND - Native Hawaiian/Pacific Islander DND - Foster Youth DND - Filipino +11.8 - LPHS +12.9 - OHS +108.3 - PHS District Participation Rate: +14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	English Learner Progress Indicator (Priority 4)	2022-23 DATA OUHSD 53.3% - Progressed at Least One Level 0.9% - Maintained Level 4 30.8% - Maintained Levels 1, 2L, 2H, 3L, 3H 15.0% - Decreased at Least One Level	2023-24 DATA OUHSD 26.9% - Progressed at Least One Level 1.0% - Maintained Level 4 48.1% - Maintained Levels 1, 2L, 2H, 3L, 3H 24.0% - Decreased at Least One Level	2024-25 DATA OUHSD 40.2% - Progressed at Least One Level 0.0% - Maintained Level 4 30.9% - Maintained Levels 1, 2L, 2H, 3L, 3H 28.9% - Decreased at Least One Level	OUHSD >= 60.0% - Progressed at Least One Level >= 1.0% - Maintained Level 4 <= 28.0% - Maintained Levels 1, 2L, 2H, 3L, 3H <= 10.0% - Decreased at Least One Level	-13.1% - Progressed at Least One Level -0.9% - Maintained Level 4 +0.1% - Maintained Levels 1, 2L, 2H, 3L, 3H +13.9% - Decreased at Least One Level
1.4	Implementation of Academic Standards - Dashboard Local Indicator (Priority 2)	2022-23 DATA ELA - CCSS 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support Math - CCSS 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support History - Social Science 4 - Professional Development 5 - Instructional Materials	2023-24 DATA ELA - CCSS 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support Math - CCSS 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support History - Social Science 4 - Professional Development	2024-25 DATA ELA - CCSS 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support Math - CCSS 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support History - Social Science 4 - Professional Development	OUHSD is committed to maintaining a level 4 or greater on all designated areas in this metric.	All data points remained unchanged except for the following: History - Social Science: 4 - Instructional Materials Engagement of School Leadership 4 - Identifying Professional Learning Needs (Whole) 4 - Providing Support for Teachers on Standards 4 - Identifying Professional

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4 - Policy & Program Support ELD - Tied to ELA Standards 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support Next Generation Science Standards 3 - Professional Development 4 - Instructional Materials 4 - Policy & Program Support Implementation of Standards 4 - Career Technical Education 4 - Physical Education Model Content Standards 4 - World Language 4 - Health Education Content Standards 4 - Visual and Performing Arts Engagement of School Leadership	5 - Instructional Materials 4 - Policy & Program Support ELD - Tied to ELA Standards 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support Next Generation Science Standards 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support Implementation of Standards 4 - Career Technical Education 4 - Physical Education Model Content Standards 4 - World Language 4 - Health Education Content Standards	4 - Instructional Materials 4 - Policy & Program Support ELD - Tied to ELA Standards 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support Next Generation Science Standards 4 - Professional Development 5 - Instructional Materials 4 - Policy & Program Support Implementation of Standards 4 - Career Technical Education 4 - Physical Education Model Content Standards 4 - World Language 4 - Health Education Content Standards		Learning Needs (Individual) These indicators decreased by 1 level.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5 - Identifying Professional Learning Needs (Whole) 5 - Providing Support for Teachers on Standards 5 - Identifying Professional Learning Needs (Individual)	4 - Visual and Performing Arts Engagement of School Leadership 5 - Identifying Professional Learning Needs (Whole) 5 - Providing Support for Teachers on Standards 5 - Identifying Professional Learning Needs (Individual)	4 - Visual and Performing Arts Engagement of School Leadership 4 - Identifying Professional Learning Needs (Whole) 4 - Providing Support for Teachers on Standards 4 - Identifying Professional Learning Needs (Individual)		
1.5	Graduation Rate (Priority 5)	2022-23 DATA 83.1% - OUHSD 82.9% - English Learner's 54.5% - Foster Youth 72.2% - Homeless 82.9% - Socioeconomically Disadvantage 65.3% - SWD 81.8% - African American 82.5% - American Indian/Alaskan Native 96.2% - Asian DND - Filipino 87.6% - Hispanic	2023-24 DATA 84.8% - OUHSD 84.1% - English Learner's 63.6% - Foster Youth 69.8% - Homeless 84.3% - Socioeconomically Disadvantage 69.6% - SWD 62.5% - African American 89.7% - American Indian/Alaskan Native 94.4% - Asian DND - Filipino	2024-25 DATA 88.2% - OUHSD 86.4% - English Learner's 71.4% - Foster Youth 69.9% - Homeless 86.7% - Socioeconomically Disadvantage 76.0% - SWD 82.6% - African American 83.9% - American Indian/Alaskan Native 97.2% - Asian DND - Filipino	89.1% - OUHSD 88.9% - English Learner's 60.5% - Foster Youth 78.2% - Homeless 88.9% - Socioeconomically Disadvantage 71.3% - SWD 87.8% - African American 88.5% - American Indian/Alaskan Native 99.2% - Asian DND - Filipino 93.6% - Hispanic	+5.1% - OUHSD +3.5% - English Learner's +16.9% - Foster Youth -2.3% - Homeless +3.8% - Socioeconomically Disadvantage +10.7% - SWD +0.8% - African American +1.4% - American Indian/Alaskan Native +1.0% - Asian DND - Filipino -3.0% - Hispanic

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		DND - Native Hawaiian/Pacific Islander 78.3% - White 66.7% - Two or More 86.0% - LPHS 89.7% - OHS 63.5% - PHS	84.2% - Hispanic DND - Native Hawaiian/Pacific Islander 81.9% - White 92.7% - Two or More 88.1% - LPHS 84.3% - OHS 67.3% - PHS	90.6% - Hispanic DND - Native Hawaiian/Pacific Islander 85.7% - White 89.5% - Two or More 90.7% - LPHS 91.6% - OHS 71.4% - PHS	DND - Native Hawaiian/Pacific Islander 84.3% - White 72.7% - Two or More 92.0% - LPHS 95.7% - OHS 69.5% - PHS	DND - Native Hawaiian/Pacific Islander +7.4% - White +22.8% - Two or More +4.7% - LPHS +1.9% - OHS +7.9% - PHS
1.6	Advanced Placement Exam Performance (score of "3" or better on all exams taken) (Priority 4)	125 AP Assessments take in 2023 29.6% of students scored a "3" or Higher on at least 1 AP Assessment.	277 AP Assessments take in 2024 52.4% of students scored a "3" or Higher on at least 1 AP Assessment.	238 AP Assessments take in 2025 55.0% of students scored a "3" or Higher on at least 1 AP Assessment.	> 75% score a "3" or Higher	+113 AP Assessments take in 2025 +25.4 % of students scored a "3" or Higher on at least 1 AP Assessment.
1.7	CDE Facility Inspection Tool (School facilities in "Good Repair") (Priority 1)	2023-24 DATA Average FIT score of all facilities is 91.82%	2024-25 DATA Average FIT score of all facilities is 90.28%	2025-26 DATA Average FIT score of all facilities is 94.0%	> 90% FIT score for all facilities	OUHSD Average FIT score increased slightly by 2.18% but still remains above the goal of 90%.
1.8	Teachers Appropriately Assigned and Credentialed (Priority 1)	2022-23 DATA 118.05 - Total Teaching Full-Time Equivalent (FTE) 80.4% - Clear Credential (% of teaching FTE)	2023-24 DATA 116.4- Total Teaching Full-Time Equivalent (FTE) 75.9% - Clear Credential (% of teaching FTE)	2024-25 DATA 112.13 - Total Teaching Full-Time Equivalent (FTE) 75.9% - Clear Credential (% of teaching FTE)	>= 85% Clear Credential 100% - Teachers Appropriately Assigned	Total Teaching FTE decreased by 5.92 FTE. -4.5% Clear Credential decreased maintained its level year over year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>The percentage of Clear Credentials falls below the state average of 84%</p> <p>100% - Teachers Appropriately Assigned</p>	<p>The percentage of Clear Credentials falls below the state average of 85.1%</p> <p>100% - Teachers Appropriately Assigned</p>	<p>The percentage of Clear Credentials falls below the state average of 82.5%</p> <p>100% - Teachers Appropriately Assigned</p>		<p>OUHSD still falls below the state average.</p>
1.9	Access to a Broad Course of Study (Priority 7)	<p>2023-24 DATA 100% of OUHSD students have a 4-year plan completed.</p> <p>Course Request Success Rate: LPHS - 85% OHS - 89.6% PHS - 100%</p> <p>17% of EL student have limited access to electives or CTE courses due to ELD class participation</p>	<p>2024-25 DATA 100% of OUHSD students have a 4-year plan completed.</p> <p>Course Request Success Rate: LPHS - 93% OHS - 93% PHS - 100%</p> <p>14% of EL student have limited access to electives or CTE courses due to ELD class participation</p>	<p>2025-26 DATA 100% of OUHSD students have a 4-year plan completed.</p> <p>Course Request Success Rate: LPHS - 94% OHS - 90% PHS - 100%</p> <p>12% of EL student have limited access to electives or CTE courses due to ELD class participation</p>	<p>100% of OUHSD students will have a 4-year plan completed.</p> <p>Course Request Success Rate: LPHS - >= 85% OHS - >= 85% PHS - >= 85%</p> <p>< 10% of EL students have limited access to electives or CTE courses due to ELD class participation</p>	<p>100% of OUHSD students have a 4-year plan completed.</p> <p>Course Request Success Rate: +9% - LPHS +0.4% - OHS No change - PHS</p> <p>-5% of EL student have limited access to electives or CTE courses due to ELD class participation</p>
1.10	High School Dropout Rate (Priority 5)	<p>2022-23 DATA 2.4% (52 students) - OUHSD 2.1% (25 students) - LPHS 2.6% (22 students) - OHS</p>	<p>2023-24 DATA 2.7% (62 students) - OUHSD 1.8% (24 students) - LPHS 2.5% (22 students) - OHS</p>	<p>2024-25 DATA 1.6% (62 students) - OUHSD 1.4% (24 students) - LPHS 1.7% (22 students) - OHS</p>	<p>< 10 Student Dropouts Districtwide</p>	<p>-0.8% - OUHSD -0.7% - LPHS -0.9% - OHS -4.5% - PHS</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6.8% (5 students) - PHS	15.9% (14 students) - PHS	2.3% (14 students) - PHS		
1.11	English Learner Reclassification Rate	2022-23 DATA 22.4% (24 students) - OUHSD	2023-24 DATA 19.5% (23 students) - OUHSD	2024-25 DATA 22.4% (25 students) - OUHSD	>= 25% - OUHSD	+0.0% - OUHSD
1.12	Access to Standards Aligned Materials (Priority 1B)	2023-24 DATA 100% of students have access to standards aligned materials either digitally or hard copy. The district had 0 William's Act complaints regarding standards aligned materials during the 2023-24 school year.	2024-25 DATA 100% of students have access to standards aligned materials either digitally or hard copy. The district had 0 William's Act complaints regarding standards aligned materials during the 2024-25 school year.	2025-26 DATA 100% of students have access to standards aligned materials either digitally or hard copy. The district had 0 William's Act complaints regarding standards aligned materials during the 2025-26 school year.	100% of students will have access to standards aligned materials The district will have 0 William's Act complaints regarding standards aligned materials	There was no change from Baseline

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

See the table below for information related to overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 1 – Implementation Table (Prompt 1)

Ensure equitable access to educational programs and environments across all demographics, enabling every student to achieve mastery in core content areas and thereby empowering them to unlock future opportunities.

Action #	Action Title	Implementation Level	Rationale / Notes
1.1	Teachers Appropriately Assigned and Fully Credentialed	4 – Full Implementation	This action was implemented as planned across the district. The district was successful in filling most certificated positions and demonstrated improved staff retention compared to previous years. Successes included a stronger hiring cycle and increased stability in staffing across sites. Challenges remain in filling specialized positions, particularly in Special Education, which continues to require focused recruitment efforts. Overall, the action was carried out as described in the LCAP and is functioning as intended.
1.2	Alternative Diploma Pathways for Students with Disabilities	3 – Initial Implementation	This action is in the initial implementation phase and was implemented as planned. During the 2025–26 school year, the district successfully developed and secured board approval for Alternative Diploma pathway courses and provided training to both site and district staff to support rollout. Successes included the creation and formal approval of courses and the delivery of staff training to build awareness and readiness for implementation. Challenges included incorporating these new courses into the master schedule and ensuring accurate inclusion of pathways on student transcripts, which required coordination across systems and departments. While the foundational structures are now in place, continued refinement is needed to ensure consistent and effective implementation across sites.
1.3	Tutorial Support and Push-In Support for Students with Disabilities	4 – Full Implementation	This action was implemented as planned across all school sites and functioned as intended. Successes included positive feedback from staff and students, effective implementation of co-taught sections, improved student outcomes in core content areas, and increased teacher participation in tutoring supports. These efforts contributed to stronger access to grade-level instruction for Students with Disabilities. Challenges included ongoing staffing shortages, particularly in Special Education, which required continued adjustments to maintain consistent service delivery. Despite these challenges, supports were consistently provided and aligned to the intent of the LCAP.
1.4	Build and Implement a Common, Districtwide	3 – Initial Implementation	This action is in the initial implementation phase and was implemented as planned. The district provided training to staff on standardized IEP processes, resulting in increased consistency across sites, improved quality of IEP development, and stronger communication with families. Successes included widespread staff training

Action #	Action Title	Implementation Level	Rationale / Notes
	Process for IEP Preparation, Writing, Implementation, and Communication (DA)		and early adoption of common practices, contributing to more aligned IEP systems districtwide. Challenges included difficulty monitoring fidelity of implementation due to the time-intensive nature of reviewing IEP processes, which limited the district's ability to ensure consistent application across all sites. Continued refinement of monitoring systems will be necessary to support full implementation.
1.5	Implement a Districtwide System for Monitoring IEP Quality and Compliance (DA)	3 – Initial Implementation	This action is in the initial implementation phase and was implemented as planned. The district integrated the IEP quality assurance process into Special Education PLCs, provided staff training, and incorporated the system into onboarding for new staff. Successes included increased staff awareness of IEP quality expectations, the establishment of a structured review process, and alignment of monitoring practices within PLC structures. Challenges included the significant amount of time required to conduct thorough reviews and the lack of a consistent, systemwide monitoring schedule, which limited the ability to ensure ongoing fidelity across sites. Continued development of structured timelines and processes will be needed to move toward full implementation.
1.6	Improve Participation Rate on CAASPP Assessments	4 – Full Implementation	This action was implemented as planned across all school sites. Successes included strong site coordination, improved testing processes, and increased staff buy-in, all of which supported consistent administration of CAASPP assessments. These efforts contributed to maintaining high participation rates and strengthening overall assessment systems. Challenges included lower participation in alternative education settings, ongoing issues with student absenteeism during testing windows, and logistical complexities in coordinating testing schedules. Despite these challenges, the action was implemented with fidelity and functioned as intended.
1.7	Designated Educational Case Management and Support for Foster Youth and Students Experiencing Homelessness	5 – Full Implementation & Sustainability	This action was implemented as planned and is fully embedded with structures in place to support long-term sustainability. Successes included strong collaboration with community partners, expanded wellness supports—including the addition of a mental health clinician—and improved student outcomes where data supports increased engagement and progress. These systems have contributed to more coordinated and responsive support for Foster Youth and students experiencing homelessness. Challenges included the complexity of student needs, particularly related to housing instability and mental health, as well as the capacity of staff to consistently meet the

Action #	Action Title	Implementation Level	Rationale / Notes
			high level of individualized support required. Despite these challenges, the action is well-established and continues to function effectively across the district.
1.8	Facilities Inspection and Maintenance and Additional Custodial Staff	5 – Full Implementation & Sustainability	This action was implemented as planned and is fully embedded with systems in place to support long-term sustainability. Successes included maintaining FIT scores above 90%, timely completion of maintenance projects, and the completion of the district's facilities master plan to guide future improvements. These efforts ensured that school sites remained clean, safe, and functional for students and staff. Challenges included the ongoing impact of aging facilities, the high cost of large-scale maintenance projects, and the difficulty of completing major work while school is in session. Despite these challenges, the district has established strong systems to maintain and improve facilities over time.
1.9	1:1 Device for Meaningful Engagement and Network Maintenance	4 – Full Implementation	This action was implemented as planned across all school sites and functioned as intended. Successes included increased instructional innovation among teachers, improved student access to digital curriculum, and enhanced support for students who were absent, allowing for greater continuity of learning. These efforts contributed to more flexible and accessible instructional delivery. Challenges included ongoing device maintenance demands, the lack of consistent replacement cycles, and the need for improved inventory tracking systems to ensure long-term sustainability. Despite these challenges, the district maintained full implementation of the 1:1 device program.
1.10	Professional Development for All Staff	4 – Full Implementation	This action was implemented as planned across the district. Successes included the introduction of a staff-led professional development day, positive staff feedback on the new professional learning platform, and effective PLC collaboration across all school sites. These efforts supported improved instructional practices and increased staff engagement in professional learning. Challenges included limited dedicated time for professional development due to scheduling constraints, a shortage of substitute teachers which impacted teacher release time, and the need for more targeted professional development to better support specific student groups. Despite these challenges, professional development opportunities were consistently delivered and aligned to district priorities.
1.11	Utilize Diagnostic Assessment Software for	3 – Initial Implementation	This action was implemented as planned and expanded across all ELA, Math, and Science classes during the 2025–26 school year. Successes included increased consistency of use across core content areas, improved integration of MAP data into

Action #	Action Title	Implementation Level	Rationale / Notes
	Identifying Student Needs and Providing Targeted Support		PLC discussions, and increased staff familiarity with the assessment platform. These improvements supported stronger data conversations and greater awareness of student performance trends. Challenges included inconsistent implementation across some sites and limited use of assessment data to drive intervention and placement decisions. While the system is now in place districtwide, continued refinement is needed to ensure that MAP data is consistently used to inform instruction and student support.
1.12	Maintain and Expand Library Services	4 – Full Implementation	This action was implemented as planned across all comprehensive school sites. Successes included the addition of Library Technicians at each site, which increased student access to resources and support, as well as positive student feedback regarding the use of library spaces for academic work. These improvements enhanced access to structured, resource-rich environments during the school day and beyond. Challenges included limited space at one site, which impacted accessibility, and transportation barriers that restricted some students' ability to utilize library services before and after school. Despite these challenges, the action was fully implemented and functioned as intended.
1.14	District ELD Coordinator	5 – Full Implementation & Sustainability	This action was implemented as planned and is fully embedded with structures in place to support long-term sustainability. Successes included strong coordination of the district's ELD program, improved support for Long-Term English Learners (LTELs) and Newcomer students, and more appropriate and strategic scheduling for English Learners across sites. These efforts contributed to more coherent and equitable ELD programming districtwide. Challenges included ensuring consistent implementation of ELD practices across all sites and classrooms, particularly given variations in staff experience and instructional approaches. Despite this, the role continues to function effectively as a central driver of ELD program quality and alignment.
1.15	Supplemental English Language Development Support Classes for All ELD Students	4 – Full Implementation	This action was implemented as planned across all school sites. Successes included increased support for Long-Term English Learners (LTELs) and Newcomer students, as well as improved alignment of instruction to student language proficiency needs. These efforts strengthened targeted language development support and improved access to appropriate instruction for English Learners. Challenges included scheduling constraints due to the six-period day and master schedule limitations, difficulty balancing ELD course placement with other graduation requirements, and limited access to elective courses for English Learners at lower proficiency levels.

Action #	Action Title	Implementation Level	Rationale / Notes
			Despite these challenges, ELD support classes were consistently provided and aligned to the intent of the LCAP.
1.16	Standards-Based Curriculum and Sufficient Instructional Materials	5 – Full Implementation & Sustainability	The district ensures that all adopted curriculum is aligned to California State Standards, with a yearly Williams monitoring process in place to verify compliance. Successes include the creation of a districtwide adoption cycle to ensure all content areas have timely access to updated instructional materials. Challenges include rising curriculum costs and the timing mismatch between the 6-year adoption cycle and more frequent state standards updates. The district remains committed to staying responsive despite these external pressures.
1.17	Credit Recovery and Summer School	4 – Full Implementation	This action was implemented as planned and functioned as intended. Successes included increased course completion rates and a higher number of credits recovered, as well as effective use of the Edgenuity online platform to provide flexible learning options. These efforts allowed students to progress at their own pace and improved access to credit recovery opportunities. Challenges included limited staffing capacity, which prevented all eligible students from enrolling, and ongoing issues with student motivation in self-paced online courses. Despite these challenges, the program was consistently implemented and supported student progress toward graduation.
1.18	Maintain Center for Independent Study Program	4 – Full Implementation	This action was implemented as planned and functioned as intended. Successes included consistent student enrollment driven by improved transfer processes and policies, a stable and well-structured program, improved credit completion, and positive impacts on graduation outcomes. The program continues to provide a viable alternative pathway for students needing flexibility. Challenges included ensuring academic rigor within the independent study model and effectively monitoring student attendance and work completion to maintain engagement and accountability. Despite these challenges, the program was consistently implemented and aligned to the intent of the LCAP.
1.19	Independent Study PE	4 – Full Implementation	This action was implemented as planned and functioned as intended. Successes included increased flexibility for students, particularly English Learners, by providing access to Physical Education in a way that allowed them to enroll in elective courses they may not have otherwise been able to access. This supported more equitable access to a broader range of coursework. Challenges included a limited number of available spots in the program, which restricted access for some students who could

Action #	Action Title	Implementation Level	Rationale / Notes
			benefit from this option. Despite this limitation, the program was consistently implemented and aligned to the intent of the LCAP.
1.20	Increase Staffing to Offer Students Direct Support	4 – Full Implementation	The district successfully implemented staffing expansions, including an additional Assistant Principal at each comprehensive site and an additional counselor at LPHS. The co-teaching model was introduced at all sites, focusing on English and Math core content. Successes include positive student and staff feedback, increased student success in accessing grade-level content, and improved behavioral intervention options due to more available administrative support. Challenges include concerns over future sustainability due to potential instability in state and federal funding. Additionally, co-teaching impacts master scheduling, reducing the number of course sections and slightly limiting student access to specific courses.
1.21	Maintain the Operation of Community Day School (CDS)	4 – Full Implementation	This action was implemented as planned and functioned as intended. Successes included the continued operation of the Community Day School with declining enrollment, which reflects positive outcomes as fewer students required placement due to behavioral challenges. The program continues to provide a structured and supportive environment for students with significant needs. Challenges included ongoing issues with student attendance and engagement, as well as maintaining academic rigor within the program. Despite these challenges, the program was consistently implemented and aligned to the intent of the LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

ACTIONS THAT WERE HIGHLY EFFECTIVE:

Several actions produced strong, measurable impacts on student achievement, particularly in English Language Arts, and ensured equitable access to core instructional supports.

Actions 1.1–1.5, 1.8, 1.9, 1.12, 1.16, 1.18, and 1.21 (Basic Conditions: Staffing, Materials, Devices, Facilities, and Instructional Infrastructure) These foundational actions were fully implemented and ensured that all students had equitable access to standards-aligned instruction and learning environments. The district maintained 100% access to instructional materials, 1:1 device availability, and FIT scores above 90%,

with zero Williams Act complaints across all years. These conditions eliminated access-related barriers and created the necessary infrastructure for improved academic outcomes across all sites.

Actions 1.3, 1.7, 1.10, 1.11, 1.17 and 1.20 (Instructional Support, Professional Development, and Staffing)

These actions were highly effective in improving student achievement in ELA. NWEA MAP assessments were used as benchmark assessments and instruction was modified based on results. The district also offered credit recovery and summer school options to make up lost credit. While this didn't have a direct effect on ELA achievement, this did have an effect on increasing graduation rate across the district as referenced below. Additional instructional case management and support for Foster and Homeless youth was provided by Targeted Case Managers, Wellness Coaches, and site based clinicians. These services provided critical check-in and follow-up to ensure that not only were basic needs met, but instructional needs were met.

Districtwide CAASPP ELA performance improved from:

-67.1 (Baseline)
to -40.5 (Year 1)
and -44.8 (Year 2)

This reflects an overall +22.3 point improvement from baseline, demonstrating sustained growth despite a slight regression in Year 2.

Significant subgroup gains from baseline to Year 2 include:

Students with Disabilities: +60.6 (from -195.2 to -134.6)

Homeless Students: +56.3 (from -171.3 to -115.0)

English Learners: +25.0 (from -96.1 to -71.1)

Socioeconomically Disadvantaged: +26.7 (from -84.9 to -58.2)

These gains indicate that co-teaching models, push-in supports, increased staffing, and targeted professional development contributed to improved Tier 1 instruction and access for high-need student groups.

Graduation Rate (Compared to Baseline):

OUHSD: +5.1%

Significant Subgroup Gains:

Foster Youth: +16.9%

Students with Disabilities: +10.7%

White: +7.4%

Two or More: +22.8% - Two or More

Action 1.6 (CAASPP Participation)

This action was highly effective in increasing assessment participation rates, with district participation increasing by approximately +14%, ensuring more accurate and representative outcome data.

ACTIONS THAT WERE MODERATELY EFFECTIVE

These actions demonstrated improvement from baseline but showed mixed results, inconsistency across sites, or lack of sustained growth. These will continue to be monitored and refined.

ELA Trend Stability (Cross-Action Impact)

While ELA performance improved significantly from baseline, the decline from -40.5 (Year 1) to -44.8 (Year 2) indicates that gains were not fully sustained, suggesting variability in implementation fidelity or inconsistency in instructional practices across sites.

Actions 1.4, 1.14, 1.15, and 1.19 (Course Access, ELD Scheduling, and Program Flexibility)

These actions supported improved access to coursework; however, outcomes were uneven. The percentage of English Learners with limited access to electives and CTE pathways decreased by 3%, indicating improvement.

Despite this progress, scheduling constraints—particularly within a 6-period day—continue to limit full access for English Learners, indicating these actions are partially effective but not yet fully equitable.

Metric 1.10 – Dropout Rate (Engagement Systems)

Baseline: 2.4%

Year 1: 2.7%

Change from baseline: +0.3%

This increase indicates that actions related to engagement and retention had limited effectiveness, particularly at alternative sites, and require continued focus.

ACTIONS THAT WERE INEFFECTIVE

These actions did not produce the desired outcomes and require modification moving forward.

Metric 1.3 – English Learner Progress Indicator (ELPI)

English Learner progress remains the most significant area of concern.

Baseline: 53.3% progressing at least one level

Year 1: 26.9%

Year 2: 40.2%

This represents an overall -13.1% decline from baseline, despite partial recovery from Year 1 to Year 2.

Students decreasing at least one level increased from 15.0% to 28.9% (+13.9%)

Despite the implementation of multiple EL-focused actions (ELD support, scheduling, staffing), these results indicate that the system is not yet effective in producing consistent language acquisition outcomes. Contributing factors include:

- Scheduling constraints limiting access to integrated instruction
- Inconsistent implementation of ELD strategies
- Lack of cohesive systems for monitoring and supporting language development

SUMMARY OF KEY TAKEAWAYS

What Worked Best:

Instructional supports—including co-teaching, push-in intervention, increased staffing, and targeted professional development—had the strongest impact on student achievement, particularly in ELA, where the district improved +22.3 points from baseline. Foundational investments in materials, facilities, and technology ensured equitable access and supported consistent implementation across sites.

Where We Need More Focus:

English Learner outcomes remain the most persistent challenge, with ELPI declining -13.1% from baseline despite multiple supports. Additionally, course access for English Learners, student engagement (dropout rate +0.3%), and consistency in instructional practices across sites require continued attention. Diagnostic assessment systems must also be strengthened to ensure data is meaningfully used to drive instruction.

Overall Assessment:

The majority of Goal 1 actions were fully or substantially implemented and are producing measurable benefits, particularly in ELA achievement and access to core instructional supports. However, where implementation lacked consistency or system coherence—particularly in English Learner services and diagnostic assessment—effectiveness was diminished. These findings will guide targeted modifications to improve alignment, consistency, and impact across all student groups.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

While the overarching intent of Goal 1 remains unchanged—ensuring equitable access to educational programs and environments—OUHSD is refining its implementation strategies to better support measurable student progress. These refinements are grounded in a detailed analysis of Year 2 outcome data, including CAASPP performance, English Learner Progress Indicator (ELPI), and student engagement metrics. The district will maintain actions that demonstrated effectiveness while enhancing or refining those that showed limited or inconsistent impact.

A primary area of focus is the refinement of Action 1.11 (Diagnostic Assessment – MAP). Although this action was implemented, it did not demonstrate consistent effectiveness in improving student outcomes. In response, the district will expand and strengthen implementation by incorporating MAP assessment across ELA, Math, and Science, and embedding its use within Professional Learning Community (PLC) structures. The district will establish clearer expectations for administration, data analysis, and instructional application to ensure assessment results are consistently used to inform intervention, placement, and instructional decision-making.

Additionally, the district will refine its approach to supporting English Learners in response to outcome data indicating that ELPI declined from 53.3% at baseline to 40.2% in Year 2 (-13.1%). To address this, OUHSD will enhance ELD-focused professional development, embedding targeted strategies into monthly staff meetings and reinforcing implementation through administrative walkthroughs. These efforts are intended to improve consistency of ELD instruction across classrooms and strengthen integrated language development practices throughout the instructional program.

Course access for English Learners will also continue to be refined. While the district has implemented priority scheduling practices to improve equitable access, and reduced limitations by approximately 3%, challenges remain due to constraints associated with the six-period master schedule. OUHSD will continue to refine scheduling practices and monitoring systems to improve access to electives, CTE pathways, and A–G coursework while maintaining required ELD supports.

In addition, the district will continue to refine supports related to student engagement and alternative education settings. While programs such as Independent Study (CIS) and Community Day School (CDS) were implemented as planned, outcome data and implementation feedback indicate ongoing challenges related to attendance, engagement, and academic rigor. The district will enhance monitoring, support structures, and program alignment to improve student participation and outcomes in these settings.

In some cases, elements of prior actions have been strengthened through expanded implementation structures rather than the creation of new standalone actions. These refinements reflect a strategic approach to improving coherence across systems, particularly in the areas of assessment, English Learner support, and instructional consistency.

No changes will be made to the Goal 1 metrics at this time; however, the district will continue to refine how data is used to monitor the effectiveness of key actions, particularly in relation to professional development and intervention systems. This includes strengthening the connection between instructional strategies and measurable student outcomes.

All other actions under Goal 1 will be maintained as written, as they have demonstrated effectiveness in supporting improved student outcomes and equitable access to resources.

OUHSD's planned refinements reflect a commitment to continuous improvement by strengthening implementation where needed, maintaining successful systems, and aligning resources to areas of greatest student need. These changes are intended to improve consistency, increase effectiveness, and ensure that all student groups—particularly English Learners and other high-need populations—are supported in achieving academic success.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teachers Appropriately Assigned and Fully Credentialed	When analyzing the data for all students at OUHSD, it's evident that a concerning proportion aren't meeting grade-level standards in ELA and Mathematics. To bolster academic achievement, it's imperative to recruit and retain highly qualified staff. Consequently, we anticipate a marked improvement in academic performance across the board, reflected in	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		enhanced scores in CAASPP Math and ELA, along with higher percentages of English learners demonstrating annual growth towards English proficiency.		
1.2	Alternative Diploma Pathways for Students with Disabilities	OUHSD will collaborate with administrators, teachers, special education educators, and pertinent stakeholders to enact the Alternative Diploma Pathway outlined in California Education Code 51225.31. Together, we will assess eligibility criteria and delineate the necessary steps for seamlessly incorporating this pathway into individualized education plans (IEPs) for students with disabilities. Furthermore, OUHSD is committed to providing comprehensive professional development sessions for educators and support staff to ensure the faithful execution of this initiative. Rigorous monitoring of progress towards implementation will be conducted to guarantee adherence to the Education Code's stipulations. This aim of this action is to provide additional graduation options and increase the graduation rate of our Students with Disabilities.	\$0.00	No
1.3	Tutorial Support and Push-in Support for Students with Disabilities	Tutorial Support and Push-in services will be implemented to benefit our Students with Disabilities. Through robust collaborative planning and coordination among teachers, paraeducators, and additional support staff, students will receive tailored individual and group support aligned with their IEP goals and specific needs. This approach ensures that interventions are precisely targeted to address students' unique challenges and facilitate their academic progress. Teachers and paraeducators will form a cohesive team to continually assess the effectiveness of these services. By actively soliciting feedback from students, parents, and colleagues, and conducting regular progress monitoring, we will gather valuable data to evaluate the impact of the support provided. This data will play a crucial role in assessing students' progress towards meeting their IEP goals and will inform future IEP development. Additionally, it will serve as a foundation for making necessary adjustments to goals, accommodations, and modifications, ensuring that our students receive the most effective support tailored to their evolving needs. This action utilizes a combination of funding sources, including Learning Recovery Emergency Block Grant	\$3,555,188.00	No

Action #	Title	Description	Total Funds	Contributing
		(LREBG) funds. A total of \$427,013 in LREBG funds is allocated to support this action.		
1.4	Build and Implement a Common, Districtwide Process for IEP Preparation, Writing, Implementation, and Communication (DA)	OUHSD is committed to enhancing the effectiveness of our Individualized Education Program (IEP) processes and ensuring transparent communication with all stakeholders. To achieve this, we will develop and implement a districtwide protocol (CIM activity item 1.1) focused on streamlining IEP procedures and enhancing communication channels. This protocol will facilitate the identification and communication of Students with Disabilities' needs, ensuring that appropriate support is provided promptly and comprehensively. Additionally, OUHSD will establish clear stakeholder expectations (CIM activity item 1.2) for IEP processes and meetings, fostering mutual understanding and collaboration among all participants. To support successful implementation, comprehensive training and professional development opportunities will be offered to staff and stakeholders. This will ensure that all involved parties are equipped with the knowledge and skills necessary to effectively navigate the IEP process and fulfill their roles. Monitoring the effectiveness of these initiatives is essential. OUHSD will actively solicit feedback from stakeholders through various means, such as surveys and empathy interviews. This feedback will inform ongoing improvements and adjustments, ensuring that our IEP processes remain responsive to the needs of our students and stakeholders.	\$0.00	No
1.5	Implement a Districtwide System for Monitoring IEP Quality and Compliance (DA)	OUHSD is dedicated to ensuring the quality and compliance of our Individualized Education Programs (IEPs). To achieve this, we will systematically identify the essential components of a high-quality IEP (CIM activity 2.1) and utilize this information to develop a comprehensive quality assurance rubric. This rubric will serve as a tool to monitor the quality and compliance of IEPs across the district, providing valuable insights into areas of strength and areas requiring improvement. Initially, it will establish a baseline of data (CIM activity 2.2), enabling us to pinpoint specific areas where support, training, and professional development for IEP case managers are needed most. OUHSD will establish a regular schedule for annual IEP calibration and quality assurance monitoring (CIM activity 2.3).	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Through this process, feedback from calibration and quality assurance efforts will be gathered and analyzed. This feedback will be used to collaborate with case managers both individually and collectively, implementing targeted strategies to address any identified areas for improvement. Furthermore, annual data collected through this process will be utilized to monitor the overall health and effectiveness of the district's IEP protocols and systems. By consistently evaluating and refining our practices, we will ensure that every student receives an IEP that fully meets their needs and supports their success.		
1.6	Improve Participation Rate on CAASPP Assessments	Districtwide participation in the 2022-23 CAASPP assessments for ELA was 80%, while for Math it was 78%. However, the district faces penalties for every student required to achieve the mandated 95% participation rate. These penalties adversely impact our overall rating and undermine our performance on standards as assessed by the California Dashboard. To address this challenge, each school site will take proactive steps by developing and implementing comprehensive testing plans and protocols. These measures aim to ensure that OUHSD achieves or exceeds the required 95% participation threshold.	\$0.00	No
1.7	Designated Educational Case Management and Support for Foster Youth and Students Experiencing Homelessness.	Site Social Workers and Targeted Case Managers (TCMs) will offer comprehensive educational case management and support services to youth in foster care and students experiencing homelessness. These services encompass tailored academic support and guidance, aimed at facilitating the fulfillment of high school graduation requirements for these vulnerable populations. Social Workers and TCMs will forge close partnerships with the Butte County Office of Education (BCOE) School Ties program, ensuring seamless coordination to meet students' diverse needs effectively. (see Goal 2 for funding)	\$0.00	No
1.8	Facilities Inspection and Maintenance and Additional Custodial Staff	Annually, we will utilize the California Department of Education Facilities Inspection Tool (FIT) to conduct a comprehensive assessment of the condition of our facilities. This assessment will serve as a crucial status update, informing our efforts to maintain and improve the quality of our	\$2,932,857.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school environment. Upon identifying areas of need through the FIT assessment, we will promptly address them by integrating them into our annual maintenance plan. This proactive approach ensures that any deficiencies or concerns are promptly identified and remedied, contributing to the safety, functionality, and overall quality of our facilities for the benefit of our students, staff, and community. Additionally, OUHSD is committed to hiring additional custodial staff members across all school sites. These new hires will play a pivotal role in enhancing cleanliness and maintenance standards, ensuring that our facilities remain pristine and welcoming for students, staff, and visitors alike.		
1.9	1:1 Device for Meaningful Engagement and Network Maintenance	Students will be equipped with Chromebooks tailored to immerse them fully in the curriculum, fostering access to meaningful content and the school's adopted online educational resources. Moreover, these Chromebooks will serve as invaluable tools for honing technological proficiency, enabling students to adeptly navigate word processing, spreadsheets, and desktop publishing programs as essential facets of their academic journey. To ensure seamless integration of technology, the district will furnish new Chromebooks to incoming freshmen and new students, guaranteeing equitable access to cutting-edge resources. Furthermore, the district remains committed to maintaining the functionality of these devices, promptly repairing or replacing Chromebooks as necessary to uphold uninterrupted learning experiences for all students. A critical component of this action is maintaining our local area network. This ensures that students will have seamless access to all instructional resources when needed.	\$943,729.00	Yes
1.10	Professional Development for All Staff	OUHSD is committed to delivering explicit, targeted, and ongoing professional development aimed at cultivating and implementing effective Professional Learning Teams (PLTs), Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS), Designated and Integrated English Language Development (ELD) with an emphasis on our Long-Term English Learner (LTEL) population, and content-specific training focused on optimizing instructional practices. This comprehensive approach encompasses honing skills in best first instruction, curriculum	\$361,709.00	No

Action #	Title	Description	Total Funds	Contributing
		alignment, and instructional strategies tailored to individual subject areas. Furthermore, these dedicated professionals will also use PD time to collaborate to organize targeted activities aimed at enhancing students' proficiency in Math and English Language Arts. Furthermore, OUHSD is committed to providing intervention and credit recovery opportunities for core content classes, ensuring that every student has the support needed to excel academically. Our primary focus will center on key student demographics. In English Language Arts, special attention will be given to English Learners and Homeless students across the district, alongside comprehensive support for Students with Disabilities in both English and Math. Additionally, our Math initiatives will target Socioeconomically Disadvantaged and Hispanic student populations districtwide. At Oroville High School, our efforts will be concentrated on supporting the Socioeconomically Disadvantaged and Hispanic communities specifically in Math, aligning with our broader district goals for inclusive and equitable education. PD offerings will provide time and training for these initiatives to be successful.		
1.11	Utilize Diagnostic Assessment Software for Identifying Student Needs and Providing Targeted Support	OUHSD will invest in acquiring the NWEA MAP assessment to serve as a versatile tool for universally screening students and ensuring appropriate placement in English and Math courses. Additionally, MAP will be employed as a benchmark assessment in English, Math, and Science to pinpoint student learning gaps. This information will equip teachers to deliver targeted support and interventions tailored to each student's specific needs. The MAP assessment is also instrumental in accurately placing English Learner students in suitable English Language Development courses upon entering as freshmen. Furthermore, it serves as a valuable tool for assessing the readiness of English Learners (ELs) and Long-Term English Learners (LTELs) for reclassification eligibility.	\$35,700.00	Yes
1.12	Maintain and Expand Library Services	OUHSD is committed to offering library supervision before and after school, ensuring access to its extensive resources for all students. Additionally, we will maintain the currency and quality of our library resources, including books and other materials, to enrich the learning experience. To streamline library management, the district will leverage	\$276,745.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Follett software, optimizing resource organization and accessibility for all stakeholders. This action utilizes a combination of funding sources, including Learning Recovery Emergency Block Grant (LREBG) funds. A total of \$16,648 in LREBG funds is allocated to support this action.		
1.14	District ELD Coordinator	<p>OUHSD will appoint a .2FTE District English Language Development (ELD) Coordinator to oversee all ELD initiatives across the district. This pivotal role entails comprehensive coordination of various ELD activities, including:</p> <ul style="list-style-type: none"> • Monitoring program compliance and ensuring adherence to established processes and protocols. • Regularly updating the ELD Master plan to reflect evolving needs and best practices especially targeting LTEL students. • Facilitating and coordinating a district-wide ELD Professional Learning Team (PLT) to promote collaboration and professional development. • Organizing and delivering targeted professional development opportunities for both ELD and general education staff to enhance instructional practices. • Ensuring accurate student placement in appropriate ELD programs and monitoring their progress towards potential reclassification. • Build and implement targeted LTEL intervention program districtwide • Monitor LTEL specific data on Ellevation and other digital platforms • Provide/Coordinate focused interventions for Newcomer students <p>This dedicated position will play a central role in fostering the academic success and linguistic proficiency of English Language Learners throughout the district focusing primarily on creating and implementing district plans and procedures for LTEL and Newcomer students.</p>	\$29,781.00	Yes
1.15	Supplemental English Language	OUHSD is committed to the inclusion and provision of Supplemental English Language Development (ELD) support classes across all district	\$270,563.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Development Support Classes for All ELD Students	sites. These classes will be seamlessly integrated into the Master Schedule, with priority scheduling granted to English Learners (EL) and Long-Term English Learners (LTEL). Each class will be led by a highly qualified and credentialed teacher proficient in ELD instruction. Furthermore, to enhance student support, bilingual paraeducators will assist both in the Designated ELD classes and in a push-in format tailored to meet individual student needs. This collaborative approach ensures that EL and LTEL students receive comprehensive and targeted assistance to maximize their language acquisition and academic progress.		
1.16	Standards Based Curriculum and Sufficient Instructional Materials	OUHSD will harness the resources provided by the Williams Act to conduct annual monitoring of the selection, adoption, and utilization of all mandated standards-based materials. To bolster effective implementation, teachers will receive targeted support tailored to the adopted curriculum. In the process of adopting new curriculum materials, district teams will prioritize selections that align with California Academic standards. Additionally, they will seek out resources with built-in supports specifically designed to assist English Learners. Furthermore, the chosen materials will ensure ample provisions for supporting Students with Disabilities and other learners who may face challenges in meeting rigorous, grade-level standards. OUHSD will also ensure that all students and teachers have access to sufficient instructional materials. This includes print and digital resources and licenses.	\$378,997.00	Yes
1.17	Credit Recovery and Summer School	OUHSD is committed to offering flexible credit recovery options to students throughout the academic year. Credit recovery periods will be seamlessly integrated into the master schedule, allowing students the opportunity to reclaim credits during regular school hours. Furthermore, students can opt for credit recovery through Oroville Adult Education, offering independent study or night school alternatives for those seeking additional flexibility. In addition to these options, OUHSD will host a summer credit recovery session annually, providing students with a concentrated opportunity to catch up on credits and stay on track for graduation. This comprehensive approach ensures that students have multiple avenues to recover credits and achieve academic success, promoting equity and supporting students	\$367,725.00	Yes

Action #	Title	Description	Total Funds	Contributing
		in reaching their full potential. Edgenuity Software will be the primary tool used for credit recovery. This action utilizes a combination of funding sources, including Learning Recovery Emergency Block Grant (LREBG) funds. A total of \$301,730 in LREBG funds is allocated to support this action.		
1.18	Maintain Current Center For Independent Study Program	The Center for Independent Study (CIS) has the capacity to serve over 200 students , offering them an alternative to traditional school attendance. CIS provides a flexible independent study option for students, including those with disabilities, allowing them to pursue their education in a non-traditional setting. Despite the independent nature of their studies, students enrolled at CIS adhere to the same graduation requirements as their counterparts at comprehensive school sites. This ensures that all students receive a rigorous and comprehensive education, regardless of their chosen learning pathway.	\$1,642,562.00	Yes
1.19	Independent Study PE	Students will have the opportunity to fulfill their graduation requirements through Independent Study PE, providing them with additional flexibility in their course selection. By choosing Independent Study PE, students can free up time in their schedule to enroll in additional courses such as Band, Spanish, or Career Technical Education (CTE) courses, expanding their academic and extracurricular opportunities. This option is particularly beneficial for English Learner (EL) students, who may face scheduling constraints with their English Language Development (ELD) courses. By opting for Independent Study PE, EL students can create space in their schedules to enroll in additional classes that may not have been previously accessible, such as Band, Spanish, or CTE courses. This flexibility empowers EL students to explore a wider range of academic and extracurricular opportunities, fostering their overall growth and success.	\$98,246.00	Yes
1.20	Increase staffing to offer students direct support	OUHSD is committed to enhancing student support services by expanding staffing. This includes hiring and retaining an additional Assistant Principal at both OHS and LPHS, and an additional counselor at LPHS. Additionally, co-teachers, who also serve as Special Education Case Managers, will be	\$2,833,191.00	Yes

Action #	Title	Description	Total Funds	Contributing
		assigned to general education classrooms. These co-teachers will offer support not only for Special Education students but for all students in those classes, ensuring a supportive learning environment for everyone.		
1.21	Maintain the Operation of Community Day School (CDS)	OUHSD is committed to sustaining the operation of Community Day School (CDS) as a vital alternative placement option for students experiencing behavior issues or facing expulsions. To support CDS, OUHSD will allocate resources, including staffing (a teacher and paraeducator) and a supply budget, ensuring the continued provision of high-quality education and support for students in need of a different educational setting.	\$166,129.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a safe, nurturing, and supporting environment to every student using Culturally Responsive Positive Behavior Intervention and Supports as a framework.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

<p>This goal was formulated in direct response to discerned needs unearthed through data analysis and collaboration with educational partners. Analysis of the California School Dashboard alongside other local data underscored a compelling imperative to perpetuate a safe and nurturing environment, with a focus on augmenting attendance, mitigating suspension rates, and fostering a profound sense of safety and belonging among students during their time at school.</p> <p>For instance, while there have been improvements in chronic absenteeism and attendance rates, it remains concerning that over a quarter of our students are chronically absent, and our attendance rate hovers just above 90%. Moreover, district suspension rates witnessed a slight uptick compared to the previous year, particularly notable among our Homeless students at 13.9% and our American Indian students at 9.0%, reflecting an increase of over 2% for the year. Additionally, expulsions surged during the 2022-23 school year to 0.93%, marking a substantial rise from a mere 0.24% the preceding year.</p> <p>In pursuit of enhancing student well-being and comfort within school settings, OUHSD transitioned to the Fundamentals SEL screener in the 2023-24 academic year. This tool evaluates nine distinct categories pertinent to student comfort in the educational environment. Initial data suggests that OUHSD generally ranked as experiencing "High Satisfaction with their School Experience" across all categories. However, upon closer examination of the data, we uncover specific groups of students who rated significantly lower, indicating a necessity for tailored interventions. Further data clarified in the Measuring and Reporting Results section below will underscore the urgency of this goal.</p> <p>Throughout the LCAP development process, educational partners emphasized the pivotal role of supportive teachers who exhibit a genuine passion for their subjects and a profound care for their students. Both students and parents articulated concerns regarding student well-being, advocating for enhancements in safety measures, support for credit-deficient students, enrichment through extracurricular activities, and cultivation of a positive school culture. Attendance challenges and behavioral management emerged as areas necessitating improvement, with recommendations for more stringent measures, enhanced transportation options, and addressing underlying factors contributing to absenteeism.</p>
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To address these imperatives, the district is committed to elevating attendance, mitigating absenteeism, and nurturing student connectedness to school through targeted actions aimed at fostering an inclusive and supportive culture across OUHSD campuses. Progress towards this objective will be diligently gauged using the identified metrics outlined below.

Notes:

Unless otherwise noted, baseline data is from the 2022-23 school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate (Priority 5)	2022-23 DATA 85.2% - OUHSD 88.1% - LPHS 86.6% - OHS 64.6% - PHS	2023-24 DATA 88.2% - OUHSD 90.5% - LPHS 86.0% - OHS 79.2% - PHS	2024-25 DATA 88.6% - OUHSD 92.6% - LPHS 91.7% - OHS 74.5% - PHS	> 90% - OUHSD > 95% - LPHS > 95% - OHS > 80% - PHS	+3.0% - OUHSD +2.4% - LPHS -0.6% - OHS +14.6% - PHS
2.2	Chronic Absenteeism Rate (Priority 5)	2022-23 DATA 35.1% - OUHSD 20.5% - English Learners 59.4% - Foster Youth 39.1% - Socioeconomically Disadvantaged 49.7% - Students with Disabilities 30.2% - LPHS 34.6% - OHS 92.5% - PHS	2023-24 DATA 29.8% - OUHSD 23.6% - English Learners 57.6% - Foster Youth 32.7% - Socioeconomically Disadvantaged 45.0% - Students with Disabilities 24.9% - LPHS 30.5% - OHS 90.1% - PHS	2024-25 DATA 30.7% - OUHSD 16.8% - English Learners 63.2% - Foster Youth 34.3% - Socioeconomically Disadvantaged 45.8% - Students with Disabilities 25.9% - LPHS 31.3% - OHS 85.4% - PHS	< 15% - OUHSD < 15% - English Learners < 20% - Foster Youth < 20% - Socioeconomically Disadvantaged < 20% - Students with Disabilities < 15% - LPHS < 15% - OHS < 40% - PHS	-4.4% - OUHSD -3.7% - English Learners +3.8% - Foster Youth -4.8% - Socioeconomically Disadvantaged -3.9% - Students with Disabilities -4.3% - LPHS -3.3% - OHS -7.1% - PHS
2.3	Suspension Rate (Priority 6)	2022-23 DATA 6.1% - OUHSD	2023-24 DATA 7.2% - OUHSD	2024-25 DATA 5.7% - OUHSD	4.6% - OUHSD 1.6% - English Learner's	-0.4% - OUHSD -1.6% - English Learner's

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3.1% - English Learner's 8.1% - Foster Youth 13.9% - Homeless 6.7% - Socioeconomically Disadvantage 8.4% - Students with Disabilities 7.6% - African American 9.0% - American Indian/Alaskan Native 1.0% - Asian 14.3% - Filipino 5.1% - Hispanic 5.9% - Native Hawaiian/Pacific Islander 7.1% - White 7.3% - Two or More 4.9% - LPHS 6.8% - OHS 7.9% - PHS	4.6% - English Learner's 20.0% - Foster Youth 13.7% - Homeless 7.7% - Socioeconomically Disadvantage 9.9% - Students with Disabilities 16.2% - African American 5.8% - American Indian/Alaskan Native 2.0% - Asian 6.7% - Filipino 7.2% - Hispanic 0.0% - Native Hawaiian/Pacific Islander 7.7% - White 10.8% - Two or More 8.0% - LPHS 4.7% - OHS 14.8% - PHS	1.5% - English Learner's 5.0% - Foster Youth 12.5% - Homeless 6.5% - Socioeconomically Disadvantage 8.3% - Students with Disabilities 6.7% - African American 9.8% - American Indian/Alaskan Native 0.3% - Asian 0.0% - Filipino 6.2% - Hispanic 6.7% - Native Hawaiian/Pacific Islander 6.3% - White 6.1% - Two or More 6.0% - LPHS 3.4% - OHS 14.4% - PHS	6.6% - Foster Youth 12.4% - Homeless 5.2% - Socioeconomically Disadvantage 6.9% - Students with Disabilities 6.1% - African American 7.5% - American Indian/Alaskan Native <= 1.0% - Asian 12.8% - Filipino 3.6% - Hispanic 4.4% - Native Hawaiian/Pacific Islander 5.6% - White 5.8% - Two or More 3.4% - LPHS 5.3% - OHS 6.4% - PHS	-3.1% - Foster Youth -1.4% - Homeless -0.2% - Socioeconomically Disadvantage -.01% - Students with Disabilities -0.9% - African American +0.8% - American Indian/Alaskan Native -0.7% - Asian -14.3% - Filipino +1.1% - Hispanic +.08% - Native Hawaiian/Pacific Islander -0.8% - White -1.2% - Two or More +1.1% - LPHS -3.4% - OHS +6.5% - PHS
2.4	Expulsion Rate (Priority 6)	2022-23 DATA .45% - OUHSD .52% - LPHS .39% - OHS 0.0% - PHS	2023-24 DATA .34% - OUHSD .29% - LPHS .31% - OHS .87% - PHS	2024-25 DATA .17% - OUHSD .15% - LPHS .21% - OHS 0.0% - PHS	<= .25% for all students	-.28% - OUHSD -.37% - LPHS -.18% - OHS 0.0% - PHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	PBIS Tiered Fidelity Inventory (Priority 6)	2023-24 DATA Tier 1 - 16 / 30 = 53% Tier 2 - 10 / 26 = 38% Tier 3 - 7 / 34 = 21%	2024-25 DATA Tier 1 - 18 / 30 = 60% Tier 2 - 14 / 26 = 54% Tier 3 - 8 / 34 = 24%		Tier 1 - 27 / 30 = 90% Tier 2 - 20 / 26 = 77% Tier 3 - 17 / 34 = 50%	Tier 1: +7% Tier 2: +16% Tier 3: +3%
2.6	Fundamentals SEL Screener (Priority 6)	Data collected in 2023-24 school year Factor 1 - Feelings About School: 67.4% / 42.3rd percentile (High Satisfaction) Factor 2 - Perceived Learning Capability: 72.7% / 46.4th percentile (High Satisfaction) Factor 3 - Self-regard as a Learner: 58.9% / 46.1st percentile (High Satisfaction) Factor 4 - Preparedness for Learning: 77.4% / 46.3rd percentile (High Satisfaction)	Data collected in 2024-25 school year Factor 1 - Feelings About School: 69.3% / 42.3rd percentile (High Satisfaction) Factor 2 - Perceived Learning Capability: 71.1% / 36.9th percentile (High Satisfaction) Factor 3 - Self-regard as a Learner: 58.1% / 46.1st percentile (High Satisfaction) Factor 4 - Preparedness for Learning:	Data collected in 2025-26 school year Factor 1 - Feelings About School: 70.1% / 45.6th percentile (High Satisfaction) Factor 2 - Perceived Learning Capability: 70.7% / 35.2nd percentile (High Satisfaction) Factor 3 - Self-regard as a Learner: 58.5% / 46.1st percentile (High Satisfaction) Factor 4 - Preparedness for Learning:	Factor 1 - Feelings About School: >= 50th percentile (High Satisfaction) Factor 2 - Perceived Learning Capability: >= 50th percentile (High Satisfaction) Factor 3 - Self-regard as a Learner: >= 50th percentile (High Satisfaction) Factor 4 - Preparedness for Learning: >= 50th percentile (High Satisfaction) Factor 5 - Attitudes to Teachers: >= 50th percentile (High Satisfaction)	Factor 1 - Feelings About School: +2.7% / +3.3 percentile (High Satisfaction) Factor 2 - Perceived Learning Capability: -2.0% / -11.2 percentile (High Satisfaction) Factor 3 - Self-regard as a Learner: -0.4% / No change in percentile (High Satisfaction) Factor 4 - Preparedness for Learning: +2.2% / +0.8 percentile (High Satisfaction)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Factor 5 - Attitudes to Teachers: 71.3% / 39.3rd percentile (High Satisfaction)	78.7% / 46.3rd percentile (High Satisfaction)	79.6% / 47.1st percentile (High Satisfaction)	Factor 6 - General Work Ethic: >= 50th percentile (High Satisfaction)	Factor 5 - Attitudes to Teachers: 0.0% / No change in percentile (High Satisfaction)
		Factor 6 - General Work Ethic: 67.4% / 43.2nd percentile (High Satisfaction)	Factor 5 - Attitudes to Teachers: 67.4% / 39.3rd percentile (High Satisfaction)	Factor 5 - Attitudes to Teachers: 67.4% / 39.3rd percentile (High Satisfaction)	Factor 7 - Confidence in Learning: >= 60th percentile (High Satisfaction)	Factor 6 - General Work Ethic: +2.1% / 2.4 percentile (High Satisfaction)
		Factor 7 - Confidence in Learning: 61.1% / 55.3rd percentile (High Satisfaction)	Factor 6 - General Work Ethic: 67.4% / 43.2nd percentile (High Satisfaction)	Factor 6 - General Work Ethic: 69.5% / 45.6th percentile (High Satisfaction)	Factor 8 - Attitudes to Attendance: >= 60th percentile (High Satisfaction)	Factor 7 - Confidence in Learning: +2.6% / -5.0 percentile (High Satisfaction)
		Factor 8 - Attitudes to Attendance: 62.8% / 49.6th percentile (High Satisfaction)	Factor 7 - Confidence in Learning: 60.0% / 46.8th percentile (High Satisfaction)	Factor 7 - Confidence in Learning: 63.7% / 50.3rd percentile (High Satisfaction)	Factor 9 - Response to Curriculum Demands: >= 60th percentile (High Satisfaction)	Factor 8 - Attitudes to Attendance: +3.0% / +1.6 percentile (High Satisfaction)
		Factor 9 - Response to Curriculum Demands: 59.2% / 51.9th percentile (High Satisfaction)	Factor 8 - Attitudes to Attendance: 64.9% / 49.6th percentile (High Satisfaction)	Factor 8 - Attitudes to Attendance: 65.8% / 51.2nd percentile (High Satisfaction)		Factor 9 - Response to Curriculum Demands: +0.2% / +0.2 percentile (High Satisfaction)
			Factor 9 - Response to Curriculum Demands: 59.2% / 51.9th percentile (High Satisfaction)	Factor 9 - Response to Curriculum Demands: 59.4% / 52.1st percentile (High Satisfaction)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

See the table below for information related to overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 2 – Prompt 1: Implementation Status of Actions

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

Action #	Action Title	Implementation Level	Rationale / Notes
2.1	Recruit Monitor for DOJ Agreement and CR-PBIS Implementation	4 – Full Implementation	This action was implemented as planned and functioned as intended. Successes included continued compliance with DOJ requirements, improved monitoring and accountability systems, and the successful release of OUHSD from the DOJ stipulated agreement in January 2026. This reflects the effectiveness of the systems and structures established through this action. Challenges included the time required to maintain ongoing monitoring and compliance efforts. This action was designed as a temporary measure and will be discontinued in the next LCAP cycle following the completion of DOJ oversight.
2.2	School Resource Officer/Deputy and Campus Security	3 – Initial Implementation	This action was partially implemented and reflects an initial level of implementation. Successes included the establishment of a full-time School Resource Officer (SRO) at Oroville High School, who has served as a positive presence and provided significant support to site staff, contributing to improved campus safety and responsiveness. Challenges included the lack of a deputy provided by the Butte County Sheriff's Office despite a contractual agreement, resulting in inconsistent implementation across sites and limiting the overall impact of the action. While this action is intended to support campus safety and student well-being, full implementation has not yet been achieved.

Action #	Action Title	Implementation Level	Rationale / Notes
2.3	School Attendance and Achievement Review Team	2 – Beginning Development	This action was not implemented and reflects a beginning level of development. While the intent of this action is to directly impact student attendance and engagement through a structured review and intervention process, no successes were realized during this cycle due to lack of implementation. Challenges included competing priorities, an unclear structure for how SAART processes would function, and a lack of defined accountability or “teeth” within the system to ensure follow-through. These barriers prevented the establishment of a consistent and effective attendance intervention framework. This action will require significant refinement and development moving forward to achieve its intended impact.
2.4	Provide Nutritious Meals	5 – Full Implementation & Sustainability	This action was implemented as planned and is fully embedded with sustainable systems in place. Successes included consistent access to meals for all students, improved food offerings and selections, increased incorporation of fresh foods, and a reduction in processed food options. These improvements supported student well-being and readiness to learn. Challenges included staffing shortages and reduced student participation at some sites due to open campus policies during lunch periods. This action continues to directly support student well-being while also contributing to overall student success.
2.5	Social Emotional Learning	3 – Initial Implementation	This action was implemented as planned and reflects an initial level of implementation. Successes included expanded social-emotional supports, particularly at the Tier 3 level, and increased student access to wellness services. These efforts strengthened targeted interventions for high-need students. Challenges included inconsistency of implementation across sites and a lack of staff buy-in at the Tier 1 level, limiting the effectiveness of universal supports. This action is intended to both directly impact student outcomes (behavior, engagement, attendance) and provide a system of support; however, further development is needed to ensure consistent and effective implementation across all tiers.
2.7	Provide Facilities to the Boys and Girls Club of the North Valley	4 – Full Implementation	This action was implemented as planned and reflects full implementation. Successes included maintaining a strong partnership with the Boys and Girls Club of the North Valley and providing additional supports for students, including tobacco cessation programs and drug and alcohol counseling services. These supports contributed to increased access to non-academic resources for students. Challenges included limited student participation and funding constraints on the Boys and Girls Club side,

Action #	Action Title	Implementation Level	Rationale / Notes
			which impacted the overall reach of the program. This action primarily serves as a support structure to enhance student well-being and access to services.
2.8	Social, Emotional, and Health Supports	5 – Full Implementation & Sustainability	This action was implemented as planned and is fully embedded with sustainable systems in place. Successes included increased student access to social-emotional and health supports, improved coordination of services, and expanded intervention offerings at the Tier 2 and Tier 3 levels. These systems strengthened the district's ability to respond to student needs and support engagement and well-being. Challenges included limited staff capacity relative to the increasing complexity of student needs and inconsistency of implementation across sites. This action is intended to both directly impact student outcomes (behavior, attendance, engagement) and provide a comprehensive system of support, and continues to be a critical component of the district's multi-tiered system of support.
2.9	Targeted Case Manager/Family Liaison	5 – Full Implementation & Sustainability	This action was implemented with some differences and is fully embedded with sustainable systems in place. Successes included the addition of a targeted case manager at each comprehensive site to focus on attendance and chronic absenteeism, as well as improved family engagement, particularly for students with attendance concerns. These efforts strengthened connections between school and home and supported improved intervention systems. Challenges included inconsistency of implementation across sites, which impacted the overall effectiveness of the action. This action is intended to both directly impact student outcomes (attendance and engagement) and provide a system of support for students and families.
2.10	Extracurricular and Co-Curricular Opportunities and Athletic Trainers	4 – Full Implementation	This action was implemented as planned and reflects full implementation. Successes remained consistent with the prior year, including maintaining student engagement opportunities and providing access to extracurricular programs that support school connectedness. Challenges included transportation barriers that limited student participation and the need for more diverse offerings, particularly beyond traditional programs. This action primarily serves as a support structure to enhance student engagement and connection to school.
2.11	Home to School Transportation	5 – Full Implementation & Sustainability	The district successfully implemented transportation services throughout the school year and extended them into Summer School, helping increase school attendance and facilitating student credit recovery. Transportation is provided to all eligible students in accordance with board policy, and the action was carried out as

Action #	Action Title	Implementation Level	Rationale / Notes
			described in the LCAP. Challenges include ongoing staffing limitations and policy and budget constraints that restrict transportation to students who live more than two miles from school. While the need for expanded access exists, the current system is functioning well and contributes meaningfully to student access and engagement.
2.12	PBIS TOSAs and Student Incentives	3 – Initial Implementation	This action was implemented as planned and reflects an initial level of implementation. Successes included improved use of data for decision-making and more streamlined PBIS-related processes, supporting more efficient coordination of behavior systems. Challenges included inconsistent staff buy-in, limited Tier 1 fidelity across sites, and a stagnation in impact or lack of clear evidence demonstrating increased effectiveness over time. While this action primarily serves as a support structure to strengthen behavior systems, further development and consistency are needed to achieve its intended impact.
2.14	OUHSD Homeless Action Team	1 – Exploration & Research	This action was not implemented and reflects an exploration level of implementation. While intended to serve as a system-level support structure to monitor and respond to the needs of students experiencing homelessness, no successes were realized during this cycle due to lack of implementation. Challenges included the determination that this action was redundant, as existing structures—such as COST meetings and districtwide wellness team meetings—already provide mechanisms to monitor and support this student population. As a result, this action was not prioritized for implementation.
2.15	Homeless Students Systems of Support	3 – Initial Implementation	This action was implemented as planned and reflects an initial level of implementation. Successes included fully stocked wellness pantries to support students' basic needs, stronger partnerships with community organizations, and improved identification of students experiencing homelessness. These efforts enhanced the district's ability to provide timely and targeted supports. Challenges included limited staff capacity relative to the extensive needs of this student population and difficulty consistently reaching highly mobile students. This action is intended to both directly impact student outcomes (attendance, engagement, stability) and provide a critical system of support for vulnerable students, but further development is needed to increase consistency and overall impact.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences in expenditures for this goal.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

ACTIONS THAT WERE HIGHLY EFFECTIVE

Several actions produced strong, measurable impacts on student attendance, engagement, and access to supportive school environments.

Actions 2.4, 2.7, 2.8, 2.9, 2.10, and 2.11 (Nutritious Meals, Expanded Learning Supports, Social/Emotional/Health Services, and Targeted Case Management/Family Liaison, Extra Curricular Activities, Home to School Transportation)

These actions were fully implemented or implemented with strong fidelity and contributed to improved student attendance and re-engagement systems. District attendance increased from 85.2% at baseline to 88.6% in Year 2, representing a +3.4 percentage point increase from baseline. These same actions also contributed to reductions in chronic absenteeism. Districtwide chronic absenteeism improved from 35.1% at baseline to 30.7% in Year 2, a -4.4 percentage point decrease. Subgroup improvements included:

- English Learners: 20.5% to 16.8% (-3.7)
- Socioeconomically Disadvantaged: 39.1% to 34.3% (-4.8)
- Students with Disabilities: 49.7% to 45.8% (-3.9)

These results indicate that coordinated wellness supports, family outreach, and targeted intervention systems were effective in reducing barriers to attendance for many student groups.

Metric 2.4 – Expulsion Rate

District expulsion outcomes improved significantly. The expulsion rate decreased from 0.45% at baseline to 0.17% in Year 2, representing a -0.28 percentage point decrease. This suggests that expanded student supports and improved intervention systems contributed to reductions in exclusionary discipline practices.

Action 2.1 (DOJ Monitor)

This action has been highly effective over the last several years. This action was only in effect for part of the year due to the fact that OUHSD met all remaining compliance obligations as outlined in the DOJ Stipulated Agreement and were released from that agreement in February.

ACTIONS THAT WERE MODERATELY EFFECTIVE

These actions showed mixed results or demonstrated uneven impact across student groups. As such, they will continue to be monitored and refined.

Action 2.5 (Social Emotional Learning Supports)

SEL outcomes were mixed. Student perception data showed modest improvements in several areas:

- Feelings About School: +2.7%
- Preparedness for Learning: +2.2%
- Confidence in Learning: +2.6%

- Attitudes to Attendance: +3.0%

However, not all measures improved:

- Perceived Learning Capability declined from 72.7% to 70.7% (-2.0%)

Other measures remained relatively stable with minimal growth. These mixed results align with implementation findings indicating stronger supports at Tier 2 and Tier 3, but inconsistent Tier 1 implementation and variable staff buy-in.

Action 2.2 (School Resource Officer/Deputy Support)

This action demonstrated partial effectiveness. While it provided meaningful support to school safety and campus climate, inconsistent implementation across sites limited its overall districtwide impact. Continued monitoring is needed to determine its effectiveness as a systemwide strategy.

Action 2.15 (Supports for Students Experiencing Homelessness)

This action resulted in improved identification, partnerships, and access to services; however, outcomes for the highest-need students remain mixed:

- Foster Youth chronic absenteeism increased from 59.4% to 63.2% (+3.8)
- Homeless student suspension rates improved modestly from 13.9% to 12.5% (-1.4)

These results suggest that while supports are in place, the intensity of student need continues to exceed current system capacity.

ACTIONS THAT WERE LESS EFFECTIVE

These actions did not demonstrate strong effectiveness and will require modification or stronger implementation.

Action 2.3 (School Attendance and Achievement Review Team)

This action was not implemented and therefore did not contribute to improved outcomes. Chronic absenteeism remains high at 30.7%, significantly above the <15% target, with particularly high rates among:

- Foster Youth: 63.2%
- Students with Disabilities: 45.8%

The absence of a structured attendance review system limited the district's ability to more aggressively address chronic absenteeism.

Action 2.12 (PBIS TOSAs and Incentives)

While this action supported the development of systems and processes, it has not yet resulted in consistent improvements in discipline outcomes. Overall suspension rates improved slightly from 6.1% at baseline to 5.7% in Year 2 (-0.4); however, disparities remain across student groups:

- American Indian/Alaskan Native: 9.0% ? 9.8% (+0.8)
- Hispanic: 5.1% ? 6.2% (+1.1)
- Native Hawaiian/Pacific Islander: 5.9% ? 6.7% (+0.8)

These results indicate that while structures are being developed, consistent and equitable impact has not yet been achieved.

Action 2.14 (OUHSD Homeless Action Team)

This action was not implemented and was determined to be redundant given existing systems. As a result, it did not contribute to measurable

outcomes.

SUMMARY OF KEY TAKEAWAYS

What Worked Best:

Wellness supports, case management, and access to basic services had the strongest impact on student outcomes. These actions contributed to improved attendance (+3.4 percentage points), reduced chronic absenteeism (-4.4), and significantly lower expulsion rates (-0.28).

Where We Need More Focus:

Chronic absenteeism remains the most persistent challenge, particularly for Foster Youth (63.2%) and Students with Disabilities (45.8%). Additionally, suspension disparities across student groups highlight the need for stronger, more consistent implementation of behavior supports and Tier 1 systems. SEL implementation also requires greater consistency and staff engagement.

Overall Assessment:

The majority of Goal 2 actions were fully or substantially implemented and are producing measurable benefits, particularly in attendance, student engagement, and reductions in expulsions. However, where implementation was inconsistent or absent, effectiveness was diminished. Overall, Goal 2 actions were highly effective in improving access and engagement, moderately effective in improving discipline outcomes, and less effective in reducing chronic absenteeism for the highest-need student groups, indicating a need for targeted refinement moving forward.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of ongoing implementation analysis and effectiveness evaluation during the current LCAP cycle, OUHSD will retain the overarching structure and intent of Goal 2, while making targeted refinements and selective action adjustments. These changes reflect the district's continued commitment to continuous improvement, equitable access to supports, and the creation of safe, inclusive, and responsive learning environments.

Overall, the majority of Goal 2 actions were fully implemented and demonstrated measurable success in improving attendance, reducing chronic absenteeism, and expanding access to student supports. As a result, most actions will remain in place as written. However, based on implementation challenges, effectiveness findings, and changes in external requirements, the district will eliminate select actions and refine others to strengthen system coherence and impact.

ELIMINATED OR CONSOLIDATED ACTIONS

In some cases, actions/services have been removed due to changes in external requirements or because they were determined to be redundant with existing systems.

Action 2.1 – DOJ Monitoring and Compliance

This action will be removed in the 2025–26 LCAP as OUHSD was formally released from the DOJ Stipulated Agreement in February 2026. As a result, the monitoring structures and compliance requirements associated with this action are no longer applicable. The district will continue to uphold safe and supportive school practices through its existing systems, including PBIS, student services, and site-based support structures.

Action 2.14 – OUHSD Homeless Action Team

This action will be eliminated as it was determined to be redundant. The intended functions of this action are already embedded within existing structures, including COST meetings and districtwide wellness team processes. Removing this action improves alignment and reduces duplication while maintaining services for students experiencing homelessness.

ACTIONS TO BE MODIFIED OR STRENGTHENED

Based on findings from the implementation and effectiveness analysis, select actions will be refined to improve consistency, strengthen Tier 1 systems, and increase overall impact.

Action 2.3 – School Attendance and Achievement Review Team (SAART)

This action will be retained but significantly redesigned. Although not implemented during the current cycle, chronic absenteeism remains a persistent challenge, particularly for high-need student groups. In the upcoming LCAP cycle, the district will clarify the structure, purpose, and accountability mechanisms of this action and more intentionally align it with existing attendance and intervention systems.

Action 2.5 – Social Emotional Learning (SEL)

This action will be refined to improve consistency of implementation, particularly at the Tier 1 level. While Tier 2 and Tier 3 supports have expanded, inconsistent delivery and variable staff buy-in limited overall effectiveness. The district will strengthen professional development, increase administrative monitoring, and support more consistent integration of SEL practices.

Action 2.12 – PBIS TOSAs and Tiered Supports

This action will be enhanced to address gaps in Tier 1 fidelity and overall impact. The district will focus on strengthening universal supports, increasing staff engagement, and improving alignment between PBIS implementation and student outcome data.

ACTIONS REMAINING IN PLACE

The following actions will remain in place without substantive changes, as they were implemented successfully and contributed positively to student outcomes:

- Action 2.2 – School Resource Officer / Campus Security
- Action 2.4 – Nutritious Meals
- Action 2.7 – Expanded Learning / Boys and Girls Club Supports
- Action 2.8 – Social, Emotional, and Health Supports
- Action 2.9 – Case Management / Family Liaison Supports
- Action 2.10 – Extracurricular / Student Engagement Opportunities
- Action 2.15 – Supports for Students Experiencing Homelessness

These actions will continue to be monitored for effectiveness and alignment to student needs.

METRICS AND GOAL STATEMENT

No changes will be made to the Goal 2 metrics at this time. Existing measures—including attendance, chronic absenteeism, suspension rate, expulsion rate, and student perception data—remain well-aligned to the goal and provide sufficient information to monitor progress. The district will continue to analyze these metrics, with particular attention to student subgroup performance, to ensure equitable outcomes. The Goal 2 statement will remain unchanged, as it continues to reflect the district’s commitment to safe, supportive, and inclusive school environments grounded in culturally responsive practices and multi-tiered systems of support.

SUMMARY OF CHANGES AND CONTINUOUS IMPROVEMENT

These adjustments reflect a strategic balance between stability and refinement. By maintaining effective actions, eliminating requirements that are no longer applicable, removing redundancy, and strengthening areas of inconsistency—particularly in attendance systems, SEL implementation, and PBIS practices—OUHSD is positioning itself to more effectively meet the needs of all students. These changes are grounded in analysis of student outcome data, implementation experience, and stakeholder input, and are designed to ensure that district resources are used efficiently and equitably to support improved student engagement, well-being, and success.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	ACTION REMOVED - Recruit Monitor for DOJ Agreement and CR-PBIS Implementation	OUHSD will engage an independent monitor to oversee the implementation of the Department of Justice stipulated agreement and provide support to the district in implementing CR-PBIS.	\$25,000.00	No
2.2	School Resource Officer/Deputy and Campus Security	OUHSD recognizes the importance of maintaining a safe and secure learning environment for all students, staff, and visitors. To achieve this goal, the district will enter into contracts with both the Oroville Police Department and the Butte County Sheriff's Office to provide School Resource Officer (SRO) and Deputy services. These dedicated law enforcement professionals will work closely with school administrators to ensure the safety and well-being of everyone on campus. In addition to SROs and Deputies, OUHSD will also take proactive measures to enhance security by hiring campus security personnel for each school site. These campus security staff members will provide an additional layer of	\$923,135.00	No

Action #	Title	Description	Total Funds	Contributing
		protection, patrolling school grounds, monitoring access points, and responding to any security concerns or incidents that may arise. By partnering with local law enforcement agencies and investing in campus security personnel, OUHSD aims to create a safe, supportive, and conducive learning environment where students can thrive academically and socially. This collaborative approach to school safety underscores the district's commitment to prioritizing the well-being of its students and staff members.		
2.3	School Attendance and Achievement Review Team	<p>The OUHSD superintendent will convene a dedicated task force comprising school staff and community members to address the issue of chronic absenteeism among students. This collaborative team will work collectively to identify and understand the underlying barriers that contribute to students missing school regularly. By leveraging the diverse expertise and perspectives of both school personnel and community stakeholders, the task force will develop comprehensive strategies and interventions tailored to address these barriers effectively.</p> <p>Members of the task force may include school administrators, teachers, counselors, social workers, attendance clerks, parents, representatives from community organizations, local government officials, and other relevant stakeholders. Together, they will examine factors such as transportation challenges, health issues, family circumstances, socio-economic factors, and school climate that may impact student attendance. Through data analysis, discussions, and brainstorming sessions, the task force will collaborate to devise targeted interventions and support services aimed at reducing chronic absenteeism.</p>	\$0.00	No
2.4	Provide Nutritious Meals	OUHSD is committed to ensuring that all students have access to nutritious meals without financial barriers. As part of this commitment, the district will provide meals to all students at no cost. This initiative aims to promote food security, support student health and well-being, and create an inclusive and equitable learning environment where every student can focus on their academic and personal growth without concerns about hunger or access to nutritious food options. By removing the financial	\$1,516,256.00	No

Action #	Title	Description	Total Funds	Contributing
		burden associated with school meals, OUHSD seeks to foster a positive and supportive atmosphere that promotes healthy eating habits and enhances student success.		
2.5	Social Emotional Learning	OUHSD has embraced Character Strong as its cornerstone platform and curriculum for Social Emotional Learning (SEL). To ensure comprehensive integration, the district has incorporated a dedicated weekly advisory period into the bell schedule, specifically designed for SEL learning opportunities. Each teacher will be assigned an advisory class, facilitating direct engagement with students in these crucial areas. Moreover, to maximize the impact of Character Strong, the district has scheduled Character Strong lessons to be delivered three times per month during these advisory sessions.	\$3,000.00	Yes
2.7	Provide Facilities to the Boys and Girls Club of the North Valley	The Boys and Girls Club of the North Valley has established clubhouses at every comprehensive high school campus within our district. Their collaboration with the district ensures students have access to a range of valuable services, including tutoring, social engagement support, and career exploration opportunities. Though the clubhouses are located on the comprehensive sites, all OUHSD students can have access to the Boys and Girls Club.	\$52,000.00	Yes
2.8	Social, Emotional, and Health Supports	OUHSD, committed to fostering an inclusive and supportive learning environment, will ensure that a comprehensive array of specialized professionals is readily available to empower students in overcoming any obstacles that may impede their academic progress. To this end, we will offer the expertise of dedicated Social Workers, School Counselors (including and additional counselor at LPHS), a compassionate School Nurse, insightful School Psychologists, and a skilled Speech Therapist. These professionals stand ready to provide personalized assistance, offering guidance, support, and interventions tailored to address a spectrum of challenges that students may encounter, thereby facilitating their holistic development and enhancing their prospects for academic achievement and overall well-being within our educational community.	\$1,369,983.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Targeted Case Manager/Family Liaison	OUHSD has introduced the Targeted Case Manager/Family Liaison (TCM) role to provide specialized support for unduplicated students at every school site, addressing both their instructional and mental health needs. Moreover, TCMs will actively cultivate avenues to enhance parental and community involvement. Collaborating closely with administration, social workers, and other staff members, each TCM will manage a caseload of students, maintaining regular check-ins to monitor progress and offer assistance as needed. Priority will be accorded to students experiencing homelessness, those in foster care, individuals identified through the Fundamentals SEL screener as requiring additional support, those grappling with chronic absenteeism, or students at risk of academic underperformance. Furthermore, TCMs extend crucial social and emotional support to both students and staff, operating student wellness centers accessible during crises or moments necessitating respite. This multifaceted approach underscores our commitment to fostering a supportive educational environment conducive to the well-being and success of every student.	\$917,019.00	Yes
2.10	Extracurricular and Co-Curricular Opportunities and Athletic Trainers	OUHSD is dedicated to providing a well-rounded educational experience that extends beyond the classroom. In pursuit of this commitment, we offer a diverse array of extracurricular opportunities, including athletics, clubs, and various other activities. Opportunities to note would be athletic programs, student clubs like Link Crew or the Asian Club, and competition teams like Mock Trial or Academic Decathlon. Additionally, OUHSD is partnering with a firm to provide extensive athletic training services to the athletic teams at both OHS and LPHS to help ensure student health and safety while participating in these opportunities. Furthermore, the partnership will extend opportunities for student interns to gain valuable hands-on experience, fostering their exploration of potential career paths within the field.	\$1,566,027.00	Yes
2.11	Home to School Transportation	OUHSD is committed to ensuring that students have access to transportation services between their homes and schools. This will also be	\$7,000.00	No

Action #	Title	Description	Total Funds	Contributing
		available for the Summer School credit recovery session. This action utilizes a combination of funding sources, including Learning Recovery Emergency Block Grant (LREBG) funds. A total of \$7000 in LREBG funds is allocated to support this action.		
2.12	PBIS TOSAs and Student Incentives	OUHSD is dedicated to fostering a positive school culture and promoting student success through the implementation of Comprehensive School-wide Positive Behavior Interventions and Supports (CR-PBIS). Teachers on Special Assignments (TOSA) will play a pivotal role in OUHSD's implementation of PBIS. As part of this initiative, the district will introduce incentives aimed at encouraging regular student attendance and reinforcing positive behavior. These incentives serve as a fundamental component of CR-PBIS, a research-based framework designed to create a supportive and inclusive learning environment where all students can thrive. In addition to promoting attendance and positive behavior, the implementation of incentives aligns with the core principles of CR-PBIS, which emphasize proactive strategies for addressing behavior, data-driven decision-making, and the promotion of social-emotional well-being. By integrating incentives into the CR-PBIS framework, OUHSD seeks to create a positive school climate conducive to academic achievement, social development, and the holistic growth of all students.	\$152,811.00	Yes
2.14	ACTION REMOVED - OUHSD Homeless Action Team	<p>OUHSD will assemble a districtwide action team dedicated to addressing the unique needs of students experiencing homelessness within our community. This collaborative effort will entail identifying, assessing, and enhancing district-wide support systems across various domains including academic achievement, fostering school connectedness, ensuring access to essential resources, reducing suspension rates, and implementing trauma-informed practices.</p> <p>Comprised of a diverse range of stakeholders, such as district and site administration, social workers, targeted case managers, as well as general and special education teachers, this team will provide comprehensive representation and expertise. Together, they will analyze data pertaining to homeless students, discerning barriers, uncovering root causes, and</p>	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		devising strategies to bolster student success. A focus of this group will be to determine communication needs and ways to fulfil those needs to provide clarity around systems and to provide technical assistance and supports for implementation.		
2.15	Homeless Students Systems of Support	Collaborating with the Butte County Office of Education through their School Ties program, OUHSD is committed to conducting a comprehensive assessment of our existing support systems for students facing homelessness. Our goal is to identify any gaps, redundancies, or inefficiencies within these systems, with the aim of enhancing overall effectiveness. OUHSD will spearhead initiatives for system improvement, streamlining processes, and implementing necessary updates and enhancements. We are dedicated to fostering clear communication channels across all stakeholder groups, ensuring transparency and alignment throughout the improvement journey. To facilitate smooth implementation, a detailed plan will be crafted, outlining key milestones and strategies for system enhancement. Furthermore, OUHSD is committed to providing comprehensive training and technical assistance to support stakeholders as they navigate the evolving landscape of system improvements. An additional counselor will be placed at LPHS to more proportionately distribute caseloads district wide.	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Empower every student to cultivate transferable skills essential for success in college, career, and life, through district preparation programs and robust partnerships with parents and the community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

<p>This goal emerged in direct response to discerned needs unveiled through meticulous data analysis and collaborative input from educational partners. Examination of the California School Dashboard data alongside other local metrics highlighted a compelling imperative to bolster support in fostering transferable skills essential for college, career, and lifelong success.</p> <p>For instance, district-wide statistics reveal that only 14.4% of students meet UC/CSU requirements upon graduation, while merely 30.7% are deemed "Prepared" according to the College and Career indicator on the Dashboard. This is considered to be in the "Low" category. Additionally, 17% of students are completing pathways in Career and Technical Education fields, with less than half meeting EAP standards in English Language Arts and 17% meeting EAP standards in Math. Furthermore, 2.37% of students who complete a CTE pathway also meet UC/CSU requirements. Data recorded in the Measuring and Reporting Results section below will underscore the pressing need for support in these critical areas.</p> <p>Throughout the LCAP development process, educational partners emphasized the necessity for enhancing curriculum and instructional quality, advocating for a broader array of diverse classes and expanded CTE options spanning healthcare, STEM, business, arts, and vocational training.</p> <p>The district is poised to enhance the readiness of students for college, careers, and life beyond high school through targeted actions aimed at addressing these identified needs. Moreover, the district is steadfast in its commitment to diligently monitor and measure progress towards this goal, utilizing the metrics outlined below to gauge effectiveness and inform ongoing improvements.</p> <p>Notes: Unless otherwise noted, baseline data is from the 2022-23 school year. "DND" means that the data was not displayed due to privacy.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	College and Career Indicator (Prepared) (Priority 4)	2022-23 DATA 30.7% - OUHSD 18.2% - English Learner's 27.3% - Foster Youth 15.1% - Homeless 29.4% - Socioeconomically Disadvantage 21.1% - Students with Disabilities 31.8% - African American 20.4% - American Indian/Alaskan Native 45.6% - Asian DND - Filipino 28.9% - Hispanic DND - Native Hawaiian/Pacific Islander 30.1% - White 16.7% - Two or More 33.3% - LPHS 40.3% - OHS 1.1% - PHS	2023-24 DATA 42.4% - OUHSD 44.2% - English Learner's 9.1% - Foster Youth 25.8% - Homeless 41.3% - Socioeconomically Disadvantage 30.3% - Students with Disabilities 33.3% - African American 23.7% - American Indian/Alaskan Native 68.1% - Asian DND - Filipino 42.8% - Hispanic DND - Native Hawaiian/Pacific Islander 39.0% - White 36.6% - Two or More 42.9% - LPHS 51.5% - OHS 3.8% - PHS	2024-25 DATA 50.4% - OUHSD 44.2% - English Learner's 38.5% - Foster Youth 17.9% - Homeless 47.8% - Socioeconomically Disadvantage 28.3% - Students with Disabilities 33.3% - African American 48.4% - American Indian/Alaskan Native 83.3% - Asian DND - Filipino 49.6% - Hispanic DND - Native Hawaiian/Pacific Islander 44.9% - White 44.7% - Two or More 53.2% - LPHS 63.2% - OHS 1.4% - PHS	45% - OUHSD 33% - English Learner's 42% - Foster Youth 30% - Homeless 44% - Socioeconomically Disadvantage 36% - Students with Disabilities 46% - African American 35% - American Indian/Alaskan Native 60% - Asian DND - Filipino 43% - Hispanic DND - Native Hawaiian/Pacific Islander 45% - White 31% - Two or More 48% - LPHS 55% - OHS 16% - PHS	+19.7% - OUHSD +26.0% - English Learner's +11.2% - Foster Youth +2.8% - Homeless +18.4% - Socioeconomically Disadvantage +7.2% - Students with Disabilities +1.5% - African American +28.0% - American Indian/Alaskan Native +37.7% - Asian DND - Filipino +20.7% - Hispanic DND - Native Hawaiian/Pacific Islander +14.8% - White +28.0% - Two or More +19.9% - LPHS +22.9% - OHS +0.3% - PHS
3.2	Rate of Students Meeting UC/CSU Requirements	2022-23 DATA 14.4% - OUHSD	2023-24 DATA 38.94% - OUHSD	2024-25 DATA 17.2% - OUHSD	> 30% - OUHSD > 30% - English Learner's	+2.8% - OUHSD +3.85% - English Learner's

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 4)	0.00% - English Learner's 0.00% - Foster Youth 0.00% - Homeless 11.6% - Socioeconomically Disadvantage DND - Students with Disabilities 5.9% - African American 12.5% - American Indian/Alaskan Native 25.0% - Asian DND - Filipino 16.1% - Hispanic DND - Native Hawaiian/Pacific Islander 11.7% - White	10.98% - English Learner's 0.00% - Foster Youth 0.34% - Homeless 26.07% - Socioeconomically Disadvantage DND - Students with Disabilities 1.37% - African American 3.77% - American Indian/Alaskan Native 9.78% - Asian DND - Filipino 1.37% - Hispanic DND - Native Hawaiian/Pacific Islander 19.04% - White	3.85% - English Learner's 0.00% - Foster Youth 4.00% - Homeless 13.24% - Socioeconomically Disadvantage DND - Students with Disabilities 8.33% - African American 13.79% - American Indian/Alaskan Native 48.0% - Asian DND - Filipino 12.31% - Hispanic DND - Native Hawaiian/Pacific Islander 9.63% - White	> 30% - Foster Youth > 30% - Homeless > 30% - Socioeconomically Disadvantage DND - Students with Disabilities > 30% - African American > 30% - American Indian/Alaskan Native > 50% - Asian DND - Filipino > 30% - Hispanic DND - Native Hawaiian/Pacific Islander > 30% - White	0.00% - Foster Youth +4.00% - Homeless +1.64% - Socioeconomically Disadvantage DND - Students with Disabilities +2.43% - African American -1.29% - American Indian/Alaskan Native +23.0% - Asian DND - Filipino -3.79% - Hispanic DND - Native Hawaiian/Pacific Islander -2.07% - White
3.3	Rate of Students Completing a CTE Pathway (Priority 4)	2022-23 DATA 17.0% - OUHSD 8.3% - English Learner's 0.00% - Foster Youth 0.00% - Homeless 14.3% - Socioeconomically Disadvantage 11.6% - Students with Disabilities 17.6% - African American	2023-24 DATA 27.62% - OUHSD 0.625% - English Learner's 0.625% - Foster Youth 2.50% - Homeless 6.50% - Socioeconomically Disadvantage 5.00% - Students with Disabilities	2024-25 DATA 32.3% - OUHSD 11.54% - English Learner's 21.22% - Foster Youth 2.00% - Homeless 50.0% - Socioeconomically Disadvantage 31.11% - Students with Disabilities	> 25% - OUHSD > 25% - English Learner's > 25% - Foster Youth > 25% - Homeless > 25% - Socioeconomically Disadvantage > 25% - Students with Disabilities > 25% - African American	+15.3% - OUHSD +3.24% - English Learner's +21.22% - Foster Youth +2.00% - Homeless +35.7% - Socioeconomically Disadvantage +19.51% - Students with Disabilities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12.5% - American Indian/Alaskan Native 13.2% - Asian DND - Filipino 10.2% - Hispanic DND - Native Hawaiian/Pacific Islander 23.8% - White	1.20% - African American 3.60% - American Indian/Alaskan Native 2.74% - Asian DND - Filipino 0.34% - Hispanic DND - Native Hawaiian/Pacific Islander 18.52% - White	12.5% - African American 34.48% - American Indian/Alaskan Native 36.0% - Asian DND - Filipino 19.23% - Hispanic DND - Native Hawaiian/Pacific Islander 24.92% - White	> 25% - American Indian/Alaskan Native > 25% - Asian > 25% - Hispanic DND - Native Hawaiian/Pacific Islander > 25% - White	-5.1% - African American 21.98% - American Indian/Alaskan Native +22.8% - Asian DND - Filipino +9.03% - Hispanic DND - Native Hawaiian/Pacific Islander +1.12% - White
3.4	Rate of Students Completing a CTE Pathway and Meeting UC/CSU Requirements (Priority 4)	2022-23 DATA 2.37% (12 students) Districtwide	2023-24 DATA 4.80% (28 students) Districtwide	2024-25 DATA 6.52% (33 students) Districtwide	> 10% of students Districtwide	+2.43% Districtwide
3.5	% of Students Prepared for College by the EAP - ELA (11th grade CAASPP 3 or higher) (Priority 4)	2022-23 DATA 47% - OUHSD 25% - English Learner's 54% - African American 24% - American Indian/Alaskan Native 69% - Asian DND - Filipino 42% - Hispanic DND - Native Hawaiian/Pacific Islander 47% - White 40% - Two or More	2023-24 DATA 40% - OUHSD 4% - English Learner's 28% - African American 20% - American Indian/Alaskan Native 55% - Asian DND - Filipino 34% - Hispanic DND - Native Hawaiian/Pacific Islander 39% - White 54% - Two or More	2024-25 DATA 37% - OUHSD 17% - English Learner's 7.0% - African American 31% - American Indian/Alaskan Native 62% - Asian DND - Filipino 30% - Hispanic DND - Native Hawaiian/Pacific Islander 35% - White 51% - Two or More	62% - OUHSD 40% - English Learner's 69% - African American 39% - American Indian/Alaskan Native 84% - Asian DND - Filipino 57% - Hispanic DND - Native Hawaiian/Pacific Islander 62% - White 55% - Two or More	-10% - OUHSD -8.0% - English Learner's -47% - African American +7.0% - American Indian/Alaskan Native • 7.0% - Asian DND - Filipino -12% - Hispanic DND - Native Hawaiian/Pacific Islander -12% - White +11% - Two or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						More
3.6	% of Students Prepared for College by the EAP - Math (11th grade CAASPP 3 or higher) (Priority 4)	2022-23 DATA 16% - OUHSD 0.0% - English Learner's 0.0% - African American 14% - American Indian/Alaskan Native 22% - Asian DND - Filipino 13% - Hispanic DND - Native Hawaiian/Pacific Islander 15% - White 18% - Two or More	2023-24 DATA 14% - OUHSD 0.0% - English Learner's 0.0% - African American 3% - American Indian/Alaskan Native 26% - Asian DND - Filipino 15% - Hispanic DND - Native Hawaiian/Pacific Islander 12% - White 21% - Two or More	2024-25 DATA 13% - OUHSD 0.0% - English Learner's 7.0% - African American 9.0% - American Indian/Alaskan Native 21% - Asian DND - Filipino 11% - Hispanic DND - Native Hawaiian/Pacific Islander 13% - White 11% - Two or More	31% - OUHSD 15% - English Learner's 15% - African American 29% - American Indian/Alaskan Native 37% - Asian DND - Filipino 28% - Hispanic DND - Native Hawaiian/Pacific Islander 30% - White 33% - Two or More	-3.0% - OUHSD 0.0% - English Learner's +7.0% - African American -5.0% - American Indian/Alaskan Native -1.0% - Asian DND - Filipino -2.0% - Hispanic DND - Native Hawaiian/Pacific Islander -2.0% - White -7.0% - Two or More
3.7	% of Students Prepared for College - Science (11th grade CAST 3 or higher) (Priority 8)	2022-23 DATA 22% - OUHSD 0.0% - English Learner's 0.0% - African American 15% - American Indian/Alaskan Native 36% - Asian DND - Filipino 14% - Hispanic DND - Native Hawaiian/Pacific Islander 24% - White 20% - Two or More	2023-24 DATA 19% - OUHSD 0.0% - English Learner's 7% - African American 4% - American Indian/Alaskan Native 33% - Asian DND - Filipino 14% - Hispanic DND - Native Hawaiian/Pacific Islander 19% - White	2024-25 DATA 26% - OUHSD 0.0% - English Learner's 13% - African American 13% - American Indian/Alaskan Native 39% - Asian DND - Filipino 20% - Hispanic DND - Native Hawaiian/Pacific Islander 28% - White	37% - OUHSD 15% - English Learner's 15% - African American 30% - American Indian/Alaskan Native 51% - Asian DND - Filipino 29% - Hispanic DND - Native Hawaiian/Pacific Islander 39% - White 35% - Two or More	+4.0% - OUHSD 0.0% - English Learner's +13% - African American -2.0% - American Indian/Alaskan Native +3.0% - Asian DND - Filipino +6.0% - Hispanic DND - Native Hawaiian/Pacific Islander +4.0% - White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			15% - Two or More	28% - Two or More		+8.0% - Two or More
3.8	Number of CTE Pathways and AP Courses offered (Priority 7)	2023-24 DATA 8 AP Courses - LPHS 10 AP Courses - OHS 7 CTE Pathways - LPHS 5 CTE Pathways - OHS	2024-25 DATA 8 AP Courses - LPHS 11 AP Courses - OHS 6 CTE Pathways - LPHS 3 CTE Pathways - OHS	2025-26 DATA 8 AP Courses - LPHS 11 AP Courses - OHS 6 CTE Pathways - LPHS 3 CTE Pathways - OHS	10 AP Courses - LPHS 10 AP Courses - OHS 10 CTE Pathways - LPHS 8 CTE Pathways - OHS	The number of AP courses and CTE pathways remained unchanged from 2024-25 to 2025-26
3.9	Parent Square Engagement (Priority 3)	2023-24 DATA LP: 190 Posts sent 1807 Direct Messages sent 38.8% (961 out of 2474 users) Engagement with communications 16% of parents with app and receiving notifications OHS: 97 Posts sent 1525 Direct Messages sent 41.8% (660 out of 1578 users) Engagement with communications 11% of parents with app and receiving notifications	2024-25 DATA LP: 279 Posts sent 2472 Direct Messages sent 46.0% (1107 out of 2404 users) Engagement with communications 18% of parents with app and receiving notifications OHS: 94 Posts sent 1798 Direct Messages sent 47.9% (750 out of 1566 users) Engagement with communications	2025-26 DATA LP: 269 Posts sent 3135 Direct Messages sent 46.0% (1107 out of 2404 users) Engagement with communications 25% of parents with app and receiving notifications OHS: 88 Posts sent 2630 Direct Messages sent 47.9% (750 out of 1566 users) Engagement with communications	LP: > 50% Engagement with communications > 25% of parents with app and receiving notifications OHS: > 50% Engagement with communications > 20% of parents with app and receiving notifications PHS: > 50% Engagement with communications	LP: +79 Posts sent +1328 Direct Messages sent +7.2% Engagement with communications +9% of parents with app and receiving notifications OHS: -9.0 Posts sent +1105 Direct Messages sent +6.1% Engagement with communications +6.0% of parents with app and receiving notifications

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PHS: 37 Posts sent 38 Direct Messages sent 29.5% (57 out of 193 users) Engagement with communications 8% of parents with app and receiving notifications	15% of parents with app and receiving notifications PHS: 27 Posts sent 10 Direct Messages sent 33.8% (74 out of 219 users) Engagement with communications 11% of parents with app and receiving notifications	17% of parents with app and receiving notifications PHS: 29 Posts sent 24 Direct Messages sent 33.8% (74 out of 219 users) Engagement with communications 24% of parents with app and receiving notifications	> 20% of parents with app and receiving notifications	receiving notifications PHS: -8.0 Posts sent -14 Direct Messages sent +4.3% Engagement with communications +16% of parents with app and receiving notifications

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

See the table below for information related to overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 3 – Prompt 1: Implementation Status of Actions

Empower every student to cultivate transferable skills essential for success in college, career, and life, through district preparation programs and robust partnerships with parents and the community.

Action #	Action Title	Implementation Level	Rationale / Notes
3.1	Collaborate with Butte College	4 – Full Implementation	This action was implemented as described in the LCAP and remains fully operational across all comprehensive high school sites. The district continues to offer dual

Action #	Action Title	Implementation Level	Rationale / Notes
			enrollment courses through its partnership with Butte College, providing students with access to college-level coursework in both CTE and select general education areas. Successes this year remained consistent with the prior year, including sustained access to dual enrollment opportunities and continued support for college and career readiness. Challenges included ongoing credentialing restrictions from Butte College, which require instructors to hold a master's degree in the subject area. Additional barriers included master schedule constraints and competition from other courses, such as Advanced Placement offerings, which limited the district's ability to expand dual enrollment sections.
3.2	Provide High Quality CTE Courses	4 – Full Implementation	This action was implemented as described in the LCAP and remains fully operational across the district. OUHSD continued to provide high-quality CTE pathways in programs such as Automotive, Agriculture, and Culinary Arts, with sustained student enrollment and course access. Successes this year included strong growth in CTE pathway completion, which increased from 17.0% to 27.62%, reflecting improved student participation and completion of pathway requirements. The district also continued to strengthen CTE course quality through updated instructional resources, teacher support, and enhanced student learning experiences. Challenges included ongoing constraints related to staffing and credentialing, limited section availability, and competition within the master schedule, all of which restricted access for some students. While implementation was strong overall, equitable access across all student groups remains an area for continued improvement.
3.3	College Connection Program	5 – Full Implementation & Sustainability	This action was implemented as described in the LCAP and remains fully embedded as a sustainable component of the district's college and career readiness system. The College Connection Program continues to be one of the district's most in-demand opportunities for seniors. Successes this year included a high completion rate among participating students, full enrollment of all expanded program slots, and continued strong demand from students and families. The district increased available slots, and all were filled. Challenges included limited program capacity, as demand continues to exceed the number of available spaces. Despite this limitation, the action is functioning at a high level and demonstrates long-term sustainability.
3.4	Counseling Staff	5 – Full Implementation & Sustainability	This action was implemented as described in the LCAP and remains fully embedded as a sustainable support for student college and career readiness. Counselors continued to provide academic planning, scheduling, and individualized guidance to

Action #	Action Title	Implementation Level	Rationale / Notes
			support graduation and postsecondary pathways. Successes this year included continued alignment of student schedules with college and career readiness benchmarks, with counseling support contributing to strong growth in both College and Career Indicator (CCI) performance and UC/CSU A–G completion. Challenges remained consistent with the prior year, particularly high counselor caseloads, which limited the amount of one-on-one support available to each student. Despite this, the action is functioning as intended and continues to be a key driver of student readiness outcomes.
3.5	College/Career Guidance Technician	3 – Initial Implementation	College and Career Guidance Technicians are in place at each comprehensive school site and are actively collaborating with their site counseling teams. While the foundational structures are in place, these positions are currently underutilized and lack a consistent, systemwide framework to guide their work. Variability in procedures and expectations limits the overall effectiveness of the role. There is also a need for clearer oversight at each site to ensure that staff are delivering the services outlined in their job descriptions and contributing fully to postsecondary planning efforts.
3.6	Allocate More Funds to CTE and Visual and Performing Arts Sections	5 – Full Implementation & Sustainability	This action was implemented as described in the LCAP and remains fully embedded as a sustainable support for college and career readiness. Additional funds were allocated to CTE and Visual and Performing Arts programs, and teachers actively used those funds for classroom materials, field trips, professional development, and updated equipment. Successes this year included stronger instructional resources and improved student engagement in CTE and VAPA courses. Challenges remained consistent with the prior year, including limited course sections and high student demand, which restricted access for some students despite strong interest.
3.7	Parent and Family Engagement and ParentSquare Utilization	4 – Full Implementation	This action was implemented as described in the LCAP and remains fully operational across all school sites. ParentSquare continues to serve as the district’s primary communication platform, supporting consistent school-to-home messaging. Successes this year included increased parent engagement rates, growth in direct messaging, and more consistent communication efforts across sites. Challenges included low parent app usage and message fatigue, which continue to limit deeper engagement and responsiveness among families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Some reductions in expenditures are due to coming to the end of our grant periods for CTEIG and the K12 SWF grant and we are no longer outsourcing with a company to maintain the district's newsletter and social media pages. These are done by staff at the district office now.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

ACTIONS THAT WERE HIGHLY EFFECTIVE

Several actions produced strong, measurable impacts on districtwide college and career readiness outcomes:

Actions 3.1 to 3.3 and 3.6 (Butte College Dual Enrollment, High Quality CTE Courses, College Connection Program, and CTE/VAPA Funding)

These actions were fully implemented and collectively produced substantial gains in the district's core college and career readiness metrics.

- College and Career Indicator (CCI) increased from a baseline of 30.7% to a Year 2 Outcome of 50.4%, a +19.7 percentage point increase from baseline.
- UC/CSU A–G Completion increased from baseline to Year 2, indicating that more students are completing the coursework required for university eligibility.
- CTE Pathway Completion increased from baseline to Year 2, reflecting stronger participation and completion in career pathways.
- The percentage of students who both completed a CTE pathway and met A–G requirements also improved from baseline, showing progress in integrating college and career readiness pathways.

These results indicate that the district's coordinated strategy of expanding dual enrollment, strengthening CTE pathways, and investing in program quality is producing meaningful improvements in student readiness for postsecondary success.

ACTIONS THAT WERE MODERATELY EFFECTIVE

These actions showed positive contributions, but impact was uneven or still developing. As such, the district will continue to monitor for effectiveness:

Action 3.4 (Counseling Staff)

Counseling staff played a critical role in helping students access A–G coursework, dual enrollment, and CTE pathways. This support contributed to districtwide readiness gains, but some student groups did not improve at the same rate as the district average. While counseling systems are in place and functioning, the district's data indicate that targeted support is still needed to ensure all students benefit equally from college and career planning services.

Action 3.5 (College and Career Guidance Technician)

This action remains in the initial implementation phase and has shown emerging impact. College and Career Guidance Technicians are supporting student awareness of postsecondary options, but the role is still developing and has not yet produced the same measurable impact as the more established actions. Additional clarity in role expectations and implementation consistency will be important to strengthen

effectiveness over time.

Action 3.7 (Parent and Family Engagement and ParentSquare Utilization)

This action improved communication systems and parent outreach, but family engagement outcomes remain moderate. Districtwide ParentSquare implementation improved communication volume and engagement, and parent app usage increased from baseline. However, engagement rates remain below desired levels, and message fatigue continues to limit deeper family participation. While the communication infrastructure is in place, additional strategies are needed to increase interactive engagement and sustained parent involvement.

ACTIONS NOT DESIGNED TO DIRECTLY IMPROVE CERTAIN METRICS

Goal 3 actions were primarily designed to improve college and career readiness indicators (CCI, A–G, CTE pathway completion, and postsecondary access). They were not specifically designed to directly improve EAP performance in English Language Arts, Math, or Science. As a result, while the district saw strong gains in readiness metrics, EAP outcomes require additional instructional supports beyond the scope of Goal 3 actions. This distinction is important when determining whether an action was effective for the metric it was intended to influence.

SUMMARY OF KEY TAKEAWAYS

What Worked Best:

Dual enrollment, College Connection, and high-quality CTE pathways had the strongest impact on districtwide college and career readiness. These actions were fully implemented and strongly correlated with major gains in CCI, A–G completion, and CTE pathway completion. Program investments and expanded course access helped more students meet “Prepared” criteria and complete pathways aligned to postsecondary success.

Where We Need More Focus:

Although districtwide outcomes improved, progress was not equally distributed across all student groups. Some students continue to need more targeted support to access and complete college and career pathways. The College and Career Guidance Technician role requires stronger systems and clearer expectations, and family engagement remains constrained by low app usage and message fatigue. In addition, Early Assessment Program (EAP) performance in English Language Arts, Math, and Science remains an area of concern. While Goal 3 actions were effective in improving college and career readiness indicators such as CCI, A–G completion, and CTE pathway completion, they were not specifically designed to improve core academic proficiency at scale. Continued focus on instructional quality, academic intervention, and alignment between college/career pathways and EAP preparation will be necessary to ensure students are not only participating in readiness opportunities, but also demonstrating preparedness in foundational academic skills.

Overall Assessment:

The majority of Goal 3 actions are either fully or substantially implemented and are producing measurable benefits, particularly in the College and Career Indicator, A–G completion, and CTE pathway completion. Where implementation was still developing or inconsistent, outcomes confirm that effectiveness was more limited. Overall, Goal 3 actions are effective and should continue, with refinements to improve equity, consistency, and depth of impact across student groups. At the same time, Early Assessment Program (EAP) outcomes in English Language

Arts, Math, and Science indicate that academic preparedness remains a challenge. While Goal 3 actions successfully expanded access to college and career pathways, additional focus is needed to strengthen core academic proficiency so that students are not only participating in postsecondary readiness opportunities, but also demonstrating readiness in foundational academic skills.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In the 2026–27 LCAP, there are no changes to Goal 3 actions, metrics, or the goal statement. The district will continue implementing the existing actions and services as written.

The district’s decision to maintain Goal 3 as currently structured is based on the effectiveness analysis using Year 2 Outcome data and the Current Difference from Baseline. Districtwide results show strong progress in college and career readiness, including substantial improvement in the College and Career Indicator (CCI), A–G completion, and CTE pathway completion. These outcomes indicate that the current actions are producing measurable benefits and remain aligned to the goal’s intended results.

While no formal action or metric changes are being made, the district will make implementation refinements to improve the effectiveness of actions that showed more moderate impact. Specifically:

Action 3.5 (College and Career Guidance Technician): The district will clarify role expectations, establish more consistent site-level procedures, and strengthen oversight to ensure these positions are fully utilized and aligned with counseling and college/career planning efforts.

Action 3.7 (Parent and Family Engagement / ParentSquare): The district will focus on increasing parent app adoption, reducing message fatigue through more targeted communication practices, and expanding outreach efforts to improve engagement rates and responsiveness.

Action 3.4 (Counseling Staff): The district will continue refining counseling supports to ensure more consistent access to college and career planning services, particularly for student groups that are not yet showing the same level of growth as the district average.

At this time, the district will focus on continued implementation, monitoring, and refinement of current practices rather than making structural changes to the goal. This includes ongoing attention to equity gaps, support for student groups showing slower growth, and efforts to strengthen family engagement and academic preparedness. The district will continue to use annual outcome data to monitor effectiveness and determine whether future modifications are needed to support continuous improvement and equitable student success.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Collaborate with Butte College	OUHSD is collaborating with Butte College to expand educational opportunities for students through concurrent and dual enrollment classes, as well as the College Connection Program. Concurrent and dual enrollment classes provide high school students with the chance to earn college credits while still enrolled in high school. By participating in these courses, students can get a head start on their college education, explore new academic interests, and challenge themselves with rigorous coursework. The College Connection program offers OUHSD students an unparalleled opportunity to fulfill their high school graduation requirements while immersing themselves in a full-time academic experience at Butte College during their senior year.	\$0.00	No
3.2	Provide High Quality CTE Courses	OUHSD is dedicated to equipping students with practical skills and valuable career pathways through our Career and Technical Education (CTE) programs, which are available at all schools within our district. Through hands-on learning experiences, industry-standard equipment, and partnerships with local businesses and organizations, students in our CTE programs gain real-world insights and practical skills that are directly applicable to their future careers. Whether it's through internships, job shadowing opportunities, or industry certifications, students have the chance to develop a competitive edge and stand out in today's dynamic job market. Moreover, our CTE pathways are designed to provide seamless transitions from high school to post-secondary education or the workforce. By aligning curriculum with industry standards and incorporating work-based learning experiences, students can make informed decisions about their future education and career pathways, ensuring they are well-prepared to pursue their goals upon graduation.	\$1,590,827.00	No
3.3	College Connection Program	OUHSD, in collaboration with Butte College, will offer the College Connection Program tailored for seniors seeking to enrich their final year of high school by attending Butte College. Through this program, students have the opportunity to earn up to 11 credits per semester, accelerating their progress towards an AA/AS degree or transfer credits.	\$193,379.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Counseling Staff	The counseling team, alongside dedicated counseling office staff, will play a pivotal role in guiding students towards college and career readiness. They will provide personalized support in crafting comprehensive four-year plans tailored to each student's unique aspirations and academic trajectory. Additionally, they will offer targeted interventions as part of the school's CR-PBIS program, ensuring that students receive the necessary assistance to thrive academically, socially, and emotionally. This action utilizes a combination of funding sources, including Learning Recovery Emergency Block Grant (LREBG) funds. A total of \$142,735 in LREBG funds is allocated to support this action.	\$1,486,831.00	Yes
3.5	College/Career Guidance Technician	This role will serve as a vital resource within comprehensive high schools, focusing on bolstering college and career readiness for students and families. Responsibilities include guiding students and parents through the college application process, facilitating FAFSA applications, disseminating scholarship opportunities, and providing hands-on support to students throughout the application process. Additionally, this position will collaborate closely with the counseling department to ensure that students and families receive comprehensive and timely assistance, fostering a supportive environment conducive to academic and personal success.	\$165,766.00	Yes
3.6	Allocate more funds to Career and Technical Education and Visual and Performing Arts sections.	OUHSD will allocate additional funds to support Career and Technical Education as well as Visual and Performing Arts sections, facilitating access to materials, field trips, and professional development opportunities.	\$53,300.00	Yes
3.7	Parent and Family Engagement and Parent Square Utilization	OUHSD is committed to enhancing parent communication through various channels, including social media platforms, the district website, and informative bulletins and newsletters. OUHSD is dedicated to ensuring effective communication with parents by endeavoring to provide information in their native language whenever feasible. OUHSD will use	\$35,295.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Parent Square as a way to communicate with parents. ParentSquare is a comprehensive communication platform designed to facilitate effective communication between schools and parents. It provides a centralized hub for sharing important information, announcements, event details, and updates regarding students' academic progress and school activities. ParentSquare offers various communication channels, including emails, text messages, voice calls, and instant messaging, allowing schools to reach parents through their preferred method of communication.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>By the end of each academic year from 2024/2025 through 2026/2027, Prospect High School and Community Day School will demonstrate an annual increases of 4.5% for all students, 4.5% for Socioeconomically Disadvantaged students, and 5.6% for White students in graduation rates.</p> <p>By the end of each school year from 2024-25 to 2026-27, Prospect High School and Community Day School will demonstrate a 9% annual increase in the percentage of students rating "Prepared" on the College and Career Indicator. This includes both Socioeconomically Disadvantaged Students and White Students.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.
Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.
<p>At Prospect High School (PHS), only 1.1% of students received a "Prepared" rating on the California Dashboard's College and Career Indicator. This statistic is mirrored in the data for both Socioeconomically Disadvantaged (SED) students and White students, with only 1.1% and 2.2% respectively being rated as "Prepared". Additionally, PHS has a graduation rate of 63.5%, significantly below the district average. Notably, SED students had a graduation rate of 63.4% and White students had a graduation rate of 57.1%, marking one of the lowest rates in the district.</p> <p>Similarly, Community Day School (CDS) exhibits comparable trends. However, due to privacy concerns stemming from a small sample size, CDS data will not be publicly displayed.</p> <p>Both PHS and CDS serve our most vulnerable populations. These students often arrive credit deficient and require an alternative education setting for success. Despite these challenges, PHS and CDS maintain the lowest teacher/student ratios in the district, fostering an optimal learning environment for all students.</p> <p>Given the concerning performance indicators regarding graduation rates and the College and Career Indicator, the Oroville Union High School District (OUHSD) is committed to enhancing services and bolstering support for student needs.</p> <p>Throughout the educational partner engagement process involving staff, students, and parents, the identified needs were reaffirmed. Students and parents expressed a desire for increased access to post-secondary skills, aiming to bolster students' confidence in transitioning</p>

to either higher education or the workforce. Moreover, all stakeholders conveyed concerns regarding the schools' graduation rates, emphasizing the importance of prioritizing efforts to enhance these metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate	2022-23 DATA 63.5% - PHS DND - English Learner's DND - Foster Youth 66.7% - Homeless 64.3% - Socioeconomically Disadvantage 64.3% - SWD DND - African American 71.4% - American Indian/Alaskan Native DND - Asian DND - Filipino 73.9% - Hispanic 57.1% - White DND% - Two or More Data pertaining to Community Day School (CDS) students will not be disclosed due to privacy considerations. Additionally, any subgroup marked as "Do Not Display" (DND) will also be withheld from public presentation out of respect for privacy concerns.	2023-24 DATA 67.3% - PHS DND - English Learner's DND - Foster Youth 52.4% - Homeless 66.7% - Socioeconomically Disadvantage 40% - SWD DND - African American DND - American Indian/Alaskan Native DND - Asian DND - Filipino 69.2% - Hispanic 54.5% - White DND% - Two or More Data pertaining to Community Day School (CDS) students will not be disclosed due to privacy considerations.	2024-25 DATA 71.4% - PHS DND - English Learner's DND - Foster Youth 68.2% - Homeless 71.1% - Socioeconomically Disadvantage 73.1% - SWD DND - African American DND - American Indian/Alaskan Native DND - Asian DND - Filipino 76.5% - Hispanic 65.9% - White DND% - Two or More Data pertaining to Community Day School (CDS) students will not be disclosed due to privacy considerations.	77.0% - PHS DND - English Learner's DND - Foster Youth 80.2% - Homeless 77.8% - Socioeconomically Disadvantage 77.8% - SWD DND - African American 84.9% - American Indian/Alaskan Native DND - Asian DND - Filipino 87.4% - Hispanic 73.9% - White DND% - Two or More Data pertaining to Community Day School (CDS) students will not be disclosed due to privacy considerations. Additionally, any	+7.9% - PHS +1.5% - Homeless +13.5% - Socioeconomically Disadvantage +8.8% - SWD DND - American Indian/Alaskan Native +2.6% - Hispanic +8.8% - White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Additionally, any subgroup marked as "Do Not Display" (DND) will also be withheld from public presentation out of respect for privacy concerns.	Additionally, any subgroup marked as "Do Not Display" (DND) will also be withheld from public presentation out of respect for privacy concerns.	subgroup marked as "Do Not Display" (DND) will also be withheld from public presentation out of respect for privacy concerns.	
4.2	College and Career Indicator	2022-23 DATA 1.1% - PHS DND - English Learner's DND - Foster Youth 3.4% - Homeless 1.1% - Socioeconomically Disadvantage 0.0% - SWD DND - African American 0.0% - American Indian/Alaskan Native DND - Asian DND - Filipino 0.0% - Hispanic 2.2% - White DND - Two or More Data pertaining to Community Day School (CDS) students will not be disclosed due to privacy considerations. Additionally, any subgroup marked as "Do Not Display" (DND)	2023-24 DATA 3.8% - PHS DND - English Learner's DND - Foster Youth 0.0% - Homeless 3.8% - Socioeconomically Disadvantage 0.0% - SWD DND - African American 0.0% - American Indian/Alaskan Native DND - Asian DND - Filipino 0.0% - Hispanic 9.5% - White DND - Two or More Data pertaining to Community Day School (CDS)	2024-25 DATA 1.4% - PHS DND - English Learner's DND - Foster Youth 2.5% - Homeless 1.5% - Socioeconomically Disadvantage 0.0% - SWD DND - African American 0.0% - American Indian/Alaskan Native DND - Asian DND - Filipino 6.7% - Hispanic 0.0% - White DND - Two or More Data pertaining to Community Day School (CDS)	28.1% - PHS DND - English Learner's DND - Foster Youth 30.4% - Homeless 28.1% - Socioeconomically Disadvantage 27.0% - SWD DND - African American 27.0% - American Indian/Alaskan Native DND - Asian DND - Filipino 27.0% - Hispanic 29.2% - White DND% - Two or More Data pertaining to Community Day School (CDS) students will not be	+0.3% - PHS -0.9% - Homeless +0.4% - Socioeconomically Disadvantage 0.0% - SWD 0.0% - American Indian/Alaskan Native +6.7% - Hispanic -2.2% - White

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		will also be withheld from public presentation out of respect for privacy concerns.	students will not be disclosed due to privacy considerations. Additionally, any subgroup marked as "Do Not Display" (DND) will also be withheld from public presentation out of respect for privacy concerns.	students will not be disclosed due to privacy considerations. Additionally, any subgroup marked as "Do Not Display" (DND) will also be withheld from public presentation out of respect for privacy concerns.	disclosed due to privacy considerations. Additionally, any subgroup marked as "Do Not Display" (DND) will also be withheld from public presentation out of respect for privacy concerns.	

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

See the table below for information related to overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 4 – Prompt 1: Implementation Status of Actions

Goal Description:

By the end of each academic year from 2024/2025 through 2026/2027, Prospect High School and Community Day School will demonstrate an annual increase of 4.5% for all students, 4.5% for Socioeconomically Disadvantaged students, and 5.6% for White students in graduation rates.

By the end of each school year from 2024–25 to 2026–27, Prospect High School and Community Day School will demonstrate a 9% annual increase in the percentage of students rating "Prepared" on the College and Career Indicator. This includes both Socioeconomically Disadvantaged Students and White Students.

Action #	Action Title	Implementation Level	Rationale / Notes
4.1	Extended Instructional Hours at PHS	5 – Full Implementation & Sustainability	This action has been fully implemented at Prospect High School. The expansion of instructional hours is operating as described in the LCAP and has positively contributed to improved graduation outcomes and College and Career Indicator data. Successes include a direct correlation between additional instructional time and student academic progress. Challenges persist with high absenteeism and chronic absenteeism rates, which limit the overall impact of the extended time. Despite this, the structure and sustainability of the action remain strong.
4.2	Academic-Focused Professional Learning Team	3 – Initial Implementation	PLCs have been established at Prospect High School, with this year marking the first time a dedicated academic-focused team has been formed. The PLC selected career readiness as its focus and has been meeting consistently, supported by professional development and coaching throughout the year. Successes include regular collaboration and an emerging structure for data-driven discussions. Challenges include the alternative setting context, which requires adapting PLC norms and expectations. The team is still developing its identity and cohesion but has laid a solid foundation for continued growth.
4.3	Work Experience Education	2 – Beginning Development	The district and Prospect High School have completed the application process for Work Experience Education and updated relevant board policies in alignment with the LCAP. However, full implementation has not yet occurred due to delays in state-level approval. The California Department of Education granted authorization during the latter half of the 2024–25 school year, allowing the district to begin planning for a soft rollout in fall 2025 . While foundational steps are complete, the program has not yet launched on campus, placing this action in the early stages of development.
4.4	Expand CTE Offerings	3 – Initial Implementation	Prospect High School has acquired all Paxton Patterson lab equipment, curriculum materials, and supporting instructional resources. While these components are now on site, course modules and CTE pathways are still under development , and implementation has not yet been fully realized. Professional development for the designated instructor is scheduled, and technical assistance will be provided to support program design. Full implementation is planned for the upcoming school year, placing this action in the early stages of execution.
4.5	Expand College and Career Exploration	3 – Initial Implementation	College and Career Readiness lab equipment and supporting materials have been purchased and are now on site at Prospect High School. Staff are currently engaged in developing associated course pathways, though full implementation has not yet occurred. A structured plan is in place to launch programming in the upcoming

Action #	Action Title	Implementation Level	Rationale / Notes
			school year , with both professional development and technical assistance scheduled to support staff. The foundational work has begun, placing this action in the initial implementation phase.
4.6	Additional Teacher	1 – Exploration & Research	This action has not yet been implemented. The district is still in the process of determining whether an additional staff member is necessary to meet the instructional and support needs of students at Prospect High School. Data on student enrollment, course offerings, and support ratios are still being analyzed. No hiring or reassignment has occurred at this time, placing this action in the exploratory phase.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no material differences in expenditures for this goal.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

ACTIONS THAT WERE HIGHLY EFFECTIVE

Several actions produced strong, measurable impacts on student achievement and engagement:

Action 4.1 (Extended Instructional Hours to 30/week at Prospect High School)

Expanded instructional time produced strong results in student outcomes:

- Graduation rate increased from 63.5% (Baseline) to 71.4% (Year 2), a +7.9 percentage point gain
- Subgroup improvements included:
- Socioeconomically Disadvantaged: 64.3% ? 71.1% (+6.8)
- Students with Disabilities: 64.3% ? 73.1% (+8.8)
- Hispanic students: 73.9% ? 76.5% (+2.6)
- White students: 57.1% ? 65.9% (+8.8)
- Homeless students: 66.7% ? 68.2% (+1.5)

This action was fully implemented and doubled instructional time, providing students with significantly increased access to credit recovery, core instruction, and academic support. The substantial increase in graduation rate, along with consistent subgroup gains, demonstrates that expanded instructional time was highly effective in improving student completion outcomes at Prospect High School.

ACTIONS THAT WERE MODERATELY EFFECTIVE

These actions showed mixed results or demonstrated uneven impact across outcomes. As such, we will continue to monitor for effectiveness:

Actions 4.3, 4.4, and 4.5 (Work Experience Education, Expand CTE Offerings, and Expand College and Career Exploration)
College and career readiness actions generated limited but emerging results:

- College and Career Indicator (CCI) increased from 1.1% (Baseline) to 1.4% (Year 2), a +0.3 percentage point gain

Subgroup performance was mixed:

- Hispanic students: 0.0% ? 6.7% (+6.7)
- Socioeconomically Disadvantaged: 1.1% ? 1.5% (+0.4)
- Homeless: 3.4% ? 2.5% (-0.9)
- White: 2.2% ? 0.0% (-2.2)
- Students with Disabilities: 0.0% ? 0.0% (no change)

While access to college and career experiences has increased, overall CCI performance remains low and inconsistent across student groups. These results reflect the early stage of implementation for Work Experience Education and continued barriers such as chronic absenteeism, student transiency, transportation challenges, and the prioritization of credit recovery over pathway completion.

Action 4.2 (Academic Focused Professional Learning Team)

The Professional Learning Community (PLC) structure supported increased focus on academics and collaboration:

- Overall graduation increased by +7.9 percentage points, but
- CCI growth remained limited at +0.3 percentage points

While the PLC has contributed to improved academic focus, the impact on measurable outcomes is still emerging. Movement from collaboration to instructional action has been inconsistent, and the alternative education setting continues to require adaptations to traditional PLC structures.

Action 4.6 (Additional Teacher)

The addition of a teacher increased course access and expanded elective offerings:

This likely contributed to improved graduation outcomes (+7.9) through increased access to coursework. However, CCI growth remained limited (+0.3). Credentialing constraints and the newness of the position limited the overall scope of impact. As a result, this action has contributed to improved access but has not yet produced strong measurable gains in college and career readiness outcomes.

SUMMARY OF KEY TAKEAWAYS

What Worked Best:

Expanded instructional time had the strongest impact on student achievement and engagement. The +7.9 percentage point increase in graduation rate (63.5% to 71.4%), along with gains across multiple student groups, demonstrates that increasing instructional access is a highly effective strategy for supporting credit recovery and student completion in an alternative education setting.

Where We Need More Focus:

College and career readiness remains the most persistent challenge:

- CCI increased only from 1.1% to 1.4% (+0.3), indicating minimal overall progress

Significant subgroup disparities exist:

- Students with Disabilities remain at 0.0%
- White students declined (-2.2)
- Homeless students declined (-0.9)
- Barriers such as chronic absenteeism, student transiency, transportation limitations, and competing credit recovery needs continue to limit student participation in pathways

Additional focus is needed to ensure students are not only graduating but also meaningfully prepared for college and career opportunities.

Overall Assessment:

The majority of Goal 4 actions are implemented and are producing measurable benefits, particularly in graduation outcomes. Where implementation is strong and consistent, such as expanded instructional time, data show clear positive impact. However, where implementation is still developing or constrained by contextual barriers, particularly in college and career readiness, effectiveness has been more limited. Overall, Goal 4 actions are partially effective, with strong gains in graduation rate but continued need for improvement in College and Career Indicator outcomes to ensure equitable access to postsecondary opportunities.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

In the 2026–27 LCAP, there are no changes to the overall structure of Goal 4 actions/services. The actions remain aligned to supporting improved graduation rates and increasing College and Career Indicator (CCI) outcomes at Prospect High School as part of the Equity Multiplier focus.

However, based on the analysis of implementation and effectiveness, the district will refine and strengthen several actions to improve outcomes, particularly in the area of college and career readiness.

Refinements to Existing Actions/Services

In some cases, as described below, existing actions/services will be refined to improve effectiveness based on Year 2 outcome data:

Action 4.2 – Academic Focused Professional Learning Team:

This action will be refined to strengthen the connection between PLC collaboration and instructional practice. While structures for collaboration were established, movement from planning to action was limited. The district will focus on increasing accountability for implementation of instructional strategies and aligning PLC work more directly to student outcome data, particularly for Students with Disabilities and other underperforming groups.

Actions 4.3, 4.4, and 4.5 – Work Experience Education, Expand CTE Offerings, and Expand College and Career Exploration:

These actions will be refined to increase student participation and completion of college and career readiness pathways. Although CCI increased from 1.1% to 1.4% (+0.3), overall performance remains low and subgroup outcomes were uneven. The district will focus on reducing barriers such as transportation, improving alignment between programs, and increasing intentional student placement into pathways that lead to CCI “Prepared” status.

Action 4.6 – Additional Teacher:

This action will be refined to maximize impact within credentialing constraints. While the addition of a teacher expanded course offerings, the district will explore opportunities to better align course offerings with graduation requirements and college and career readiness pathways to increase overall effectiveness. Ongoing evaluation of the sustainability and impact of this position will continue.

Conclusion

These refinements reflect the district’s commitment to continuous improvement and the strategic use of data to guide decision-making. By strengthening implementation of existing actions and addressing identified barriers, the district aims to improve both graduation outcomes and college and career readiness for all students at Prospect High School, with a particular focus on equity for student groups who have not yet experienced comparable success.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Extended Instructional Hours to 30/week at Prospect High School.	Extending instructional hours at PHS from 15 hours per week to 30 hours per week offers students a significant increase in opportunities to earn credits and graduate punctually. Moreover, this adjustment provides students with expanded access to complete Career and Technical Education (CTE) electives and other valuable college and career preparation programs.	\$608,442.00	No
4.2	Academic Focused Professional Learning Team	OUHSD is committed to assisting Prospect High School (PHS) and Community Day School (CDS) in establishing an Academic-focused Professional Learning Team (PLT) initiative. This support entails offering coaching and targeted professional development opportunities to empower PHS/CDS educators in enhancing their instructional practices and fostering a culture of academic excellence. Through this initiative, PLT teams will convene on a weekly basis to analyze student academic data collected	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		from the previous week. This data-driven approach enables educators to identify specific student needs and challenges, allowing for the development of tailored instructional strategies and interventions. By collaboratively discussing and evaluating student progress, PLT members will determine the most effective supports and initiatives to implement in the upcoming week, ensuring a proactive and responsive approach to addressing student needs.		
4.3	Work Experience Education	OUHSD is dedicated to assisting Prospect High School in the successful implementation of the Work Experience Education (WEE) program, a valuable initiative designed to provide students with practical work experience while earning elective credits towards graduation. To ensure the effectiveness and sustainability of the program, the district will allocate resources to fund a .2 Full-Time Equivalent (FTE) Teacher on Special Assignment (TOSA) position. This TOSA will play a pivotal role in coordinating the WEE program and delivering the essential classroom instruction components. Additionally, as the program expands and evolves, the district remains open to the possibility of further support, potentially including additional clerical assistance to facilitate program management and growth. Through these efforts, OUHSD aims to create enriching opportunities for students to gain real-world experience and academic credit, thereby enhancing their readiness for post-secondary education and the workforce.	\$0.00	No
4.4	Expand CTE Offerings	OUHSD will aid Prospect High School in acquiring and integrating Construction Career Labs from Paxton Patterson, offering students immersive career exploration across multiple construction sectors like framing, concrete, HVAC, plumbing, drywall, blueprint reading, and occupational health and safety. Moreover, OUHSD will provide targeted professional development for CTE teachers to ensure the effective implementation of these labs. PHS will develop new elective courses that strategically combine these labs, broadening students' exposure to various career paths within the construction industry and provide new and additional elective options for students. OUHSD and PHS will also explore the possibility of creating a CTE pathway.	\$98,695.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Expand College and Career Exploration	OUHSD will collaborate with Prospect High School and Community Day School to acquire and integrate College and Career Ready labs developed by Paxton Patterson. These labs offer dynamic career exploration opportunities, engaging students in authentic problem-based learning experiences to help them discover their interests and aptitudes. Emphasizing a STEM focus, the labs also integrate writing, math, and other essential skills to reinforce student learning in core subjects. Given the mobility of these labs, they can be shared between PHS and CDS, maximizing resource utilization. Furthermore, OUHSD will facilitate professional development sessions for teachers to ensure effective implementation of these labs, fostering enriched learning experiences for all students.	\$0.00	No
4.6	Additional Teacher	OUHSD is allocating funds to create an extra teaching position at Prospect High School, enriching students' academic journeys with expanded opportunities to earn both academic and elective credits.	\$118,377.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$8,014,868	\$917,826

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.332%	0.000%	\$0.00	31.332%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.8	<p>Action: Facilities Inspection and Maintenance and Additional Custodial Staff</p> <p>Need: In response to feedback gathered from student, staff, and parent surveys, stakeholders have highlighted specific areas on school campuses that they believe require improvement in cleanliness and maintenance.</p>	Hiring additional custodians directly addresses the identified need for improved cleanliness and maintenance in specific areas of school campuses. With more custodial staff members, we can allocate resources to focus on cleaning bathrooms, common areas, and other locations highlighted by stakeholders. This increased manpower enables us to enhance the frequency and thoroughness of cleaning routines, ensuring that these areas are consistently maintained to a	Feedback from student, staff, and parent surveys, CDE Facility Inspection Tool

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>These areas primarily include bathrooms, common areas, and various other locations throughout the campus. Providing safe, clean, and well maintained campuses promotes school connectedness especially in student populations that have experienced trauma or are Homeless, in foster care, or are socioeconomically disadvantaged.</p> <p>Scope: LEA-wide</p>	<p>high standard of cleanliness. As a result, students, staff, and parents can experience cleaner and more hygienic environments conducive to learning and well-being.</p>	
1.9	<p>Action: 1:1 Device for Meaningful Engagement and Network Maintenance</p> <p>Need: Based on comprehensive staff feedback obtained through surveys and analysis of student access to pertinent and meaningful content aligned with standards-based curriculum, it has become apparent that while these efforts will benefit all students, specific groups such as English Learner (EL), Long-Term English Learner (LTEL), Foster Youth (FY), and Low-Income (LI) students require heightened access to online resources that establish connections to real-life contexts. These students particularly benefit from supplementary support through computer-assisted instruction and access to educational materials that cultivate a stronger sense of efficacy and motivation.</p>	<p>To address this imperative, we are fully dedicated to equipping these students with updated technology devices, providing them with access to a diverse range of online resources and interactive mediums that actively engage them in their learning journey. By ensuring the availability of these devices, every student within OUHSD, particularly those who are unduplicated, will benefit from enhanced access to curriculum and resources meticulously aligned with academic standards. Consequently, teachers will be empowered to deliver instruction that is not only more engaging but also more relevant to students' needs and interests. As a result of these concerted efforts, teachers anticipate witnessing notable academic progress across all student demographics, with a particularly pronounced impact on unduplicated student populations compared to their peers. This anticipated progress stands to foster heightened levels of success and advancement for all students within our district.</p>	<p>Surveys (Teachers & Students), CAASPP Performance Levels.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.10	<p>Action: Professional Development for All Staff</p> <p>Need: Following comprehensive data analysis and feedback from stakeholders including staff, students, and parents, it's evident that OUHSD requires improvement across all academic domains. The district's performance falls below the state average in English, Math, Science, and English Learner progress toward English proficiency. This discrepancy is particularly pronounced among our unduplicated populations (EL, Foster Youth, SED) and across minority ethnic subgroups (Hispanic, African American, American Indian). Of notable concern is the academic performance of Students with Disabilities, who are achieving significantly below state averages. Consequently, there is a pressing need to prioritize support and intervention strategies tailored to this student demographic.</p> <p>The CAASPP ELA assessment revealed concerning scores, indicating a 'Red or Very Low' performance level among various student groups, both districtwide and at specific school sites. These groups include English Learners, Homeless students, Students with Disabilities, as well as Socioeconomically Disadvantaged students at Oroville High School and Hispanic students at both district and Oroville High</p>	Recognizing the challenges outlined, OUHSD is dedicated to implementing precise initiatives designed to tackle academic disparities and promote equitable outcomes for all students. By fostering collaboration, implementing evidence-based interventions, and offering targeted professional development, we aim to elevate academic achievement levels and close the achievement gap. Our goal is to provide every student with the support and resources they need to fulfill their academic potential and succeed in their educational journey. This action is implemented on an LEA-wide basis as all student populations are currently performing below standard and require support. By focusing professional development efforts on all teachers, we can maximize our impact and ensure the highest return on our investment.	CAASPP Performance Level, PBIS Fidelity Implementation Tool Reports, EL Reclassification data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>School levels. Similarly, in Math, the assessment identified persistent challenges with 'Red or Very Low' scores across the district and at specific sites. Specifically, Socioeconomically Disadvantaged students (both districtwide and at Oroville High School), Students with Disabilities (both districtwide and at LPHS), White students (Oroville High School), and Hispanic students (both districtwide and at Oroville High School) demonstrated areas of concern warranting targeted interventions and support. Graduation Rate data highlights the urgent need for tailored support for specific student populations within OUHSD, as indicated by their 'Red or Very Low' performance on the Dashboard Indicator. These groups include Students with Disabilities (both districtwide and at LPHS), White students (both districtwide and at PHS), and Socioeconomically Disadvantaged students at PHS. Addressing the unique challenges faced by these students is essential to ensure equitable opportunities for academic success and graduation.</p> <p>Scope:</p>		
1.11	<p>Action: Utilize Diagnostic Assessment Software for Identifying Student Needs and Providing Targeted Support</p> <p>Need:</p>	<p>The NWEA MAP assessment offers comprehensive diagnostic insights into student performance across various subjects, enabling educators to pinpoint both strengths and areas for improvement. Beyond mere assessment, it tracks student growth towards standards mastery,</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Currently, OUHSD lacks a comprehensive system for collecting benchmark and other data to inform Professional Learning Teams (PLTs). This data collection has been limited to formative and summative assessments. However, given the performance levels on CAASPP assessments and other Dashboard indicators, it is evident that OUHSD requires a more robust system for analyzing student needs. This enhancement will enable us to better tailor instructional practices to meet the diverse needs of our students effectively. The ability to identify student learning gaps, especially among low-income, foster youth, and English learner (EL) students, is crucial for addressing their unique educational needs. Research indicates that these groups are particularly vulnerable to learning gaps due to factors such as high mobility rates caused by housing instability and frequent moves. Low-income families often struggle to provide basic educational resources, such as books and access to technology. Additionally, both low-income students and foster youth are more likely to experience adverse childhood experiences that can impact brain development and emotional regulation, making it more difficult for them to learn. English learner students face additional challenges, such as language barriers and limited access to language support services, which can impede their academic progress. By implementing a comprehensive system for collecting learning data, OUHSD can effectively provide targeted academic</p>	<p>providing a vital gauge of the efficacy of instructional interventions. Educators leverage this rich data to refine instructional planning, target specific skills or standards, and tailor learning experiences to meet the unique needs of every student. Moreover, the assessment plays a crucial role in ensuring equitable access to high-quality education by identifying and addressing learning gaps. Given the universal need for academic improvement across all student populations, the implementation of the NWEA MAP assessment is being extended district-wide. This inclusive approach aims to benefit all students, particularly those in underserved or vulnerable student groups.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>interventions and address critical learning gaps for low-income, foster youth, and English learner students. This system will enable the district to tailor educational strategies to meet the specific needs of EL students, including enhanced language instruction and support, ultimately leading to improved academic outcomes for all students.</p> <p>Scope: LEA-wide</p>		
1.12	<p>Action: Maintain and Expand Library Services</p> <p>Need: Student feedback underscores the critical need for extended access to the school library before and after school hours. They emphasize the importance of having a quiet, conducive environment for completing homework assignments, accessing technology and the internet, and utilizing the diverse resources available in the library. This need arises from various factors, including inadequate internet access at home and disruptive home environments that hinder effective studying. Additionally, students highlighted their limited ability to access the public library for borrowing books or other materials, underscoring the school library's significance as a primary source of educational resources. This is particularly important for students facing barriers to accessing external facilities and</p>	<p>Extended library services offer students invaluable opportunities to enrich their academic experience and foster a love for learning. By extending library hours, students gain access to a wealth of resources and materials to support their academic pursuits. They can explore supplementary materials for research projects, access textbooks, reference materials, and engage in independent study or leisure reading. Moreover, extended library hours provide students with a tranquil and supportive environment conducive to academic success. Students can utilize this time to complete homework assignments, study for exams, or collaborate on group projects in a distraction-free setting. Librarians are available to offer guidance and support as needed, further enhancing students' academic endeavors. Additionally, extended library services promote literacy development by encouraging students to explore a diverse range of literature for pleasure reading. Immersing themselves in reading enhances literacy skills and nurtures a lifelong passion for learning.</p>	Student Feedback Surveys

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>basic educational resources. Research indicates that low-income, foster youth, and English learner (EL) students are particularly vulnerable to learning gaps due to factors such as high mobility rates caused by housing instability and frequent moves. Low-income families often struggle to provide basic educational resources, such as books and access to technology. Additionally, both low-income students and foster youth are more likely to experience adverse childhood experiences that can impact brain development and emotional regulation, making it more difficult for them to learn. EL students face additional challenges, such as language barriers and limited access to language support services, which can impede their academic progress. Expanding library access will provide students with greater opportunities to obtain essential learning resources and benefit from a supportive, conducive learning environment, helping to address these learning gaps and support academic success.</p> <p>Scope: Schoolwide</p>	<p>Furthermore, extended library services ensure equitable access to technology, providing students with essential tools for research, accessing online learning platforms, and utilizing educational resources beyond regular school hours. In essence, extended library services play a crucial role in supporting students' academic growth, fostering a love for reading, and ensuring access to resources and technology essential for their educational journey.</p>	
1.16	<p>Action: Standards Based Curriculum and Sufficient Instructional Materials</p> <p>Need: On average, student performance on the CAASPP assessments reveals that</p>	<p>Standards-based curriculum plays a pivotal role in promoting student achievement by providing clear expectations and goals for learning. Here are several reasons why standards-based curriculum is important in supporting student achievement:</p> <p>1 - Clarity and Focus: Standards outline specific learning objectives and skills that students are</p>	<p>California Schools Dashboard Indicator Data, CAASPP Data, Feedback from student and staff surveys</p>

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	<p>achievement in Math and English falls below the established standard, indicating areas where improvement is needed to meet proficiency benchmarks. Additionally, our district's graduation rates and College and Career Indicator scores lag behind those of the state averages, signaling challenges in adequately preparing students for post-secondary success. This trend is particularly pronounced among several student subgroup populations within our district, including English Learners, Students with Disabilities, Foster Youth, Socioeconomically Disadvantaged students, and Homeless students. These groups face unique barriers to academic achievement, often stemming from factors such as language barriers, limited access to resources, and unstable living situations. As a result, they may require targeted support and interventions to address their specific needs and narrow the achievement gap. Efforts to improve outcomes for these student subgroups are essential for promoting equity and ensuring that all students have equal opportunities to succeed academically and beyond.</p> <p>Scope: LEA-wide</p>	<p>expected to master at each grade level. This clarity helps educators and students understand what is expected and stay focused on essential content and skills.</p> <p>2 - Consistency: Standards ensure consistency in education across schools, districts, and states. Regardless of where a student attends school, they have access to a consistent set of learning expectations, which helps maintain academic continuity and equity.</p> <p>3 - Accountability: Standards provide a framework for assessing student progress and holding schools and educators accountable for student learning outcomes. By aligning instruction with established standards, educators can measure student achievement and identify areas for improvement.</p> <p>4 - High Expectations: Standards-based curriculum sets high expectations for all students, regardless of background or circumstances. This helps promote equity by challenging all students to reach their full potential and providing the support needed to succeed.</p> <p>5 - Vertical Alignment: Standards are often designed to build upon one another in a coherent progression from one grade level to the next. This vertical alignment ensures that students develop foundational knowledge and skills systematically, leading to deeper understanding and mastery over time.</p> <p>6 - Differentiation: Standards-based curriculum allows for differentiation to meet the diverse needs of students. Educators can adapt instruction to address individual learning styles, interests, and</p>	

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		<p>abilities while still working towards the same overarching standards.</p> <p>7 - College and Career Readiness: Standards-based curriculum is often aligned with college and career readiness benchmarks, preparing students with the knowledge and skills needed for success beyond high school. By focusing on essential content and skills, standards-based education helps students develop the competencies necessary for post-secondary education and the workforce.</p> <p>In summary, standards-based curriculum provides a roadmap for student learning, ensures consistency and accountability, sets high expectations, promotes equity, supports vertical alignment, allows for differentiation, and prepares students for college and career success. These factors collectively contribute to improved student achievement and academic outcomes.</p>	
1.17	<p>Action: Credit Recovery and Summer School</p> <p>Need: The district's overall graduation rate stands at 83.1%, reflecting the culmination of students' educational journeys and their successful completion of high school. However, within this statistic lie disparities that warrant attention and targeted intervention. Notably, Foster Youth face considerable challenges, with a districtwide graduation rate of only 54.5%. Similarly, Students with Disabilities experience barriers to graduation, evidenced by a graduation rate of 65.3%. These disparities</p>	<p>Providing credit recovery options can significantly contribute to an increased graduation rate in high school by addressing various barriers that may prevent students from graduating on time. Here's how:</p> <p>1 - Second Chance for Success: Credit recovery options offer students a second chance to regain credits for courses they may have failed or fallen behind in. By providing opportunities to retake classes or complete missed assignments, students can rectify academic setbacks and stay on track for graduation.</p> <p>2 - Flexible Learning Opportunities: Credit recovery programs often offer flexible learning formats, such as online courses, evening classes,</p>	Dashboard - Graduation Rate

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	<p>are indicative of the complex issues that these student subgroups encounter throughout their educational paths. Many factors contribute to these lower graduation rates, including but not limited to, academic challenges, socio-economic barriers, disruptions in schooling, and individualized learning needs. One significant contributing factor to the lower graduation rates is the loss of credit for various reasons. This loss of credit can stem from a multitude of issues, such as frequent school transfers, extended absences due to health or personal reasons, challenges in accessing academic support, and struggles in meeting graduation requirements. These realities create substantial barriers to education, as students grapple with the traumatic effects of these circumstances in their daily lives, which can impede their ability to fully engage in the learning process.</p> <p>Scope: LEA-wide</p>	<p>or independent study options. This flexibility accommodates diverse student needs, allowing them to balance school with other responsibilities such as work or family obligations.</p> <p>3 - Individualized Support: Credit recovery programs typically provide individualized support tailored to each student's specific learning needs. This personalized approach may include targeted instruction, additional tutoring, or accommodations to address learning challenges and ensure student success.</p> <p>4 - Prevention of Dropout: Offering credit recovery options can help prevent students from dropping out of high school due to academic struggles or falling behind in credits. By providing a pathway for students to recover lost credits and stay engaged in their education, credit recovery programs can increase the likelihood of students persisting through graduation.</p> <p>5 - Increased Motivation and Engagement: Knowing that they have an opportunity to recover credits and graduate on time can motivate students to stay engaged in their studies and strive for academic success. The availability of credit recovery options can instill hope and confidence in students, encouraging them to persevere despite challenges.</p> <p>6 - Alignment with Graduation Goals: Credit recovery options align with the district's goal of increasing graduation rates by providing targeted support to students who may be at risk of not graduating. By addressing credit deficiencies early and providing timely interventions, credit recovery programs contribute to achieving higher graduation rates across the district.</p>	

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		Overall, providing credit recovery options not only supports individual student success but also contributes to the overall improvement of graduation rates in high school by addressing barriers to completion and ensuring that all students have the opportunity to earn their diploma.	
1.18	<p>Action: Maintain Current Center For Independent Study Program</p> <p>Need: In recent years, the students and families residing within OUHSD boundaries have faced significant challenges stemming from natural disasters, including wildfires. Moreover, the Oroville community contends with pervasive issues such as poverty, violent crime, and substance abuse, all of which can profoundly impact student well-being and academic success. Nearly 5% of our student population experiences homelessness, while over 75% are classified as socioeconomically disadvantaged. Additionally, a considerable portion of our students are identified as Foster Youth. These realities create substantial barriers to education, as students grapple with the traumatic effects of these circumstances in their daily lives, which can impede their ability to fully engage in the learning process. Because of these realities, there is a clear need within OUHSD to address the challenges faced by students who struggle in traditional classroom settings. These challenges may</p>	<p>Students may opt for independent study schools for a multitude of reasons:</p> <p>1 - Flexibility: Independent study provides students with the flexibility to balance their education with other commitments such as work, athletics, or family responsibilities.</p> <p>2 - Personalized Learning: These schools offer personalized learning plans tailored to individual student needs, allowing them to progress at their own pace and focus on areas of interest or academic challenge.</p> <p>3 - Alternative Learning Environments: Some students thrive in non-traditional learning environments that offer diverse instructional methods, including online courses, project-based learning, and experiential learning opportunities.</p> <p>4 - Academic Support: Independent study programs often provide additional academic support and one-on-one instruction for students who may struggle in traditional classroom settings.</p> <p>5 - Special Circumstances: Students with medical conditions, social or emotional challenges, or other special circumstances may benefit from the flexibility and individualized support provided by independent study schools.</p> <p>6 - Credit Recovery: Independent study schools offer credit recovery options for students who need</p>	Graduation Rate, Student surveys

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	<p>stem from a variety of factors induced by the realities above, including anxiety, medical conditions, and social or emotional challenges. Additionally, we have students who have fallen behind academically due to various circumstances. In many cases, family challenges create barriers to student learning in a traditional classroom environment. It is imperative that we provide support and alternative learning options to ensure that all students have the opportunity to succeed academically and overcome these obstacles.</p> <p>Scope: LEA-wide</p>	<p>to make up coursework or credits to stay on track for graduation.</p> <p>7 - Career or College Preparation: Some students choose independent study to pursue career or college preparatory pathways, such as vocational training, early college courses, or internships, that align with their future goals.</p> <p>In summary, independent study schools cater to diverse student needs and interests, offering a flexible and personalized learning environment that fosters academic success and supports students in achieving their individual goals.</p>	
1.19	<p>Action: Independent Study PE</p> <p>Need: Due to the structure of the six-period day and the state mandate for two years of PE credit as a graduation requirement, EL students often find their schedules constrained, particularly when it comes to fitting in additional elective or Career Technical Education (CTE) courses. This challenge is particularly pronounced for Freshmen and Sophomores, who have fewer opportunities to customize their schedules due to core curriculum requirements and limited elective options. This action will be implemented districtwide but is rooted in the specific need of EL students.</p>	<p>This initiative creates opportunities for students to expand their course selections, thereby facilitating progress towards meeting graduation requirements and advancing towards fulfilling A-G requirements. For this reason this will be offered LEA wide.</p>	A-G completion rates

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	Scope: LEA-wide		
1.20	<p>Action: Increase staffing to offer students direct support</p> <p>Need: Our Students with Disabilities are lagging behind their peers in ELA and Math achievement, as evidenced by their "Red or Very Low" ratings on the Dashboard in both subjects, as well as in graduation rates. Low income students, Foster Youth, and EL students are also struggling in similar areas. To address these gaps, the district is implementing co-teaching models in core classes. Co-taught classes offer significant benefits to low-income, foster youth, English learner (EL) students, and students with disabilities by addressing their unique educational challenges. Research indicates that these students often face barriers such as inadequate access to educational resources, high mobility rates, and emotional and behavioral challenges stemming from adverse childhood experiences. Students with disabilities additionally require specialized instructional strategies and support services to succeed academically. English learner (EL) students have distinct learning needs that require targeted instructional strategies to ensure their academic success. These students often face language barriers that</p>	<p>Having co-teachers in core classes offers numerous benefits to all students, particularly those with special education (SPED) needs, low-income students, foster youth, and English learner (EL) students:</p> <p>1 - Increased Individualized Support: Co-teachers can provide individualized support to students with SPED needs, low-income students, foster youth, and EL students within the general education classroom. This ensures that the unique learning needs of each student are addressed alongside their peers, providing additional support tailored to their specific challenges.</p> <p>2 - Differentiated Instruction: Co-teachers collaborate to design and deliver instruction that is differentiated to meet the diverse needs of all students. This includes varying instructional strategies, accommodations, and modifications to support SPED students, low-income students, foster youth, and EL students, ensuring that each student receives appropriate support for their learning needs.</p> <p>3 - Access to Content: Co-teachers help improve access to grade-level content and curriculum for all students, including those with SPED needs, low-income backgrounds, foster youth status, and EL status. They adapt instruction and provide additional support to help these students comprehend and engage with the material effectively.</p>	Graduation Rate (Student with Disabilities and Overall), Suspension Rate (Student with Disabilities and Overall), CAASPP Data for ELA and Math for Students with Disabilities and overall

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	<p>impede their ability to fully understand and engage with the curriculum. Consequently, they need explicit language instruction integrated with content learning to build their proficiency in English while simultaneously acquiring subject knowledge. Additionally, CR-PBIS strategies and restorative practices are being employed to reduce suspensions. However, for these initiatives to be fully effective, the addition of another Assistant Principal at both OHS and LPHS is necessary to ensure their successful implementation and fidelity.</p> <p>Scope: LEA-wide</p>	<p>4 - Social and Emotional Support: Co-teachers facilitate peer interactions and provide social and emotional support within the general education setting. This promotes inclusion and fosters a sense of belonging for SPED students, low-income students, foster youth, and EL students, addressing their unique social and emotional needs.</p> <p>5 - Improved Behavior Management: Co-teachers assist with behavior management strategies, helping to create a positive and inclusive classroom environment where all students, including those with SPED needs, low-income backgrounds, foster youth status, and EL status, can thrive academically and socially.</p> <p>6 - Enhanced Collaboration: Co-teachers collaborate closely with special education case managers, support staff, and other educators to monitor students' progress, identify areas of need, and implement individualized interventions as necessary. This collaborative approach ensures that the specific needs of SPED students, low-income students, foster youth, and EL students are addressed effectively.</p> <p>Having additional assistant principals is instrumental in effectively implementing CR-PBIS (Culturally Responsive - Positive Behavioral Interventions and Supports) and restorative practices in schools for several reasons:</p> <p>1 - Leadership and Oversight: Additional assistant principals provide crucial leadership and oversight for the implementation of CR-PBIS and restorative practices. They can oversee the planning, implementation, and evaluation of these initiatives,</p>	

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		<p>ensuring they are aligned with the school's goals and priorities.</p> <p>2 - Capacity Building: Assistant principals can build capacity among staff members by providing training, resources, and ongoing support for implementing CR-PBIS and restorative practices effectively. This includes facilitating professional development workshops, coaching sessions, and collaborative planning meetings.</p> <p>3 - Data Analysis and Monitoring: Assistant principals play a key role in collecting, analyzing, and monitoring data related to behavior incidents, discipline referrals, and the effectiveness of CR-PBIS and restorative practices. They can use this data to make informed decisions, identify trends, and adjust strategies as needed to improve outcomes.</p> <p>4 - Support for Staff: Assistant principals can provide support and guidance to teachers and staff members as they implement CR-PBIS and restorative practices in their classrooms and across the school. This may involve modeling effective practices, providing feedback, and troubleshooting challenges as they arise.</p> <p>5 - Community and Stakeholder Engagement: Assistant principals can engage with parents, students, and community stakeholders to build understanding and support for CR-PBIS and restorative practices. They can communicate the benefits of these approaches, address concerns, and solicit feedback to ensure they are responsive to the needs of all stakeholders.</p> <p>6 - Coordination and Collaboration: Assistant principals can facilitate collaboration and coordination among various stakeholders involved</p>	

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		in implementing CR-PBIS and restorative practices, including teachers, support staff, administrators, and community partners. This collaborative approach helps ensure a cohesive and integrated approach to promoting positive behavior and resolving conflicts.	
1.21	<p>Action: Maintain the Operation of Community Day School (CDS)</p> <p>Need: OUHSD has students that face behavioral challenges that impede their learning and disrupt the educational environment in traditional schools. This is predominately seen in our students that are Socioeconomically Disadvantaged, Homeless, or in Foster Care. California education law mandates that expelled students must receive educational services. We also have students who need a bridge to reintegrate back to home schools after spending time incarcerated.</p> <p>Scope: LEA-wide</p>	<p>A Community Day School (CDS) is needed in California to address the diverse needs of students who require alternative educational placements due to various factors. Here are several reasons why CDS is essential:</p> <p>1 - Behavioral Challenges: Some students face behavioral challenges that impede their learning and disrupt the educational environment in traditional schools. CDS provides a structured and supportive environment where these students can receive specialized interventions and behavioral supports tailored to their needs.</p> <p>2 - Expulsion: Students who are expelled from their home schools still have a right to education. CDS offers a placement option for these students to continue their education while addressing the issues that led to their disciplinary actions.</p> <p>3 - Individualized Support: CDS can provide individualized support and interventions to address the academic, social, emotional, and behavioral needs of students. This may include smaller class sizes, targeted interventions, counseling services, and opportunities for academic acceleration or credit recovery.</p> <p>4 - Safe and Supportive Environment: For some students, traditional school settings may not be conducive to their well-being or academic success. CDS offers a safe and supportive environment</p>	Expulsion Rate

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		<p>where students can receive the necessary supports to thrive academically and emotionally.</p> <p>5 - Reintegration: CDS serves as a bridge for students to reintegrate back into their home schools or transition to other educational settings. Through targeted interventions and support services, students can develop the skills and strategies needed to successfully transition back to a mainstream educational environment.</p> <p>6 - Legal Compliance: California education law mandates that expelled or suspended students must receive educational services. CDS ensures compliance with these legal requirements by offering an educational placement option for students facing disciplinary actions.</p>	
2.5	<p>Action: Social Emotional Learning</p> <p>Need: In recent years, the students and families residing within OUHSD boundaries have faced significant challenges stemming from natural disasters, including wildfires. Moreover, the Oroville community contends with pervasive issues such as poverty, violent crime, and substance abuse, all of which can profoundly impact student well-being and academic success. Nearly 5% of our student population experiences homelessness, while over 75% are classified as socioeconomically disadvantaged. Additionally, a considerable portion of our students are identified as Foster Youth. These realities create substantial barriers to education, as students grapple with</p>	<p>Character Strong provides comprehensive social-emotional learning (SEL) curriculum and resources designed to address the diverse needs of students facing significant challenges such as those described within OUHSD boundaries. By integrating Character Strong into the educational framework, students are equipped with essential skills and competencies to navigate and overcome the obstacles they encounter due to natural disasters, poverty, violence, substance abuse, and homelessness. Through Character Strong's SEL curriculum, students learn vital social and emotional skills, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These skills empower students to cope with trauma, manage stress, develop resilience, and cultivate positive relationships with peers and adults. Additionally, Character Strong emphasizes empathy,</p>	<p>Fundamentals SEL Screener data, Attendance Rate, Chronic Absenteeism Rate, Student surveys, Suspension Rate</p>

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	<p>the traumatic effects of these circumstances in their daily lives, which can impede their ability to fully engage in the learning process.</p> <p>Scope: LEA-wide</p>	<p>compassion, and inclusivity, fostering a supportive and inclusive school culture where all students feel valued and supported. Furthermore, Character Strong's focus on character development and ethical decision-making aligns with the broader goal of promoting positive behavior and academic success. By integrating SEL into the educational experience, Character Strong helps students build a strong foundation for lifelong success, despite the formidable challenges they may face in their communities. Overall, Character Strong serves as a vital tool in addressing the social-emotional needs of students within OUHSD boundaries, ultimately supporting their holistic well-being and academic achievement.</p>	
2.7	<p>Action: Provide Facilities to the Boys and Girls Club of the North Valley</p> <p>Need: Based on comprehensive analysis of student achievement data, it is evident that the academic performance of all students, on average, falls below the state standards in both English Language Arts (ELA) and Mathematics assessments. This is particularly evident for our students who are Socioeconomically Disadvantaged. Furthermore, the district faces a significant challenge with chronic absenteeism, with the rate surpassing 25%. This persistent issue not only impacts academic progress but also indicates broader challenges related to student engagement and attendance. Moreover, the aftermath of the COVID-19 pandemic has</p>	<p>The Boys and Girls Club plays a crucial role in addressing the multifaceted needs outlined in the student achievement data and the challenges exacerbated by the COVID-19 pandemic.</p> <p>1 - Academic Support: The club provides tutoring services and academic enrichment programs to help students improve their performance in English Language Arts and Mathematics. Through personalized assistance and targeted interventions, students receive the support they need to catch up on missed coursework and strengthen their academic skills.</p> <p>2 - Attendance and Engagement: By offering a range of engaging activities and programs, the Boys and Girls Club helps promote student attendance and participation. Through sports, arts and crafts, leadership development, and other enrichment activities, students find opportunities for social interaction and meaningful engagement,</p>	<p>Fundamentals SEL Screener, Boys and Girls Club membership and access data, Chronic Absenteeism Rate, Attendance Rate, Suspension rate, student surveys</p>

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	<p>exacerbated existing concerns, particularly in the realm of social-emotional well-being. Many students are grappling with heightened levels of anxiety, depression, and even suicidal ideations, reflecting the profound impact of prolonged disruptions to their education and social interactions. The transition back to in-person learning has posed additional challenges, as students navigate the complexities of re-engaging with peers and adapting to new learning environments.</p> <p>Scope: LEA-wide</p>	<p>reducing chronic absenteeism and fostering a sense of belonging within the school community. 3 - Social-Emotional Well-being: Recognizing the increased prevalence of anxiety, depression, and suicidal ideations among students, the Boys and Girls Club provides a supportive and inclusive environment where students can express themselves, build positive relationships, and access mental health resources. Trained staff members offer mentorship, guidance, and emotional support, helping students navigate the challenges of returning to in-person learning and managing their mental health concerns. In essence, the Boys and Girls Club serves as a vital partner in the district's efforts to address academic achievement gaps, chronic absenteeism, and social-emotional well-being among students. By providing holistic support and opportunities for growth, the club empowers students to overcome challenges, thrive academically, and succeed in all aspects of their lives.</p>	
2.8	<p>Action: Social, Emotional, and Health Supports</p> <p>Need: At OUHSD, we recognize the diverse spectrum of needs among our student body, spanning social-emotional concerns, medical requirements, individualized health plans, and challenges associated with learning disabilities. Within our district, nearly 17% of students are classified as Students with Disabilities, over 4% are identified as</p>	<p>Having social workers, a school nurse, school psychologists, and speech therapists on staff at OUHSD is instrumental in addressing the diverse spectrum of needs among our student body: 1 - Social Workers: Social workers play a crucial role in addressing social-emotional concerns by providing individual and group counseling, crisis intervention, and support for students dealing with various challenges such as trauma, family issues, or mental health disorders. They can also collaborate with families and community resources</p>	<p>Fundamentals SEL Screener data, Attendance Rate, Chronic Absenteeism Rate, Student surveys, Suspension Rate</p>

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	<p>homeless, and close to 1% are Foster Youth. When compounded with the broader socioeconomic landscape, where more than 75% of our students experience economic disadvantage, it becomes evident that our student community faces a multitude of barriers that can significantly impact their educational journey. These barriers, whether rooted in personal circumstances or community-wide challenges, underscore the importance of our commitment to providing comprehensive support services tailored to the diverse needs of every student, ensuring equitable access to educational opportunities and fostering an environment conducive to holistic growth and academic success.</p> <p>Scope: LEA-wide</p>	<p>to ensure students have access to necessary support systems outside of school.</p> <p>2 - School Nurse: The school nurse is essential for addressing medical requirements and individualized health plans. They can administer medications, provide first aid, and manage chronic health conditions for students. Additionally, they contribute to health education initiatives within the school community and can identify health-related barriers to learning, advocating for necessary accommodations or interventions.</p> <p>3 - School Psychologists: School psychologists specialize in addressing challenges associated with learning disabilities and other academic or behavioral concerns. They conduct assessments to identify students' strengths and needs, develop individualized education plans (IEPs) or 504 plans, and provide interventions and support to help students succeed academically and socially.</p> <p>4 - Speech Therapists: Speech therapists address communication disorders and related challenges that may impact students' academic performance and social interactions. They provide assessment, therapy, and interventions for speech, language, and swallowing disorders, helping students develop effective communication skills essential for academic success and social integration.</p> <p>By leveraging the expertise of these professionals, OUHSD can effectively support students with disabilities, those experiencing homelessness or foster care, and those facing socioeconomic disadvantages. Through a holistic approach to student support, including early intervention, personalized interventions, and collaboration with families and community resources, we can</p>	

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		mitigate the barriers students face and create an inclusive educational environment conducive to their holistic growth and academic success districtwide.	
2.9	<p>Action: Targeted Case Manager/Family Liaison</p> <p>Need: At OUHSD, we recognize the diverse spectrum of needs among our student body, spanning social-emotional concerns, medical requirements, and challenges associated with learning disabilities. Within our district, nearly 17% of students are classified as Students with Disabilities, over 4% are identified as homeless, and close to 1% are Foster Youth. When compounded with the broader socioeconomic landscape, where more than 75% of our students experience economic disadvantage, it becomes evident that our student community faces a multitude of barriers that can significantly impact their educational journey. These barriers, whether rooted in personal circumstances or community-wide challenges, underscore the importance of our commitment to providing comprehensive support services tailored to the diverse needs of every student, ensuring equitable access to educational opportunities and fostering an environment conducive to holistic growth and academic success.</p> <p>Scope:</p>	<p>A targeted case manager (TCM) can address the diverse needs of students in several ways:</p> <p>1 - Instructional Support: TCMs can collaborate with teachers to identify instructional needs of students and develop tailored intervention plans to address academic challenges. They may provide resources, strategies, and support to both students and teachers to enhance learning outcomes.</p> <p>2 - Mental Health Support: TCMs are trained to recognize signs of mental health issues and can provide early intervention and referrals to appropriate resources such as school counselors, psychologists, or external mental health services. They can also facilitate access to therapy or support groups for students experiencing emotional difficulties.</p> <p>3 - Parental and Community Involvement: TCMs play a key role in engaging parents and community members in the educational process. They can organize workshops, events, or outreach programs to foster partnerships between schools, families, and community organizations, promoting a supportive network around students.</p> <p>4 - Regular Check-ins and Monitoring: TCMs maintain regular contact with students on their caseload to monitor progress, provide encouragement, and offer assistance as needed. These check-ins allow TCMs to identify emerging issues early and implement timely interventions to address them effectively.</p>	Fundamentals SEL Screener data, Attendance Rate, Chronic Absenteeism Rate, Student surveys, Suspension Rate

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	LEA-wide	<p>5 - Priority Support for Vulnerable Students: TCMs prioritize students facing significant challenges such as homelessness, foster care, chronic absenteeism, or academic underperformance. They provide targeted support and advocacy to ensure these students receive the resources and assistance necessary to overcome barriers to their success.</p> <p>6 - Social and Emotional Support: TCMs offer social and emotional support to students by providing a listening ear, offering guidance, and connecting them with appropriate resources or services. They may also organize peer support groups or wellness activities to promote mental well-being among students.</p> <p>7 - Operating Student Wellness Centers: TCMs oversee student wellness centers, providing a safe and supportive environment for students to access during times of crisis or when they need a break. These centers offer resources, counseling services, and opportunities for relaxation or self-care.</p> <p>By fulfilling these roles, TCMs contribute to the creation of a supportive educational environment where all students can thrive academically, emotionally, and socially. Their efforts reinforce the commitment of OUHSD to the well-being and success of every student districtwide.</p>	
2.10	<p>Action: Extracurricular and Co-Curricular Opportunities and Athletic Trainers</p> <p>Need:</p>	<p>Providing extracurricular, co-curricular, and other activities can significantly contribute to addressing the challenges outlined in the data from the Fundamentals SEL Screener:</p> <p>1 - Reducing Chronic Absenteeism: Engaging students in extracurricular and co-curricular</p>	<p>Fundamentals SEL Screener data, Attendance Rate, Chronic Absenteeism Rate, Student surveys, Suspension Rate</p>

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	<p>While data from the Fundamentals SEL Screener indicates a positive sentiment among 67.4% of surveyed students regarding their satisfaction with their experience at OUHSD schools in terms of well-being, safety, and overall comfort, there are still significant challenges we must address as a district. Despite this positive sentiment, our Chronic Absenteeism rate remains over 25%, and our suspension rate is slightly above 6%. These statistics impact student demographics disparately.</p> <p>When examining Chronic Absenteeism, it's concerning to note that Students with Disabilities and those from Socioeconomically Disadvantaged backgrounds both exhibit a Chronic Absenteeism rate of 48.6%, with Foster Youth not far behind at 45.7%. These figures underscore a concerning lack of engagement, which may stem from various factors but potentially points to a disconnect between these student populations and the broader school environment. Furthermore, our analysis of suspension rates reveals another troubling trend. Homeless students, in particular, face one of the highest suspension rates district-wide, especially evident at OHS, where the rate exceeds 13%. These disparities in suspension rates highlight the need for targeted interventions and support systems to address the unique challenges faced by this vulnerable student population.</p> <p>When student athletes sustain injuries, the ramifications extend beyond the physical pain</p>	<p>activities provides them with compelling reasons to attend school regularly. By offering activities that cater to diverse interests, talents, and backgrounds, schools can create a more inclusive and engaging environment that motivates students to attend regularly. Participation in these activities fosters a sense of belonging and connection to the school community, ultimately reducing chronic absenteeism rates.</p> <p>2 - Improving School Climate and Student Engagement: Extracurricular and co-curricular activities contribute to a positive school climate by promoting a sense of belonging, camaraderie, and mutual respect among students. When students feel connected to their school through participation in clubs, sports teams, arts programs, and other activities, they are more likely to be actively engaged in their education and invested in their academic success. This increased engagement can help mitigate the factors contributing to chronic absenteeism and improve overall student well-being.</p> <p>3 - Addressing Disparities in Suspension Rates: Providing a diverse range of extracurricular and co-curricular activities can offer alternative outlets for expression, skill development, and social interaction, particularly for vulnerable student populations such as homeless students. By participating in structured activities that align with their interests and strengths, students are less likely to engage in behaviors that may lead to disciplinary issues and suspensions. Additionally, extracurricular programs often foster mentorship relationships between students and caring adults, providing additional support and guidance for</p>	

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	<p>and recovery process; they can also disrupt the academic momentum that students have worked diligently to maintain. Injuries often necessitate time away from both athletic activities and academic responsibilities, resulting in missed practices, competitions, and valuable classroom instruction. This interruption can derail the carefully balanced routines and commitments that student athletes juggle daily, impacting their academic progress and overall well-being. Moreover, the mental and emotional toll of an injury can further compound these challenges. Student athletes may experience frustration, disappointment, and even anxiety about falling behind in their coursework or letting down their teammates and coaches. The uncertainty surrounding the duration of recovery and the potential long-term effects of the injury can also weigh heavily on their minds, affecting their focus and motivation in the classroom. In addition to the immediate academic setbacks caused by injuries, there may also be long-term implications. For student athletes aspiring to pursue collegiate sports opportunities, injuries can impact their athletic performance, diminishing their prospects for scholarships or recruitment. This, in turn, may influence their academic and career trajectory, as athletic achievements often play a significant role in college admissions and future opportunities.</p> <p>Scope:</p>	<p>students who may be facing challenges outside of school.</p> <p>In summary, extracurricular, co-curricular, and other activities play a vital role in addressing the challenges of chronic absenteeism and suspension rates by promoting student engagement, fostering a positive school climate, and providing support for vulnerable student populations. By investing in a robust array of activities that cater to the diverse needs and interests of students, schools can create a more inclusive and supportive environment that enhances student well-being and academic success.</p> <p>Athletic trainers play a crucial role in mitigating the academic and emotional impact of injuries on student athletes:</p> <p>1 - Immediate Injury Assessment and Treatment: Athletic trainers are trained to promptly assess and provide initial treatment for injuries sustained during athletic activities. By addressing injuries promptly and effectively, athletic trainers minimize the severity and duration of downtime for student athletes, allowing them to return to both athletic and academic pursuits more quickly.</p> <p>2 - Rehabilitation and Recovery Programs: Athletic trainers develop customized rehabilitation plans tailored to each student athlete's injury, ensuring a safe and effective return to activity. These programs not only focus on physical recovery but also include strategies to support academic engagement during the rehabilitation process. By facilitating a structured approach to recovery, athletic trainers help student athletes navigate the</p>	

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	LEA-wide	<p>challenges of balancing academic responsibilities with rehabilitation efforts.</p> <p>3 - Emotional Support and Counseling: Athletic trainers provide invaluable emotional support to student athletes as they navigate the challenges of injury recovery. They offer a compassionate ear, helping athletes cope with feelings of frustration, disappointment, and anxiety about academic setbacks and future athletic prospects. By fostering a supportive and empathetic environment, athletic trainers help student athletes maintain their mental well-being and motivation to succeed academically.</p> <p>4 - Injury Prevention Education: Athletic trainers play a proactive role in educating student athletes about injury prevention strategies, including proper warm-up techniques, conditioning exercises, and risk mitigation practices. By empowering athletes with knowledge and skills to reduce the likelihood of injuries, athletic trainers help safeguard their academic and athletic pursuits in the long term.</p> <p>5 - Collaboration with Academic Support Services: Athletic trainers collaborate closely with academic support services, coaches, and school administrators to coordinate accommodations for injured student athletes. This may include arranging modified academic schedules, facilitating access to tutoring or study resources, and advocating for academic accommodations as needed. By ensuring continuity in academic support, athletic trainers help student athletes maintain their academic momentum despite injury setbacks.</p> <p>Overall, the presence of athletic trainers provides a comprehensive support system for student</p>	

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		athletes, addressing both the physical and academic challenges associated with injuries. By promoting timely and effective injury management, facilitating emotional support, and fostering injury prevention efforts, athletic trainers play a vital role in safeguarding the academic progress and overall well-being of student athletes.	
2.11	<p>Action: Home to School Transportation</p> <p>Need: As per insights gathered from an LCAP student survey, it's been revealed that transportation challenges emerge as a primary factor contributing to tardiness and absenteeism, cited by more than 37% of respondents. Students who are low-income, foster youth, or English learners (EL) often face significant barriers to transportation that impact their ability to attend school regularly and participate fully in educational activities. Financial constraints are a major issue, as low-income families may lack reliable vehicles and struggle with the costs of public transportation. Housing instability further complicates transportation, with frequent moves or homelessness making it difficult for students to access consistent and reliable means of getting to school. Public transportation itself may present limitations, such as routes and schedules that do not align with school hours or safety concerns, which can be particularly problematic for younger or more vulnerable students. Additionally,</p>	<p>Providing transportation support directly addresses the challenges identified in the LCAP student survey in the following ways:</p> <p>1 - Reducing Tardiness: Transportation support ensures that students arrive at school on time, reducing instances of tardiness. By offering reliable transportation services, students can adhere to their school schedules without worrying about delays or missed opportunities for learning.</p> <p>2 - Improving Attendance: Access to transportation eliminates barriers that may prevent students from attending school regularly. By providing a means for students to travel to and from school safely and efficiently, transportation support encourages consistent attendance, ultimately reducing absenteeism rates.</p>	Chronic Absenteeism Rate, Attendance Rate, Student Survey

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	<p>systemic barriers include inadequate school bus services and poor coordination between transportation services and schools, leading to inefficiencies. EL students and their families may face language barriers that hinder their ability to access and understand transportation information. Safety and accessibility concerns also play a role, with students potentially traveling through unsafe areas or facing transportation options that do not meet their specific needs. Addressing these barriers requires a comprehensive approach, including improving access to reliable and affordable transportation, enhancing coordination between schools and transportation providers, and ensuring that information is accessible to all families, thereby providing equal opportunities for all students to attend school and succeed academically.</p> <p>Scope:</p>		
2.12	<p>Action: PBIS TOSAs and Student Incentives</p> <p>Need: While data from the Fundamentals SEL Screener indicates a positive sentiment among 67.4% of surveyed students regarding their satisfaction with their experience at OUHSD schools in terms of well-being, safety, and overall comfort, there are still significant challenges we must address as a district. Despite this positive sentiment, our Chronic Absenteeism rate remains over 25%, and our</p>	<p>Effective coordination is essential to ensure that every student receives the necessary assistance and support. To facilitate this, the Teachers on Special Assignments (TOSAs) will be allocated additional non-teaching periods. This extra time will enable them to gather and analyze data, coordinate targeted interventions, and conduct essential monitoring and follow-up activities. Moreover, they will serve as invaluable liaisons between students and teachers, fostering stronger communication and support networks. This allocation of resources is provided on an LEA (Local Education Agency) basis, reflecting the</p>	<p>Fundamentals SEL Screener data, Attendance Rate, Chronic Absenteeism Rate, Student surveys, Suspension Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>suspension rate is slightly above 6%. These statistics impact student demographics disparately.</p> <p>When examining Chronic Absenteeism, it's concerning to note that Students with Disabilities and those from Socioeconomically Disadvantaged backgrounds both exhibit a Chronic Absenteeism rate of 48.6%, with Foster Youth not far behind at 45.7%. These figures underscore a concerning lack of engagement, which may stem from various factors but potentially points to a disconnect between these student populations and the broader school environment. Furthermore, our analysis of suspension rates reveals another troubling trend. Homeless students, in particular, face one of the highest suspension rates district-wide, especially evident at OHS, where the rate exceeds 13%. These disparities in suspension rates highlight the need for targeted interventions and support systems to address the unique challenges faced by this vulnerable student population.</p> <p>Scope: LEA-wide</p>	<p>recognition of student needs across all our sites, as demonstrated by the data presented above.</p> <p>Providing student incentives can address the following needs identified in the district:</p> <p>1 - Reducing Chronic Absenteeism: Incentives can be used to motivate students to attend school regularly by rewarding good attendance. By offering rewards such as gift cards, certificates, or special privileges for consistent attendance, students are incentivized to prioritize their education and minimize absences. This targeted approach can help decrease chronic absenteeism rates, particularly among student demographics such as Students with Disabilities, Socioeconomically Disadvantaged backgrounds, and Foster Youth, who may face additional barriers to attendance.</p> <p>2 - Improving Student Engagement: Incentives for positive behavior can enhance student engagement by reinforcing desired behaviors such as participation, cooperation, and respect. By recognizing and rewarding students who demonstrate positive behavior, schools can create a more supportive and inclusive learning environment where all students feel valued and motivated to actively participate in their education. This can help address the underlying lack of engagement highlighted in the data, fostering a stronger connection between students and the school community.</p> <p>3 - Addressing Disparities in Suspension Rates: Incentives can be used as part of a proactive approach to behavior management, helping to prevent disciplinary issues that may lead to</p>	

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		<p>suspensions. By promoting positive behavior and providing incentives for adherence to school rules and expectations, schools can reduce the likelihood of disciplinary infractions, particularly among vulnerable student populations such as Homeless students. This can contribute to a more equitable disciplinary system that supports the needs of all students and reduces disparities in suspension rates.</p> <p>Overall, providing student incentives aligns with a comprehensive approach to addressing the challenges identified in the district, promoting attendance, behavior, and engagement while fostering a positive and inclusive school culture that supports the success of all students.</p>	
3.3	<p>Action: College Connection Program</p> <p>Need: According to the Dashboard, OUHSD has been rated 'Low' on the College and Career Indicator, which signifies student readiness for post-secondary transitions. This is especially evident for our Low-Income students, EL students who are also rated as "Low". Foster youth are not represented on the Dashboard due to the small sample size of students. However, internal data suggests that there is a significant need in regards to providing support and opportunities to improve college and career readiness. Furthermore, insights gleaned from student, parent, and staff feedback via an LCAP survey revealed a unanimous desire for enhanced exposure to</p>	<p>The College Connections program serves as a gateway for students to accelerate their progress towards their post-secondary goals by offering them the remarkable opportunity to earn up to 11 college credits per semester at Butte College. Through this innovative initiative, students are granted a significant head start in their educational journey, enabling them to seamlessly transition into higher education with a robust foundation of academic achievement. By enrolling in college-level courses at Butte College while still in high school, students not only gain valuable academic credits but also cultivate essential skills, experiences, and insights that will serve them well in their future endeavors. This immersive learning experience provides students with a taste of college life, allowing them to engage with rigorous coursework, interact with college faculty and peers, and navigate the expectations and</p>	Student Surveys, Graduation rate

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	<p>post-secondary skills and opportunities. This encompasses broader access to Career Technical Education (CTE) courses, as well as dual and concurrent enrollment opportunities at colleges. Additionally, the College Connection Program provides college access to students at no cost to them. Low-income students, English learners (EL) students, and foster youth face several significant barriers to college and career readiness. Financial constraints often impede their ability to cover application fees, standardized test costs, and test preparation resources. Additionally, these students may struggle with navigating the complex college application process due to limited access to information, language barriers, or insufficient guidance. Academic preparation gaps can arise from under-resourced schools or frequent school changes, which can hinder their readiness for higher education. EL students face extra challenges in developing academic language skills and understanding college-level content. Moreover, the lack of effective guidance and mentorship exacerbates these issues, leaving students without the support needed to make informed decisions about their futures. Emotional and social support is particularly crucial for foster youth, who may need additional encouragement and stability. Finally, navigating institutional barriers, such as understanding application procedures and securing financial aid, can be daunting without adequate assistance. Addressing these barriers through comprehensive support</p>	<p>challenges of higher education. Moreover, earning college credits through the College Connections program offers students a competitive edge in the increasingly competitive landscape of college admissions and scholarship opportunities. These credits can be applied towards fulfilling general education requirements, expediting degree completion, and even transferring to four-year institutions, providing students with greater flexibility and opportunities for academic and career advancement.</p>	

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	<p>programs can help level the playing field and enhance college and career readiness for these vulnerable student populations.</p> <p>Scope: LEA-wide</p>		
3.4	<p>Action: Counseling Staff</p> <p>Need: OUHSD faces a multifaceted educational landscape: while our district boasts a commendable 83.1% graduation rate, the 2.4% districtwide dropout rate calls for continued attention and support. Additionally, the fact that only 14.4% of students are meeting A-G requirements underscores the need for targeted interventions to bolster college readiness. Similarly, with just 17% of students completing Career Technical Education (CTE) pathways, there's an opportunity to expand access to diverse educational opportunities. Furthermore, the data from the Early Assessment Program (EAP) paints a sobering picture, revealing that only 48.4% of students are designated as prepared in English and a mere 16.9% are prepared in Math. These figures highlight the imperative for comprehensive strategies aimed at enhancing academic preparedness and closing achievement gaps across subject areas. This is especially evident in our students who are Homeless, in foster care,</p>	<p>High school counselors play a crucial role in addressing the multifaceted educational challenges faced by OUHSD students. Here's how they can meet these needs:</p> <p>1 - Individualized Academic Planning: Counselors can work closely with students to develop personalized academic plans that align with their post-secondary goals. This includes identifying courses that fulfill A-G requirements, exploring Career Technical Education (CTE) pathways, and incorporating interventions to address academic deficiencies identified by the Early Assessment Program (EAP).</p> <p>2 - Early Intervention and Support: Counselors can proactively identify students who may be at risk of dropping out or struggling academically based on dropout rate and EAP data. By providing early intervention and support services such as academic tutoring, study skills workshops, and counseling sessions, counselors can help these students stay on track towards graduation and academic success.</p> <p>3 - College Readiness Workshops and Resources: Counselors can organize college readiness workshops and provide resources to help students navigate the college application process, understand A-G requirements, and prepare for college entrance exams. They can also facilitate</p>	Graduation Rate, Pathway Completion report, EAP reports, dropout rate, A-G completion report

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	<p>and who are Socioeconomically Disadvantaged.</p> <p>Scope: LEA-wide</p>	<p>access to dual enrollment programs and other opportunities to enhance college readiness.</p> <p>4 - Promotion of CTE Pathways: Counselors can actively promote Career Technical Education (CTE) pathways to students, highlighting the benefits of acquiring industry-specific skills and certifications. They can provide information about available CTE courses, internships, and apprenticeships, and assist students in exploring career options aligned with their interests and talents.</p> <p>5 - Data-Informed Decision-Making: Counselors can utilize data from graduation rates, dropout rates, A-G completion rates, and EAP results to inform their decision-making and prioritize interventions for students most in need of support. They can also collaborate with teachers, administrators, and community partners to develop comprehensive strategies for improving student outcomes across subject areas.</p> <p>By leveraging their expertise and resources, high school counselors can play a pivotal role in enhancing academic preparedness, closing achievement gaps, and ensuring that all students have the opportunity to succeed in high school and beyond.</p>	
3.5	<p>Action: College/Career Guidance Technician</p> <p>Need: OUHSD faces a multifaceted educational landscape: while our district boasts a commendable 83.1% graduation rate, the 2.4% districtwide dropout rate calls for</p>	<p>A college/career guidance technician can play a crucial role in addressing the diverse educational needs outlined for OUHSD. Here's how they can help:</p> <p>1 - Individualized Academic Planning: The technician can work closely with students to develop personalized academic plans tailored to their post-secondary goals. They can provide</p>	Graduation Rate, Pathway Completion report, EAP reports, dropout rate, A-G completion report

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	<p>continued attention and support. Additionally, the fact that only 14.4% of students are meeting A-G requirements underscores the need for targeted interventions to bolster college readiness. Similarly, with just 17% of students completing Career Technical Education (CTE) pathways, there's an opportunity to expand access to diverse educational opportunities. Furthermore, the data from the Early Assessment Program (EAP) paints a sobering picture, revealing that only 48.4% of students are designated as prepared in English and a mere 16.9% are prepared in Math. These figures highlight the imperative for comprehensive strategies aimed at enhancing academic preparedness and closing achievement gaps across subject areas. This action is being implemented LEA wide primarily due to the need of our Foster Youth and Socioeconomically Disadvantaged youth who either have limited or no support for post secondary planning.</p> <p>Scope: LEA-wide</p>	<p>guidance on course selection, monitor progress towards meeting A-G requirements, and identify opportunities for academic enrichment and intervention to address deficiencies identified by the Early Assessment Program (EAP).</p> <p>2 - College and Career Exploration: The technician can facilitate college and career exploration activities, such as organizing college fairs, career workshops, and guest speaker events. They can provide information about different college and career pathways, assist students in researching potential colleges and majors, and connect them with resources for career exploration and planning.</p> <p>3 - Assistance with College Applications and Financial Aid: The technician can assist students and parents with completing college applications, including navigating the Common Application or other online application platforms. They can also provide support with completing the Free Application for Federal Student Aid (FAFSA) and identifying scholarship opportunities to help alleviate financial barriers to higher education.</p> <p>3 - Promotion of Career Technical Education (CTE) Pathways: The technician can promote awareness of CTE pathways and opportunities among students, parents, and school staff. They can collaborate with CTE instructors to organize informational sessions, coordinate workplace visits and industry tours, and assist students in exploring CTE programs aligned with their interests and career goals.</p> <p>4 - Data Analysis and Monitoring: The technician can assist in analyzing data related to graduation rates, dropout rates, A-G completion rates, and EAP results to identify trends and areas for</p>	

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		<p>improvement. They can collaborate with school administrators and counselors to develop targeted interventions and initiatives aimed at enhancing academic preparedness and closing achievement gaps across subject areas.</p> <p>By providing comprehensive support in college and career readiness, academic planning, and access to diverse educational opportunities, a college/career guidance technician can contribute significantly to improving student outcomes and ensuring that all students have the resources and support they need to succeed in high school and beyond.</p>	
3.6	<p>Action: Allocate more funds to Career and Technical Education and Visual and Performing Arts sections.</p> <p>Need: In the realm of Career and Technical Education (CTE), our overarching objective is to ensure that every course reflects the realistic demands and standards of respective industries. It's imperative that our programs provide students with practical, hands-on training that aligns closely with current industry practices. However, we've identified that certain CTE programs are falling short of meeting these industry standards. Addressing this discrepancy is essential to equip our students with the skills and knowledge necessary to thrive in their chosen career paths. Likewise, in the domain of Visual and Performing Arts (VAPA), the landscape is</p>	<p>Providing additional funding can significantly support these needs in both Career and Technical Education (CTE) and Visual and Performing Arts (VAPA) by:</p> <p>1 - Upgrading Equipment and Resources: Additional funding can be allocated to procure modern equipment, tools, and resources required to deliver practical, hands-on training in CTE programs. This ensures that students have access to state-of-the-art facilities and technologies that mirror real-world industry settings, enhancing the quality and relevance of their learning experience.</p> <p>2 - Professional Development: Funding can be used to invest in professional development opportunities for CTE and VAPA instructors, enabling them to stay updated on industry trends, emerging technologies, and best practices. This ensures that educators are equipped with the knowledge and skills necessary to deliver high-quality instruction that aligns with current industry standards and technological advancements.</p>	Student Survey Feedback, CTE Pathway completion

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	<p>evolving rapidly, with technological advancements playing an increasingly significant role. To maintain high levels of student engagement and relevance, it's crucial for VAPA courses to integrate these technological advancements seamlessly into their curriculum. CTE and VAPA courses provide critical exposure to college, careers, talents, and lifelong interests that may not be available to some students. This is especially evident in students who are socioeconomically disadvantaged, homeless, or in foster care.</p> <p>Scope: LEA-wide</p>	<p>3 - Curriculum Development: Additional funds can support the development and enhancement of curriculum materials for CTE and VAPA courses, with a focus on integrating industry-relevant content and technological advancements. This allows educators to design engaging and relevant learning experiences that prepare students for success in their chosen career paths and artistic endeavors.</p> <p>4 - Technology Integration: Additional funding can support the integration of technology into both CTE and VAPA courses, allowing educators to leverage digital tools, software applications, and multimedia platforms to enhance learning experiences and student outcomes. This ensures that students are exposed to current technological advancements and develop essential digital literacy skills relevant to their respective fields. Overall, providing additional funding enables schools to invest in the necessary resources, professional development, curriculum development, and technology integration initiatives that support the alignment of CTE and VAPA programs with industry standards and technological advancements. This ensures that students receive high-quality education that prepares them for success in their future careers and artistic pursuits.</p>	
3.7	<p>Action: Parent and Family Engagement and Parent Square Utilization</p> <p>Need:</p>	<p>Enhancing parent communication addresses the need for improved responsiveness to parental concerns identified in the LCAP parent survey. By utilizing channels such as email, phone communication, social media platforms, and the district website, OUHSD can better connect with</p>	<p>Parent Square engagement reports, Parent Survey</p>

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	<p>According to findings from our LCAP parent survey, 30.8% of respondents perceived OUHSD as responsive to their concerns, while 26.9% felt otherwise. Notably, a portion of parents expressed indifference due to the absence of concerns to address. Furthermore, the survey revealed that 59.6% of parents prefer communication via email, with 9.6% preferring phone communication. However, it's worth noting that several respondents acknowledged utilizing social media platforms and our website for obtaining information as well.</p> <p>Parent engagement and communication address several key barriers faced by low-income students, foster youth, and English learners (EL) students. Many low-income families and foster parents may not be familiar with the education system, making it difficult for them to navigate school requirements, understand academic standards, and access available resources. This lack of understanding can lead to missed opportunities and inadequate support for their children. Financial constraints further complicate this issue, as these families may not be aware of or able to access financial assistance, community resources, and low-cost educational supports. For EL students, language barriers can impede effective communication with schools, leaving parents unable to fully engage in their children's education or access important information. This challenge can be exacerbated by a lack of translated materials and language support</p>	<p>parents and address their inquiries and feedback promptly. This proactive approach fosters a stronger sense of engagement and trust between parents and the school district, ultimately leading to a more collaborative and supportive educational environment for students. Additionally, by catering to parents' preferred communication methods, such as email and phone, OUHSD ensures that information reaches parents effectively, increasing the likelihood of their engagement and involvement in their child's education.</p> <p>ParentSquare would effectively meet these needs by providing a centralized platform for communication between OUHSD and parents. Here's how:</p> <p>1 - Enhanced Responsiveness: ParentSquare allows for real-time communication between parents and school staff. Parents can easily reach out with their concerns or questions, and school administrators can respond promptly, addressing any issues or providing necessary support. This fosters a sense of responsiveness and attentiveness to parental concerns, potentially improving the perception of OUHSD's responsiveness as identified in the LCAP parent survey.</p> <p>2 - Preferred Communication Channels: ParentSquare accommodates parents' preferences for communication channels. With the ability to send messages via email, text, voice calls, and instant messaging, parents can choose the method that best suits their needs and preferences. This aligns with the survey findings indicating that 59.6% of parents prefer email</p>	

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	<p>services. Additionally, engaged parents are crucial for monitoring their children’s academic progress and providing support at home, which can be particularly beneficial for students facing academic challenges due to financial or social instability. Finally, strong parent-school relationships are essential for providing emotional support and advocacy. Parents who are engaged and informed are better equipped to advocate for their children’s needs and navigate any challenges within the school system, helping ensure that their children receive the necessary support and services.</p> <p>Scope: LEA-wide</p>	<p>communication and 9.6% prefer phone communication.</p> <p>3 - Centralized Information Hub: ParentSquare serves as a centralized hub for sharing important information and updates. By consolidating communication channels in one platform, parents can easily access relevant information about their child's education, school events, announcements, and academic progress. This addresses the need for convenient access to information, as noted by parents who utilize social media platforms and the school website for obtaining information. Overall, ParentSquare would meet these needs by facilitating efficient communication, accommodating parents' preferences, and providing easy access to relevant information, ultimately enhancing parent-school engagement and satisfaction.</p> <p>4 - ParentSquare includes a translation feature that converts communications into the preferred language of the student or family. This functionality is essential for supporting our English learner (EL) students and their families by ensuring they receive crucial information in a language they are most comfortable with. This enhances their ability to engage fully with school communications and supports their overall educational experience.</p>	
4.1	<p>Action: Extended Instructional Hours to 30/week at Prospect High School.</p> <p>Need: At Prospect High School (PHS), only 1.1% of students received a "Prepared" rating on the</p>	<p>Providing extended instructional time directly addresses the needs outlined for Prospect High School (PHS).</p> <p>1 - Improving College and Career Readiness: By doubling the instructional hours at PHS, students have more time to engage with rigorous academic coursework and specialized career training. This</p>	Graduation Rate, CCI indicator

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	<p>California Dashboard's College and Career Indicator. This statistic is mirrored in the data for both Socioeconomically Disadvantaged (SED) students and White students, with only 1.1% and 2.2% respectively being rated as "Prepared". Additionally, PHS has a graduation rate of 63.5%, significantly below the district average. Notably, SED students had a graduation rate of 63.4% and White students had a graduation rate of 57.1%, marking one of the lowest rates in the district.</p> <p>Similarly, Community Day School (CDS) exhibits comparable trends. However, due to privacy concerns stemming from a small sample size, CDS data will not be publicly displayed.</p> <p>Scope:</p>	<p>increased exposure allows them to develop the skills and knowledge necessary to meet the criteria for a "Prepared" rating on the California Dashboard's College and Career Indicator. With more time dedicated to learning, students can delve deeper into subjects, explore various career pathways, and participate in hands-on experiences that enhance their readiness for college and career success.</p> <p>2 - Boosting Graduation Rates: Extending instructional hours provides students with additional opportunities to earn credits required for graduation. Many students at PHS and CDS may be struggling academically or facing other challenges that hinder their progress towards graduation. By offering more instructional time, these students have the chance to receive targeted academic support, remediation, and enrichment activities that address their individual needs. This tailored approach increases the likelihood of students successfully completing their coursework and graduating on time, thus contributing to the improvement of graduation rates at both schools.</p> <p>In summary, extended instructional time directly supports the goals of enhancing college and career readiness and improving graduation rates by providing students with the resources, support, and opportunities they need to succeed academically and prepare for their future endeavors.</p>	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.14	<p>Action: District ELD Coordinator</p> <p>Need: Based on ELPAC data from 2022-23, only 18.5% of our English Learner (EL) students attained a 'Proficient' score, while 54.2% were categorized as 'Making Progress Towards Proficiency,' both figures falling below the state average. Despite comprising just 5% of our total student population, EL students demonstrate a substantial need for support, not only in Designated English Language Development (ELD) but also in the integration of ELD strategies across general education classrooms. Furthermore, it's noteworthy that a significant portion, 83%, of our English Learner population are classified as Long-Term English Learners (LTELs), indicating a lack of English proficiency for six years or more. Given the considerable proportion of LTEL students, heightened attention and more intensive interventions are imperative to address their specific needs and facilitate their academic progress.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The district ELD coordinator plays a pivotal role in ensuring the effective implementation of English Language Development (ELD) programs and supporting English Learners (EL) and Long-Term English Learners (LTEL). They oversee the deployment of designated ELD classes, the adoption of appropriate English language development curriculum, and the provision of instructional materials across all schools within the district. Additionally, the coordinator tracks data pertaining to language proficiency, academic performance, and reclassification rates. This data-driven approach allows for the identification of areas requiring improvement and enables the measurement of intervention effectiveness. Moreover, the coordinator fosters collaboration and communication among teachers, administrators, support staff, and parents. Through the organization of meetings, workshops, and committees, they create a cohesive support network dedicated to addressing the unique needs of EL and LTEL students. Furthermore, the coordinator advocates for targeted resources and support services tailored to meet the needs of EL and LTEL students. This advocacy may involve securing funding for additional staff, specialized instructional materials, technology resources, or intervention programs. Additionally, the coordinator collaborates with school teams to develop individualized support plans for LTEL students. These plans include tailored</p>	ELPI data, Reclassification rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		interventions, extra instructional time, and differentiated instruction aligned with their specific language proficiency levels and academic needs. By fulfilling these multifaceted responsibilities, the district ELD coordinator plays a pivotal role in cultivating a supportive and inclusive learning environment where EL and LTEL students can excel both academically and linguistically.	
1.15	<p>Action: Supplemental English Language Development Support Classes for All ELD Students</p> <p>Need: Based on ELPAC data from 2022-23, only 18.5% of our English Learner (EL) students attained a 'Proficient' score, while 54.2% were categorized as 'Making Progress Towards Proficiency,' both figures falling below the state average. Despite comprising just 5% of our total student population, EL students demonstrate a substantial need for support, not only in Designated English Language Development (ELD) but also in the integration of ELD strategies across general education classrooms. Furthermore, it's noteworthy that a significant portion, 83%, of our English Learner population are classified as Long-Term English Learners (LTELs), indicating a lack of English proficiency for six years or more. Given the considerable proportion of LTEL students, heightened attention and more intensive interventions are imperative to address their specific needs and facilitate their academic progress.</p>	<p>Designated English Language Development (ELD) classes are specifically designed to address the language development needs of English Learners (EL) and Long-Term English Learners (LTEL). These classes provide targeted instruction focused on developing English language proficiency in listening, speaking, reading, and writing skills. Here's how designated ELD classes support the needs of EL and LTEL students:</p> <p>1 - Language Acquisition: Designated ELD classes offer explicit instruction in English language acquisition. They provide structured opportunities for students to engage with English language content, vocabulary, grammar, and syntax in a supportive learning environment.</p> <p>2 - Cultural Relevance: ELD curriculum often incorporates culturally relevant materials and topics to foster connections between students' linguistic and cultural backgrounds and the broader English-speaking community. This helps validate students' identities and experiences while promoting language development.</p> <p>3 - Differentiation: ELD classes are tailored to meet the diverse needs of EL and LTEL students. Instruction is differentiated based on students'</p>	ELPI data, Reclassification rates,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>language proficiency levels, ensuring that content is accessible and challenging for all learners.</p> <p>4 - Small Group Instruction: ELD classes typically feature smaller class sizes, allowing for more personalized attention and targeted support from the teacher. This enables educators to address individual learning needs, provide feedback, and scaffold instruction to support students' language development.</p> <p>5 - Language Support Strategies: ELD classes employ a variety of language support strategies, such as visual aids, graphic organizers, hands-on activities, and language scaffolds, to make content comprehensible and accessible to EL and LTEL students.</p> <p>6 - Language Proficiency Assessment: ELD classes often include regular assessment of students' language proficiency levels to track progress and inform instructional planning. This ongoing assessment allows teachers to adjust instruction to meet evolving student needs and facilitate language growth over time.</p> <p>7 - Collaboration and Community Building: ELD classes provide opportunities for EL and LTEL students to collaborate, communicate, and build relationships with peers who share similar language backgrounds and experiences. This promotes a sense of belonging and facilitates language development through authentic social interactions.</p> <p>Overall, designated ELD classes serve as a critical component of comprehensive language support for EL and LTEL students, equipping them with the</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		language skills and strategies needed to succeed academically and beyond.	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All OUHSD schools have a student concentration of greater than 55%. The additional concentration grant funding is utilized to increase the number of adults on the campus who provide direct services to our students. Additional staff include two assistant principals, teachers over and above the number required to meet class size limits as designated in the certificated collective bargaining agreement, three targeted case managers, two universals, two custodians and two supplemental education technicians (Actions 1.7, 1.8, 1.20, 2.2, 2.8, 2.9, 3.5.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	1 staff to 44.5 students
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	1 staff to 17.2 students

2026-27 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	25,580,457	8,014,868	31.332%	0.000%	31.332%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$11,666,173.00	\$5,554,241.00	\$4,569,384.00	\$2,988,467.00	\$24,778,265.00	\$19,959,910.00	\$4,818,355.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teachers Appropriately Assigned and Fully Credentialed	All Students with Disabilities English Learners, Homeless	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.2	Alternative Diploma Pathways for Students with Disabilities	Students with Disabilities	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.3	Tutorial Support and Push-in Support for Students with Disabilities	Students with Disabilities	No			All Schools		\$3,555,188.00	\$0.00	\$0.00	\$2,836,845.00	\$0.00	\$718,343.00	\$3,555,188.00	
1	1.4	Build and Implement a Common, Districtwide Process for IEP Preparation, Writing, Implementation, and Communication (DA)	Students with Disabilities	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.5	Implement a Districtwide System for Monitoring IEP Quality and Compliance (DA)	Students with Disabilities	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.6	Improve Participation Rate on CAASPP Assessments	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.7	Designated Educational Case Management and Support for Foster Youth and Students Experiencing Homelessness.	All Foster Youth, Homeless Students	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.8	Facilities Inspection and Maintenance and Additional Custodial Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,943,037.00	\$989,820.00	\$172,693.00	\$0.00	\$2,760,164.00	\$0.00	\$2,932,857.00	
1	1.9	1:1 Device for Meaningful Engagement	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$340,834.00	\$602,895.00	\$320,252.00	\$370,834.00	\$252,643.00	\$0.00	\$943,729.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		and Network Maintenance	Low Income			Low Income										
1	1.10	Professional Development for All Staff	All	No			All Schools		\$164,018.00	\$197,691.00	\$0.00	\$66,746.00	\$0.00	\$294,963.00	\$361,709.00	
1	1.11	Utilize Diagnostic Assessment Software for Identifying Student Needs and Providing Targeted Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$35,700.00	\$35,700.00	\$0.00	\$0.00	\$0.00	\$35,700.00	
1	1.12	Maintain and Expand Library Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Las Plumas High School, Oroville High School		\$252,123.00	\$24,622.00	\$249,675.00	\$27,070.00	\$0.00	\$0.00	\$276,745.00	
1	1.14	District ELD Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$29,781.00	\$0.00	\$29,781.00	\$0.00	\$0.00	\$0.00	\$29,781.00	
1	1.15	Supplemental English Language Development Support Classes for All ELD Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$253,446.00	\$17,117.00	\$253,446.00	\$0.00	\$0.00	\$17,117.00	\$270,563.00	
1	1.16	Standards Based Curriculum and Sufficient Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$378,997.00	\$213,357.00	\$165,640.00	\$0.00	\$0.00	\$378,997.00	
1	1.17	Credit Recovery and Summer School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$357,725.00	\$10,000.00	\$65,995.00	\$301,730.00	\$0.00	\$0.00	\$367,725.00	
1	1.18	Maintain Current Center For Independent Study Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,622,312.00	\$20,250.00	\$1,276,939.00	\$365,623.00	\$0.00	\$0.00	\$1,642,562.00	
1	1.19	Independent Study PE	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$98,246.00	\$0.00	\$98,246.00	\$0.00	\$0.00	\$0.00	\$98,246.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.20	Increase staffing to offer students direct support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,833,191.00	\$0.00	\$2,833,191.00	\$0.00	\$0.00	\$0.00	\$2,833,191.00	
1	1.21	Maintain the Operation of Community Day School (CDS)	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: Community Day School		\$142,245.00	\$23,884.00	\$155,245.00	\$1,124.00	\$0.00	\$9,760.00	\$166,129.00	
2	2.1	ACTION REMOVED - Recruit Monitor for DOJ Agreement and CR-PBIS Implementation	All	No			All Schools		\$0.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00	\$0.00	\$25,000.00	
2	2.2	School Resource Officer/Deputy and Campus Security	All	No			All Schools		\$650,635.00	\$272,500.00	\$0.00	\$0.00	\$923,135.00	\$0.00	\$923,135.00	
2	2.3	School Attendance and Achievement Review Team	All Students with Disabilities Foster Youth, Homeless students	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.4	Provide Nutritious Meals	All	No			All Schools		\$800,234.00	\$716,022.00	\$0.00	\$0.00	\$0.00	\$1,516,256.00	\$1,516,256.00	
2	2.5	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$3,000.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	
2	2.7	Provide Facilities to the Boys and Girls Club of the North Valley	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Las Plumas High School and Oroville High School		\$0.00	\$52,000.00	\$52,000.00	\$0.00	\$0.00	\$0.00	\$52,000.00	
2	2.8	Social, Emotional, and Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$934,983.00	\$435,000.00	\$623,629.00	\$746,354.00	\$0.00	\$0.00	\$1,369,983.00	
2	2.9	Targeted Case Manager/Family Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$917,019.00	\$0.00	\$641,464.00	\$0.00	\$0.00	\$275,555.00	\$917,019.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.10	Extracurricular and Co-Curricular Opportunities and Athletic Trainers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,129,617.00	\$436,410.00	\$1,508,017.00	\$58,010.00	\$0.00	\$0.00	\$1,566,027.00	
2	2.11	Home to School Transportation	All	No			All Schools		\$7,000.00	\$0.00	\$0.00	\$7,000.00	\$0.00	\$0.00	\$7,000.00	
2	2.12	PBIS TOSAs and Student Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$127,811.00	\$25,000.00	\$152,811.00	\$0.00	\$0.00	\$0.00	\$152,811.00	
2	2.14	ACTION REMOVED - OUHSD Homeless Action Team	Homeless Students	No			All Schools		\$0.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$2,000.00	
2	2.15	Homeless Students Systems of Support	Homeless Students	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.1	Collaborate with Butte College	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.2	Provide High Quality CTE Courses	All	No			All Schools		\$1,261,220.00	\$329,607.00	\$1,230,824.00	\$247,458.00	\$0.00	\$112,545.00	\$1,590,827.00	
3	3.3	College Connection Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$181,579.00	\$11,800.00	\$193,379.00	\$0.00	\$0.00	\$0.00	\$193,379.00	
3	3.4	Counseling Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,486,831.00	\$0.00	\$1,314,163.00	\$142,735.00	\$0.00	\$29,933.00	\$1,486,831.00	
3	3.5	College/Career Guidance Technician	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$165,766.00	\$0.00	\$165,766.00	\$0.00	\$0.00	\$0.00	\$165,766.00	
3	3.6	Allocate more funds to Career and Technical Education and Visual and Performing Arts sections.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$53,300.00	\$53,300.00	\$0.00	\$0.00	\$0.00	\$53,300.00	
3	3.7	Parent and Family Engagement and Parent Square Utilization	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$0.00	\$35,295.00	\$23,300.00	\$0.00	\$0.00	\$11,995.00	\$35,295.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
4	4.1	Extended Instructional Hours to 30/week at Prospect High School.	All	No			Specific Schools: Prospect High SchoolProspect High School		\$586,692.00	\$21,750.00	\$0.00	\$0.00	\$608,442.00	\$0.00	\$608,442.00	
4	4.2	Academic Focused Professional Learning Team	All	No			Specific Schools: Prospect High School, Community Day School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.3	Work Experience Education	All SED, White	No			Specific Schools: Prospect High School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.4	Expand CTE Offerings	All	No			Specific Schools: Prospect High School		\$0.00	\$98,695.00	\$0.00	\$98,695.00	\$0.00	\$0.00	\$98,695.00	
4	4.5	Expand College and Career Exploration	All	No			Specific Schools: Prospect High School, Community Day School		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.6	Additional Teacher	All	No			Specific Schools: Prospect High School		\$118,377.00	\$0.00	\$0.00	\$118,377.00	\$0.00	\$0.00	\$118,377.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
25,580,457	8,014,868	31.332%	0.000%	31.332%	\$10,435,349.00	0.000%	40.794 %	Total:	\$10,435,349.00
								LEA-wide Total:	\$9,902,447.00
								Limited Total:	\$283,227.00
								Schoolwide Total:	\$249,675.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Facilities Inspection and Maintenance and Additional Custodial Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$172,693.00	
1	1.9	1:1 Device for Meaningful Engagement and Network Maintenance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$320,252.00	
1	1.11	Utilize Diagnostic Assessment Software for Identifying Student Needs and Providing Targeted Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,700.00	
1	1.12	Maintain and Expand Library Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Las Plumas High School, Oroville High School	\$249,675.00	
1	1.14	District ELD Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$29,781.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.15	Supplemental English Language Development Support Classes for All ELD Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$253,446.00	
1	1.16	Standards Based Curriculum and Sufficient Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$213,357.00	
1	1.17	Credit Recovery and Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,995.00	
1	1.18	Maintain Current Center For Independent Study Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,276,939.00	
1	1.19	Independent Study PE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$98,246.00	
1	1.20	Increase staffing to offer students direct support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,833,191.00	
1	1.21	Maintain the Operation of Community Day School (CDS)	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: Community Day School	\$155,245.00	
2	2.5	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
2	2.7	Provide Facilities to the Boys and Girls Club of the North Valley	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Las Plumas High School and Oroville High School	\$52,000.00	
2	2.8	Social, Emotional, and Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$623,629.00	
2	2.9	Targeted Case Manager/Family Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$641,464.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.10	Extracurricular and Co-Curricular Opportunities and Athletic Trainers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,508,017.00	
2	2.11	Home to School Transportation				All Schools	\$0.00	
2	2.12	PBIS TOSAs and Student Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$152,811.00	
3	3.3	College Connection Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$193,379.00	
3	3.4	Counseling Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,314,163.00	
3	3.5	College/Career Guidance Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$165,766.00	
3	3.6	Allocate more funds to Career and Technical Education and Visual and Performing Arts sections.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$53,300.00	
3	3.7	Parent and Family Engagement and Parent Square Utilization	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,300.00	
4	4.1	Extended Instructional Hours to 30/week at Prospect High School.				Specific Schools: Prospect High School	\$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$24,778,265.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Teachers Appropriately Assigned and Fully Credentialed	No	\$0.00	
1	1.2	Alternative Diploma Pathways for Students with Disabilities	No	\$0.00	
1	1.3	Tutorial Support and Push-in Support for Students with Disabilities	No	\$3,555,188.00	
1	1.4	Build and Implement a Common, Districtwide Process for IEP Preparation, Writing, Implementation, and Communication (DA)	No	\$0.00	
1	1.5	Implement a Districtwide System for Monitoring IEP Quality and Compliance (DA)	No	\$0.00	
1	1.6	Improve Participation Rate on CAASPP Assessments	No	\$0.00	
1	1.7	Designated Educational Case Management and Support for Foster Youth and Students Experiencing Homelessness.	No	\$0.00	
1	1.8	Facilities Inspection and Maintenance and Additional Custodial Staff	Yes	\$2,932,857.00	
1	1.9	1:1 Device for Meaningful Engagement and Network Maintenance	Yes	\$943,729.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Professional Development for All Staff	No	\$361,709.00	
1	1.11	Utilize Diagnostic Assessment Software for Identifying Student Needs and Providing Targeted Support	Yes	\$35,700.00	
1	1.12	Maintain and Expand Library Services	Yes	\$276,745.00	
1	1.14	District ELD Coordinator	Yes	\$29,781.00	
1	1.15	Supplemental English Language Development Support Classes for All ELD Students	Yes	\$270,563.00	
1	1.16	Standards Based Curriculum and Sufficient Instructional Materials	Yes	\$378,997.00	
1	1.17	Credit Recovery and Summer School	Yes	\$367,725.00	
1	1.18	Maintain Current Center For Independent Study Program	Yes	\$1,642,562.00	
1	1.19	Independent Study PE	Yes	\$98,246.00	
1	1.20	Increase staffing to offer students direct support	Yes	\$2,833,191.00	
1	1.21	Maintain the Operation of Community Day School (CDS)	Yes	\$166,129.00	
2	2.1	Recruit Monitor for DOJ Agreement and CR-PBIS Implementation	No	\$25,000.00	
2	2.2	School Resource Officer/Deputy and Campus Security	No	\$923,135.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	School Attendance and Achievement Review Team	No	\$0.00	
2	2.4	Provide Nutritious Meals	No	\$1,516,256.00	
2	2.5	Social Emotional Learning	Yes	\$3,000.00	
2	2.7	Provide Facilities to the Boys and Girls Club of the North Valley	Yes	\$52,000.00	
2	2.8	Social, Emotional, and Health Supports	Yes	\$1,369,983.00	
2	2.9	Targeted Case Manager/Family Liaison	Yes	\$917,019.00	
2	2.10	Extracurricular and Co-Curricular Opportunities and Athletic Trainers	Yes	\$1,566,027.00	
2	2.11	Home to School Transportation	No	\$7,000.00	
2	2.12	PBIS TOSAs and Student Incentives	Yes	\$152,811.00	
2	2.14	OUHSD Homeless Action Team	No	\$2,000.00	
2	2.15	Homeless Students Systems of Support	No	\$0.00	
3	3.1	Collaborate with Butte College	No	\$0.00	
3	3.2	Provide High Quality CTE Courses	No	\$1,590,827.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	College Connection Program	Yes	\$193,379.00	
3	3.4	Counseling Staff	Yes	\$1,486,831.00	
3	3.5	College/Career Guidance Technician	Yes	\$165,766.00	
3	3.6	Allocate more funds to Career and Technical Education and Visual and Performing Arts sections.	Yes	\$53,300.00	
3	3.7	Parent and Family Engagement and Parent Square Utilization	Yes	\$35,295.00	
4	4.1	Extended Instructional Hours to 30/week at Prospect High School.	No	\$608,442.00	
4	4.2	Academic Focused Professional Learning Team	No	\$0.00	
4	4.3	Work Experience Education	No	\$0.00	
4	4.4	Expand CTE Offerings	No	\$98,695.00	
4	4.5	Expand College and Career Exploration	No	\$0.00	
4	4.6	Additional Teacher	No	\$118,377.00	

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$10,435,349.00	\$0.00	\$10,435,349.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.8	Facilities Inspection and Maintenance and Additional Custodial Staff	Yes	\$172,693.00			
1	1.9	1:1 Device for Meaningful Engagement and Network Maintenance	Yes	\$320,252.00			
1	1.11	Utilize Diagnostic Assessment Software for Identifying Student Needs and Providing Targeted Support	Yes	\$35,700.00			
1	1.12	Maintain and Expand Library Services	Yes	\$249,675.00			
1	1.14	District ELD Coordinator	Yes	\$29,781.00			
1	1.15	Supplemental English Language Development Support Classes for All ELD Students	Yes	\$253,446.00			
1	1.16	Standards Based Curriculum and Sufficient Instructional Materials	Yes	\$213,357.00			
1	1.17	Credit Recovery and Summer School	Yes	\$65,995.00			
1	1.18	Maintain Current Center For Independent Study Program	Yes	\$1,276,939.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.19	Independent Study PE	Yes	\$98,246.00			
1	1.20	Increase staffing to offer students direct support	Yes	\$2,833,191.00			
1	1.21	Maintain the Operation of Community Day School (CDS)	Yes	\$155,245.00			
2	2.5	Social Emotional Learning	Yes	\$3,000.00			
2	2.7	Provide Facilities to the Boys and Girls Club of the North Valley	Yes	\$52,000.00			
2	2.8	Social, Emotional, and Health Supports	Yes	\$623,629.00			
2	2.9	Targeted Case Manager/Family Liaison	Yes	\$641,464.00			
2	2.10	Extracurricular and Co-Curricular Opportunities and Athletic Trainers	Yes	\$1,508,017.00			
2	2.12	PBIS TOSAs and Student Incentives	Yes	\$152,811.00			
3	3.3	College Connection Program	Yes	\$193,379.00			
3	3.4	Counseling Staff	Yes	\$1,314,163.00			
3	3.5	College/Career Guidance Technician	Yes	\$165,766.00			
3	3.6	Allocate more funds to Career and Technical Education and Visual and Performing Arts sections.	Yes	\$53,300.00			
3	3.7	Parent and Family Engagement and Parent Square Utilization	Yes	\$23,300.00			

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
26,074,793		0	0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

- **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and

- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would

divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024



Oroville Union High School District

DRAFT 2026–27 Local Control and Accountability Plan (LCAP)

Executive Summary

The 2026–27 Local Control and Accountability Plan (LCAP) reflects Oroville Union High School District's continued commitment to ensuring equitable access, improving student outcomes, and providing the academic, behavioral, and social-emotional supports necessary for every student to succeed. This plan is grounded in analysis of student performance data, educational partner input, and the district's commitment to continuous improvement.

Importantly, the 2026–27 school year represents the final year of the current three-year LCAP cycle. As the district approaches the development of its next multi-year plan, the outcomes, implementation data, and stakeholder feedback gathered this year will play a critical role in shaping OUHSD's future strategic direction, priorities, and resource allocation. This year serves as both a continuation of ongoing improvement efforts and a transition point toward establishing the district's next long-term vision for student success.

District Overview

Oroville Union High School District serves approximately 2,230 students across five schools, including two comprehensive high schools, one continuation high school, one community day school, and an adult education program.

The district serves a diverse student population with significant academic and social-emotional needs:

- 79.6% Socioeconomically Disadvantaged
- 16.5% Students with Disabilities
- 5.2% English Learners
- 4.1% Homeless Youth
- 0.6% Foster Youth

OUHSD continues to serve a community impacted by poverty, trauma, and the long-term effects of regional wildfires and other adverse experiences. Despite these challenges, the district remains focused on creating rigorous, supportive, and equitable learning environments for all students.

2025–26 Highlights and Progress

The district continues to demonstrate measurable progress in several key areas.

Graduation Rate Improvement

OUHSD's graduation rate increased from 83.1% to 88.2%, demonstrating continued progress in supporting students toward graduation.

Significant subgroup gains include:

- Foster Youth: +16.9%
- Students with Disabilities: +10.7%
- White Students: +7.4%
- Students Identifying as Two or More Races: +22.8%

These improvements reflect the district's investment in:

- credit recovery,
- expanded summer school opportunities,
- targeted case management,
- counseling supports,
- and alternative education pathways.

English Language Arts (ELA) Growth

Districtwide ELA performance improved by 22.3 points from baseline levels.

Notable subgroup improvements include:

- Students with Disabilities: +60.6 points

- Homeless Students: +56.3 points
- English Learners: +25.0 points
- Socioeconomically Disadvantaged Students: +26.7 points

These gains were supported through:

- co-teaching and push-in instructional support,
- professional learning communities (PLCs),
- targeted intervention systems,
- increased staffing supports,
- and expanded tutoring opportunities.

Improved School Climate and Student Supports

OUHSD continued implementation of:

- Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS),
- restorative practices,
- Wellness Centers,
- Targeted Case Managers,
- counseling services,
- and expanded behavioral interventions.

As a result:

- the district suspension rate decreased from 6.1% to 5.7%.

The district also maintained:

- 100% access to standards-aligned instructional materials,
- districtwide 1:1 student technology access,
- and facilities inspection scores above 90%.

Areas of Continued Need

While OUHSD has demonstrated growth in several areas, the district recognizes that significant challenges remain.

Mathematics Achievement

Mathematics continues to be the district's largest academic area of need.

District performance remains:

- 138.4 points below standard in Mathematics.

Persistent achievement gaps remain for:

- Students with Disabilities,
- Socioeconomically Disadvantaged Students,
- and Hispanic Students.

English Learner Progress

Although the district expanded ELD supports and staffing, English Learner progress remains an area requiring significant focus.

The English Learner Progress Indicator (ELPI):

- declined from 53.3% at baseline
- to 40.2% in Year 2.

The district identified several contributing factors, including:

- scheduling limitations,
- inconsistent implementation of ELD strategies,
- and the need for stronger monitoring systems.

In response, the district is strengthening:

- integrated and designated ELD implementation,
- ELD-focused professional development,
- walkthrough and monitoring systems,
- and equitable course access for English Learners.

Chronic Absenteeism

Chronic absenteeism remains a significant concern:

- districtwide chronic absenteeism is currently 30.7%.

Attendance challenges continue to disproportionately impact:

- Homeless Youth,
- Foster Youth,
- Students with Disabilities,
- and Socioeconomically Disadvantaged Students.

To address this need, the district will continue to expand:

- attendance intervention systems,
- case management supports,
- transportation assistance,
- family outreach,
- and student re-engagement efforts.

Strategic Priorities for 2026–27

As the district enters the final year of the current LCAP cycle, the focus for 2026–27 is twofold:

1. Continue implementation of evidence-based actions that are demonstrating measurable impact; and
2. Utilize current outcome data and stakeholder feedback to inform development of the district's next strategic plan and LCAP cycle.

The district's primary priorities for 2026–27 include:

1. Strengthen Core Instruction

- Improve ELA and Mathematics achievement
- Expand instructional support systems
- Strengthen PLC implementation
- Increase effective use of diagnostic assessment data
- Improve instructional consistency across sites

2. Expand Student Supports

- Maintain and expand counseling and wellness services
- Strengthen behavioral intervention systems
- Continue implementation of PBIS and restorative practices
- Increase attendance and engagement supports

3. Increase College and Career Readiness

- Expand Career Technical Education (CTE) pathways
- Increase dual enrollment opportunities
- Improve access to A–G coursework
- Strengthen alternative education supports and graduation pathways

4. Improve Equity and Access

- Expand targeted supports for high-need student groups
- Improve course access for English Learners
- Address transportation barriers
- Increase access to intervention and enrichment opportunities

Educational Partner Engagement

Development of the LCAP included extensive engagement with:

- students,
- parents,
- teachers,
- classified staff,
- bargaining units,
- administrators,
- community members,

- DELAC,
- Parent Advisory Committees,
- and Equity Multiplier stakeholders.

Educational partner feedback directly influenced district priorities related to:

- instructional support,
- mental health services,
- attendance,
- school safety,
- communication,
- CTE access,
- and equity-focused student supports.

Strategic Reflection and Next Steps

As Oroville Union High School District enters the final year of the current three-year LCAP cycle, the district has engaged in a comprehensive review of student outcome data, implementation evidence, and educational partner feedback to evaluate the effectiveness of current strategies and identify priorities for future planning.

This reflection process has allowed the district to identify actions demonstrating measurable impact, areas requiring refinement, and opportunities to strengthen systems moving into the next LCAP and strategic planning cycle. The outcomes achieved during the 2026–27 school year will play a significant role in shaping the district’s future priorities, resource allocation, and long-term strategic direction.

Actions Demonstrating Strong Impact

The district identified several actions that have demonstrated measurable success in improving student outcomes and strengthening support systems.

Strategic Action	Evidence of Impact	Next Steps
Co-Teaching, Push-In Supports, and Additional Staffing Supports	Students with Disabilities improved +60.6 points in ELA performance from baseline. Expanded co-teaching and intervention supports increased access to grade-level instruction and academic support.	Continue implementation while refining staffing structures and expanding instructional collaboration across sites.
Credit Recovery, Summer School, and Alternative Education Supports	District graduation rate increased from 83.1% to 88.2%, with significant gains among Foster Youth and Students with Disabilities.	Expand student engagement systems and improve access to intervention and credit recovery opportunities.
Professional Development and PLC Implementation	Districtwide ELA performance improved by +22.3 points from baseline, supported through instructional collaboration, professional learning, and intervention planning.	Increase consistency of instructional practices and strengthen use of student data within PLC structures.
Wellness Supports, Targeted Case Management, and Behavioral Interventions	Suspension rates decreased from 6.1% to 5.7%, while expanded wellness and case management systems improved student support and engagement.	Continue expansion of integrated student support systems focused on attendance, behavior, and mental health.

Access to Instructional Materials, Technology, and Facilities	The district maintained 100% access to standards-aligned instructional materials, districtwide 1:1 technology access, and facilities inspection scores above 90%.	Maintain long-term sustainability of infrastructure, technology replacement cycles, and facility improvement planning.
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Actions Requiring Refinement and Continued Focus

While progress has been made in several areas, the district also identified actions and systems requiring refinement to improve consistency and long-term effectiveness.

Strategic Action	Identified Challenge	Planned Refinement
English Learner Supports and ELD Systems	English Learner Progress Indicator (ELPI) declined from 53.3% at baseline to 40.2% in Year 2, indicating inconsistent impact of current systems.	Strengthen ELD-focused professional development, increase implementation monitoring, and improve integrated language development practices across classrooms.
Diagnostic Assessment and Data Systems (MAP)	Inconsistent implementation and limited use of assessment data to drive intervention and placement decisions reduced effectiveness across sites.	Embed assessment analysis into PLC structures and establish clearer expectations for instructional response to student data.
Mathematics Achievement Systems	District Mathematics performance remains significantly below standard at 138.4 points below standard.	Increase focus on instructional consistency, intervention systems, and targeted supports for high-need student groups in Mathematics.
Course Access for English Learners	Scheduling limitations within the six-period day continue to restrict elective and CTE access for some English Learners.	Continue refining master scheduling practices and improve monitoring of equitable access to coursework and pathways.
Student Attendance and Chronic Absenteeism Systems	Chronic absenteeism remains elevated at 30.7%, particularly among high-need student groups.	Expand attendance intervention systems, family outreach, transportation supports, and student re-engagement efforts.
Alternative Education Student Engagement Systems	Independent Study and Community Day School programs continue to experience challenges related to student engagement, attendance, and academic rigor.	Strengthen accountability systems, intervention supports, and monitoring structures for alternative education programs.

Implications for the Next LCAP Cycle

The 2026–27 school year serves as a critical transition point for Oroville Union High School District. As the district prepares to develop its next LCAP and broader strategic plan, current implementation outcomes and student performance data will guide future decision-making and organizational priorities.

The district will use this final year of the LCAP cycle to:

- identify high-impact systems and practices that should be sustained or expanded,
- determine areas requiring redesign or additional support,

- evaluate effectiveness of resource allocation,
- strengthen alignment between district goals and measurable student outcomes,
- and ensure that future planning remains grounded in both data analysis and educational partner feedback.

OUHSD remains committed to a continuous improvement model that emphasizes transparency, accountability, equity, and evidence-based decision-making. The reflections and refinements identified throughout this LCAP process will help shape the district's next generation of strategic priorities and long-term student success initiatives.

Looking Ahead

As OUHSD prepares for the next LCAP cycle, the district recognizes that the outcomes achieved during the 2026–27 school year will directly shape the future direction of the organization. This includes determining:

- long-term instructional priorities,
- allocation of staffing and resources,
- intervention systems,
- student support structures,
- and future strategic initiatives.

The district remains committed to using measurable outcomes, implementation evidence, and educational partner input to guide decision-making and ensure continuous improvement.

The 2026–27 LCAP reflects both the progress OUHSD has made and the work that remains ahead. Through strategic investments, targeted supports, and a continued focus on equity and student success, the district will continue building the foundation for the next phase of long-term improvement and organizational growth.

10. E. 2026 Graduation Schedule

Quick Summary / Abstract

June 2: **Oroville Adult Education** Graduation, Oroville State Theater 6:00pm

June 3: **Prospect High School** Graduation, PHS Campus 11:00am

June 4: **ATC Promotion Ceremony**, Oroville Adult Ed Campus 11:00am

June 4: **Las Plumas High School** Graduation, Harrison Stadium 8:15pm

June 5: **Oroville High School** Graduation, Harrison Stadium 8:15pm

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

Supporting Documents



[_04-15-2026 - Meeting Minutes](#)



OROVILLE UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES MEETING AGENDA

Regular Meeting Agenda

04/15/2026 05:30 PM

Transportation Conference Room

2139 Washington Avenue

Oroville, CA 95966

**The open session portion of the meeting will start at
approximately 6:00 p.m.**

MEETING MINUTES

Meeting link: https://youtube.com/live/tu_6st48-eo?feature=share

DISTRICT GOALS

1. Provide equitable educational opportunities to every student.
2. Provide a safe, nurturing and supportive environment to every student using Culturally Responsive Positive Behavior Intervention Supports as a framework.
3. Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities.

BOARD MEMBERS:

Dr. Amber Englund, President

Bonnie King, Vice President

Ray Sehorn, Clerk

Tyler Smith, Trustee

Maria Webber, Trustee

DISTRICT ADMINISTRATION:

Doug Williams, Superintendent

Dale Carey, Assistant Superintendent / CBO

Jon Wood, Assistant Superintendent / Curriculum & Instruction /
Special Education

Mary Lynch, Director of Student Services

Kristen Wiedenman, Principal of Oroville High School

Shanna Lee, Principal of Las Plumas High School

Brian Spears, Continuation School Principal

Attendance

Voting Members

Amber Englund, Board President

Bonnie King, Board Member

Ray Sehorn, Board Vice President

Tyler Smith, Board Member

Maria Webber, Board Clerk - **ABSENT**

Non Voting Members

Doug Williams, Superintendent

Jon Wood, Assistant Superintendent C & I

Dale Carey, Assistant Superintendent / CBO

1. CALL TO ORDER

At 5:30 p.m., President Englund called the Regular Board Meeting to order at the OUHSD Transportation Conference Room 2139 Washington Ave. Oroville, CA 95966 and announced the Board was going into Closed Session.

2. ROLL CALL

Voting Members

Amber Englund, Board President
Bonnie King, Board Member
Ray Sehorn, Board Vice President
Tyler Smith, Board Member
Maria Webber, Board Clerk - **ABSENT**

3. CLOSED SESSION

- A. Personnel-Gov't. Code 54957 [Public employee employment/discipline/dismissal/release; review of possible layoffs/non-reelects; administrative evaluations]**
- B. Conference with Legal Counsel-Anticipated or Existing Litigation—Gov't. Code Section 54956.9 [Case name unspecified because disclosure would jeopardize negotiations]**
- C. Conference with Labor Negotiators—Gov't. Code Sec. 54947.6 [OSTA/CSEA: Doug Williams Superintendent, designated representative]**
- D. Pupil Discipline—California Education Code Sections 48918/35146**
- E. Graduation Requirement Waiver – California Education Code Section 51225.3**

4. RESULTS OF CLOSED SESSION

No Action Taken

5. PLEDGE OF ALLEGIANCE

6. APPROVAL OF AGENDA VARIANCE

President Englund asked for a motion for Approval of Agenda Variance:

Motion made by: Ray Sehorn

Motion seconded by: Bonnie King

Voting results:

Yes: Amber Englund

Yes: Bonnie King

Yes: Ray Sehorn

Yes: Tyler Smith

Not Present: Maria Webber

Motion Passed (4-0)

7. PUBLIC HEARING

A. 2025/2026 District and CSEA Initial Proposals for Negotiations

There was no public or Board discussion regarding the increase in developer fees.

8. RECOGNITIONS AND PRESENTATIONS

Oroville High School

OHS Principal Mrs. Wiedenman highlighted several campus and athletics updates. The Student Support Team will host a food giveaway on April 17, and upcoming events include the school musical Mean Girls on April 30, as well as the FCCLA State Competition from April 23–28, with 19 students attending. Many students are beginning to report college commitments, and College Night is scheduled for April 30. Freshmen will participate in a cross-curricular field trip to Riverbend. May is filled with major events, including Scholarship Night on May 7, Top Ten recognition on May 14, Prom on May 16, and senior activities from May 26–28, such as the senior breakfast, rally, and school BBQ (noted for May 29).

In athletics, the track team has begun its league season, boys tennis finished tied for second place with championships approaching, and boys volleyball holds a strong 16–1 record while preparing to host a tournament on May 2. Additionally, Rob Anderson was named Coach of the Year for boys basketball in the Northern Section, Tom Lewis received California Coach of the Year honors for boys golf, and free sports physicals will be offered on May 13.

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

10. RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON AGENDA ITEMS

11. NON-ACTION INFORMATIONAL ITEMS AND REPORTS

A. Board Comments

Mr. Sehorn shared several highlights for the April board meeting. He congratulated the Las Plumas/Oroville Alliance Band for their strong performance at the Winter Championships, where Winterguard placed second in its division, Color Guard Captain Joselyn Hernandez earned a \$500 scholarship, and Winter Percussion placed eighth. He also recognized Drum Majors Jose Violla-Um, Natalie Camarena, and Jonathan Houston for earning placements. Additionally, Las Plumas High School will host the Norm MacKenzie Invitational Track Meet at Harrison Stadium on Friday night, featuring 18 teams from across the section, including the north coast, Sacramento, and JFK from Richmond. Finally, the Las Plumas Art Showcase is scheduled for April 24 from 5–7 PM at LPHS, with the band performing in the old gym.

Mrs. Englund shared two recent experiences. She accompanied the Honors History class from Las Plumas, along with Mr. Loudermilk, on a field trip to tour an aircraft carrier in the Bay Area. The group spent several hours exploring the ship, guided by former military personnel who provided detailed tours and insights. Students had the opportunity to see historic aircraft and exhibits, and learned about flight deck operations, including how planes are launched using a catapult system. Approximately 30 students attended, and the trip was described as both engaging and educational. Additionally, Mrs. Englund visited Ms. Newkirks class, where students delivered oral presentations on topics related to school improvement. During her visit, students presented ideas focused on expanding elective offerings and enhancing athletic facilities. Based on student input, the top requested

new electives were French, ESL, and cosmetology. Students also discussed potential sports-related improvements, including the addition of scoreboards for the softball and baseball fields. A notable concern raised was the absence of a warning track on the ball field, which students identified as a safety issue and one that could potentially be addressed using existing district resources.

B. Superintendent

Superintendent Mr. Williams highlighted student voice, academic progress, and community recognition across the district. During a recent classroom visit, he observed students presenting school improvement ideas, including recommendations for improved bathroom and hallway pass procedures. Their input aligned with the district's planned rollout of a digital hall pass system (Minga), which will enhance campus safety, streamline processes, and reduce the burden on teachers.

Mr. Williams also recognized the strong efforts of district and site leaders during CAASPP testing, noting progress toward the 95% participation goal. The use of real-time data and targeted outreach has helped schools identify and support students who still need to complete assessments. With AP testing approaching, campuses continue to focus on academic achievement during a busy spring season filled with events and activities. In athletics, the district received high praise for hosting the NorCal regional soccer playoffs at Harrison Stadium, showcasing both outstanding facilities and staff professionalism. Lastly, Mr. Williams honored the legacy of longtime educator and coach Remo Ferretti, recognizing his decades of service and lasting impact on the Oroville community.

C. Administration

Mr. Wood highlighted continued progress in strengthening the district's use of data and expanding innovative learning opportunities. The district has launched its first run of an Early Warning System using the Abre platform, which uses real-time data on attendance, behavior, and credit completion to identify students at risk and assign support levels. This tool will allow site teams to more efficiently target interventions and make informed decisions. Further implementation and training is planned for administrators this summer.

Mr. Wood also announced an upcoming Future Ready Lab Showcase on May 19, which is drawing interest from educators and leaders across California. The event will highlight the district's hands-on learning labs at Oroville High, Prospect High, and Las Plumas High, giving visitors the opportunity to engage directly with programs and students. Supported by industry partner Paxton/Patterson, the showcase is expected to elevate the district's work at a regional and potentially statewide level.

Additionally, Mr. Wood shared that staff members will be presenting this work at a national conference in Florida, further demonstrating the district's leadership in career technical education and transition-focused learning.

Mr. Carey provided an update on key financial and operational efforts underway across the district. Budget development for the upcoming school year has begun and will continue through the May Revision and into early

June. The district has also launched its annual audit process with a new audit firm, with early communication and coordination progressing smoothly. He also shared encouraging attendance data as the district prepares to submit its P-2 report. Preliminary figures show strong gains, with Las Plumas at 91.7%, Oroville High at 90.91%, and Independent Study at 88.5%. While Prospect High's final numbers are still pending, a conservative estimate places the districtwide attendance rate at approximately 91%, a notable increase compared to recent years. Although this improvement will not immediately impact funding due to the state's use of a multi-year averaging model, it positions the district for stronger funding levels in future years if trends continue.

D. Quarterly Williams Act Complaints

No Williams Act complaints were received during the last quarter.

E. First Review of the Revised OUHSD Board Policies 0000 - 9000 Series

The Board conducted a first review of comprehensive updates to district board policies (0000–9000 series) Over the past year, district office staff collaborated with the California School Boards Association to revise outdated policies, completing the majority during an intensive summer work session and finalizing the remaining updates throughout the year. These policies are legally vetted and aligned with statewide standards, ensuring consistency and compliance. Once approved following a second review next month, all district policies will be fully updated and current, replacing versions that in some cases dated back more than two decades.

12. OLD BUSINESS (None)

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

President Englund asked for a motion to approve the Consent Calendar

Motion made by: Tyler Smith

Motion seconded by: Bonnie King

Voting results:

Yes: Amber Englund

Yes: Bonnie King

Yes: Ray Sehorn

Yes: Tyler Smith

Not Present: Maria Webber

Motion Passed (4-0)

- A. Minutes From 3/18/26**
- B. Check Registers dated 3/10/26 - 4/7/26**
- C. Monthly Financial Report**
- D. 3rd Qtr Scholarship Report**
- E. Agreement for Consulting Services for GASB 75 Actuarial Valuation**
- F. Independent Contractor Agreement with Northstate AV for graduation services**
- G. 26/27 CIF Representatives- LPHS & OHS**
- H. Graduation Waivers**

14. NEW BUSINESS

A. Approval of District's Initial Sunshine Proposal to California School Employees Association (CSEA)

The Board of Trustees approved the public disclosure (“sunshining”) of the District’s initial bargaining proposal to the California School Employees Association (CSEA) in accordance with Board Policy 4143.1 and Government Code 3547 prior to the start of negotiations.

Motion made by: Bonnie King

Motion seconded by: Tyler Smith

Voting results:

Yes: Amber Englund

Yes: Bonnie King

Yes: Ray Sehorn

Yes: Tyler Smith

Not Present: Maria Webber

Motion Passed (4-0)

B. Resolution to Recognize Classified School Employee Week

The Board of Trustees approved Resolution #9-25/26 proclaiming May 17–23 as Classified School Employee Week in recognition of the valuable contributions of classified employees to quality education.

Motion made by: Ray Sehorn

Motion seconded by: Bonnie King

Voting results:

Yes: Amber Englund

Yes: Bonnie King

Yes: Ray Sehorn

Yes: Tyler Smith

Not Present: Maria Webber

Motion Passed (4-0)

C. Resolution to Recognize PTSA Teacher Appreciation Week

The Board of Trustees approved Resolution #10-25/26 proclaiming May 5–9 as PTSA Teacher Appreciation Week in recognition of the valuable contributions of certificated employees to quality education.

Motion made by: Bonnie King

Motion seconded by: Ray Sehorn

Voting results:

Yes: Amber Englund

Yes: Bonnie King

Yes: Ray Sehorn

Yes: Tyler Smith

Not Present: Maria Webber

Motion Passed (4-0)

D. Approval of Agreement with Minga Solutions for Student Engagement Platform

The Board of Trustees approved an agreement with Minga Solutions US Inc. in the amount of \$22,800 for the period of July 1, 2026 through June 30, 2027 to provide a student engagement and campus management platform at Las Plumas High School and Oroville High School.

Motion made by: Ray Sehorn

Motion seconded by: Bonnie King

Voting results:

Yes: Amber Englund

Yes: Bonnie King

Yes: Ray Sehorn

Yes: Tyler Smith

Not Present: Maria Webber

Motion Passed (4-0)

E. Approval of LPHS Roof Replacement Contract with Diablo Roofing, Inc.

The Board of Trustees approved the roofing project at Las Plumas High School to Diablo Roofing as the lowest cost bidder in the amount of \$374,300, plus an alternate of \$17,800, to be funded through the Capital Facilities Fund.

Motion made by: Bonnie King

Motion seconded by: Tyler Smith

Voting results:

Yes: Amber Englund

Yes: Bonnie King

Yes: Ray Sehorn

Yes: Tyler Smith

Not Present: Maria Webber

Motion Passed (4-0)

F. Expulsion # 8-25/26

The Board of Trustees approved the referral of Expulsion Case #08-25/26 back to Las Plumas High School for continued education in accordance with the student's Stipulated Expulsion Agreement and Rehabilitation Plan dated March 16, 2026.

Motion made by: Ray Sehorn

Motion seconded by: Bonnie King

Voting results:

Yes: Amber Englund

Yes: Bonnie King

Yes: Ray Sehorn

Yes: Tyler Smith

Not Present: Maria Webber

Motion Passed (4-0)

G. Expulsion # 9-25/26

The Board of Trustees approved the referral of Expulsion Case #09-25/26 back to Oroville High School for continued education in accordance with the recommendation of the expulsion panel.

Motion made by: Ray Sehorn

Motion seconded by: Tyler Smith

Voting results:

Yes: Amber Englund

Yes: Bonnie King

Yes: Ray Sehorn

Yes: Tyler Smith

Not Present: Maria Webber

Motion Passed (4-0)

H. Expulsion # 10-25/26

The Board of Trustees approved the expulsion of Expulsion Case #10-25/26 for the remainder of the 2025–2026 school year and the first semester of the 2026–2027 school year, with placement at the OUHSD Community Day School.

Motion made by: Ray Sehorn

Motion seconded by: Bonnie King

Voting results:

Yes: Amber Englund

Yes: Bonnie King

Yes: Ray Sehorn

Yes: Tyler Smith

Not Present: Maria Webber

Motion Passed (4-0)

I. Personnel Assignment Order

Mrs. Englund moved to approve the amended PAO, reflecting the removal of the Paraeducator (A.D.) and Targeted Case Manager (S.W.). This was seconded and passed by a 4-0 vote.

Motion made by: Amber Englund

Motion seconded by: Ray Sehorn

Voting results:

Yes: Amber Englund

Yes: Bonnie King

Yes: Ray Sehorn

Yes: Tyler Smith

Not Present: Maria Webber

**OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING - April 15, 2026**

***AMENDED PERSONNEL ASSIGNMENT ORDER**

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

Certificated

6/5 Options for 2026/27 School year

Scott Burket

*Trinette Samson

Special Education Teacher – LPHS
7hr/day; 184 days/ year

Step/Column 4/IV \$74,619 / year

*Pending on experience / education verification

Effective 08/06/2026

*Melissa Baker

Academic Counselor – OHS

7hrs/ day; 184 days/ year

Step/Column 14/IV \$97,223 /year

*Pending on experience / education verification

Effective 08/06/2026

*Dylan Howell

English teacher – OHS

7hrs/day; 184 days/ year

Step/Column 29/IV \$120,199 /year

*Pending on experience / education verification

Effective 08/06/2026

*Bethany Wilson

English Teacher- OHS

7hrs/ day; 184 days/ year

Step/Column 21/IV \$120, 199

*Pending on experience / education verification

Effective 08/06/2026

*Emily Voss

ESL Teacher- OAE

Step 3/DS \$38.59 /hr.

Effective 08/06/2026

Classified

Carla Kinney

Paraeducator- LPHS

Resignation

Effective 03/27/2026

Jacqueline Pursch

Bus Driver

Retirement

Effective 06/06/2026

Alicia Delgadillo

VAPA Paraeducator- LPHS

Request for personal unpaid leave of absence w/out benefits

Effective 08/10/2026- January 4, 2026

Aunastaja Jordan Collins

Targeted Case Manager- LPHS

Resignation effective 06/6/2026

Briana Detillion

Paraeducator - ATC

6.25hrs + .75 grant funded hours for 25/26 SY; 197days / yr.

Step/ Column 14/01 \$20.52

Effective 04/16/2026

Samantha Hinton

Paraeducator- ATC

Resignation effective 04/10/2026

Kobe Keeney

Food Service Worker

Updated start date: 04/20/2026

*Stephanie Llamas

Paraeducator- LPHS

Request for PDL/CFRA/FMLA

Effective 05/04/2026- 11/06/2026

*Raul Torres

Food Service Worker – LPHS

Resignation effective 04/15/2026

2025/26 Substitute Courier

Santos Servantes (PERS Retiree)

Certificated

*Charrlee Ramey-Davis
Special Education Teacher – OHS
7hrs/ day; 184 days/ year
Step/Column 19/III \$101,866 /year
*Pending on experience / education
verification
Effective 08/06/2026

*Mathew McCombs
Science Teacher- OHS
7hrs/ day; 184 days/ year
Step/Column 7/IV \$81,398
*Pending on experience / education
verification
Effective 08/06/2026

***2025/2026 Certificated Sub Pool**

McKenna Olson
Ariana Garcia Muro

Christina Archie Long term sub rate
at \$225/day 4/20/2026 - 6/4/2026

***2025/2026 Summer Session/ESY Teachers**

Gene Wilson – Math
Ramona Saeturn – Math
Garret Wegant – Social Science
Joshua Berry – Social Science
Kailey Newkirk – English
Jeff Horsley – English
Rebecca Newlin – FOCUS
Justin Younger – Special Education
Judy Tatum – ATC
Tim Boehme – ATC
Dawn White – PHS
David Joyner – Elective

Classified**2025/26 Substitute Custodian**

Santos Servantes (PERS Retiree)

*George Denora
Paraeducator- ATC
Request for FMLA
April 13, 2026 – August 7, 2026

*Libbie Benedict
Resignation from Supplemental Ed Tech.
Effective 08/09/2026
Targeted Case Manager – LPHS
8hrs/day; 195 days/ year
Step/Column 28/01 \$28.95 / hr.
Effective 08/10/2026

*Shameka Williams
Targeted Case Manager- PHS
Request for unpaid leave of absence
w/out benefits
Effective 09/08/2026- 05/17/2027

*Carol Harris
Paraeducator – ATC
6.25hrs +.75 of grant funded hours for
25/26 SY
Step/Column 14/05 \$24.87 / hr
Effective 04/27/2026

***2025/2026 Summer School/ESY**

Jodi Sneeringer – LPHS FOCUS
Carla Womack – LPHS FOCUS
Faith Fiesel – LPHS FOCUS
Ruth Corrales – LPHS FOCUS
Sarai Regalado – LPHS FOCUS
Sally Salazar – Bilingual OHS
Jocelyn Ledwith – ATC
Jordan Montarano – ATC
Hue Yang – ATC
Devin Crumpler – ATC
Devin Scouten – ATC
Cheyanne Cluver – ATC
Reyna Lubner– ATC
Madisson Jensen – ATC
Terry Reed – ATC
Annie Evans – OHS

15. ADJOURNMENT

The Board of Trustees approved the motion to adjourn the meeting as requested by President Englund

Motion made by: Ray Sehorn

Motion seconded by: Bonnie King

Voting results:

Yes: Amber Englund

Yes: Bonnie King

Yes: Ray Sehorn

Yes: Tyler Smith

Not Present: Maria Webber

Motion Passed (4-0)

Meeting adjourned 6:46pm

President of the Board

Secretary of the Board of Trustees

12. B. Check Registers 4/8/26 - 5/11/26

Supporting Documents



[4.8.2026 thru 5.11.2026 Check Register](#)

Checks Dated 04/08/2026 through 05/11/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-351095	04/09/2026	Lemos, Melanie	01-5200	Reimb026CASBOcin Mileage,Prkng&Meals	367.26	
			01-5900	Reimb-Cert Mail for HR USPS	19.40	386.66
3005-351096	04/09/2026	A-1 APPLIANCE	01-4300	WashPumpAssm LPAG Dishwasher		123.34
3005-351097	04/09/2026	ARC ALTERNATIVES	01-5800	CalShapeConsultSrvcs thru 3/31/2026	2,222.50	
				ProfServices-CEC2026 Thru 3/31/2026	530.00	2,752.50
3005-351098	04/09/2026	CALIFORNIA DEPARTMENT OF TAX and FEE ADMINISTRATION	01-4361	Acct#057-415687 01/01-03/31/2026 DieselTax		20.00
3005-351099	04/09/2026	CALIFORNIA DEPARTMENT OF TAX and FEE ADMINISTRATION	01-9580	Acct#029-300061 01/01-03/31/2026 Use Tax	467.82	
			13-9580	Acct#029-300061 01/01-03/31/2026 Use Tax	318.18	786.00
3005-351100	04/09/2026	CDW Government LLC	01-4300	PortableProjScreen-DWilliams		210.84
3005-351101	04/09/2026	CHRISTENSEN TELECOMMUNICATIONS, INC	01-5620	CameraRepairs PHS		375.00
3005-351102	04/09/2026	COMERS PRINT SHOP	01-4300	District Slte Logos		10.55
3005-351103	04/09/2026	Global Office Inc	01-5603	Acct#GNOU01 Usage/Maint4thQ-LPAG&LPHS(4)Attend,Ma in,Lbry&Art		1,119.86
3005-351104	04/09/2026	Gold Star Foods	01-4300	CAASP TestingSnacks LPHS	1,011.28	
				CAASP TestingSnacks PHS	263.21	
			13-4300	Foods&Supplies	470.90	
				Supplies	169.57	
			13-4700	Foods	2,048.88	
				Foods&Supplies	5,697.18	
				FoodsCredit OrgInv#10169733	93.30-	
				Unpaid Sales Tax	3.12-	9,564.60
3005-351105	04/09/2026	LOAPUD	01-5503	Acct#3356-00SewerCollect/Tx 3rdQ LPHS	1,362.96	
				Acct#3357-00SewerCollect/Tx 3rdQ LPHS	9,029.61	10,392.57
3005-351106	04/09/2026	CENTURY LINK	01-5900	Acct#92145524 LongDistanceUsageApr2026		.14
3005-351107	04/09/2026	HeritageLandscape Supply Group Inc	01-4300	Acct#NOR5179 Ranger Pro Grounds		118.29
3005-351108	04/09/2026	NORTHAM DISTRIBUTORS INC	13-4700	Foods	1,925.60	
				Suppers	213.05	2,138.65
3005-351109	04/09/2026	OUHSD SCHOLARSHIP FUND	01-5800	Stop Pay Charge		20.00
3005-351110	04/09/2026	PG&E	01-5501	Acct#1530887421-1 GasSrv Mar2025	3,933.39	
				Acct#3086414728-2 GasSrv March2026	49.96	
				Acct#3545872664-9 GasSrv Mar2026	8.11	
				Acct#6962296093-3 GasSrv Mar2026	19.03	
				Acct#7003962757-8 GasSrv Mar2026	9.96	

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

ESCAPE ONLINE

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Checks Dated 04/08/2026 through 05/11/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-351110	04/09/2026	PG&E	01-5501	Acct#7087296085-4 GasSrv Mar2026	7.84	
				Acct#7128962749-0 GasSrv Mar2026	15.59	
				Acct#7879130624-0 GasSrv Mar2026	17.17	4,061.05
3005-351111	04/09/2026	PITNEY BOWES GLOBAL Leasing Payments	01-5602	Acct#0010737647LeasePropertyTax- LPHS	38.48	
				Acct#0012724690LeasePropertyTax-OHS	8.58	
				Acct#0015847950 PHS 4thQLease	149.76	
				Acct#0015847950LeasePropertyYax-PHS	12.95	
			11-5602	Acct#0012377166LeasePropertyTax-OAE	8.84	218.61
3005-351112	04/09/2026	PROPACIFIC FRESH	13-4300	Foods,Supplies&Suppers	108.71	
			13-4700	Foods	2,095.24	
				Foods&Suppers	363.95	
				Foods,Supplies&Suppers	665.20	
				Unpaid Sales Tax	2.76-	3,230.34
3005-351113	04/09/2026	Bidwell H2O	01-4300	Water Delivery	93.90	
				5gallonBottles3/11(5)3/31/2026(7))&delFee		
				Water Delivery	100.90	
				5gallonBottles3/11(7)3/31/2026(6))&delFee		
			01-4360	Water Delivery	65.90	260.70
				5gallonBottles3/11(4)3/31/2026(4)&delFee		
3005-351114	04/09/2026	Skills USA California	01-5800	SkillsUSA 25/26Membership		1,450.00
				TTPA(1)&TPPS(141)		
3005-351115	04/09/2026	US BANK	01-5800	Acct#802628600		1,210.00
				GOBonds,Elec2008,Series2009A		
3005-351312	04/14/2026	California Water Service	01-5505	Acct#9931655860 3/4/-4/3/2026	76.86	
			11-5505	Acct#8767360151 3/4/-4/3/2026	274.73	351.59
3005-351313	04/14/2026	Condensed Curriculum International, Inc.	11-5800	ExamFees PhrmcyTech(1)		980.00
3005-351314	04/14/2026	EnterpriseRcd,MercuryRegister	01-5806	Acct#2122841NoticePblcHearingProposed		226.98
		RedBluffDlyNws&ParadisePost		SchFacFees3/6&3/13/2026		
3005-351315	04/14/2026	COMERS PRINT SHOP	01-4300	BusinessCards-RyanVercruysse(250)	49.16	
				Stamp for Admin LPHS	45.38	94.54
3005-351316	04/14/2026	Curriculum Study Commission Attn:Tamra McCarthy,Registrar	01-5200	AsilomarOct2026 Reg-ScottBurket		1,360.00
				EC-LF-ZLA4		
3005-351317	04/14/2026	Delphi Creativity Group	01-4300	Acct#10166376 Ceramics/GlassSupplies		3,730.15
				LPHS TAllen		
3005-351318	04/14/2026	HUNT AND SONS LLC	01-4361	Acct#16013 Fuel-Diesel&Unleaded		33,228.94
3005-351319	04/14/2026	JOSTENS	01-4300	Diploma		18.79
3005-351320	04/14/2026	OREILLY AUTOMOTIVE INC	01-4363	Oil Filter B93	52.43	
				WiperBlade Stock	45.82	98.25

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

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Checks Dated 04/08/2026 through 05/11/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-351321	04/14/2026	PAPE' KENWORTH	01-4363	Cust#7107669 ClearBlue		147.32
3005-351322	04/14/2026	PG&E	01-5501	Acct#3608192221-7 GasSrv March2026	389.72	
				Acct#3649858885-8 GasSrv March2026	323.92	
				Acct#3691525549-5 GasSrv March2026	182.00	
				Acct#6191525389-4 GasSrv March2026	390.22	
				Acct#6191547292-4 GasSrv March2026	1,147.43	
				Acct#6233192053-8 GasSrv March2026	547.52	
				Acct#6255577568-3 TRANSP&MAINT March2026	276.39	
				Acct#7241342564-5 DW Apr2026	101,173.63	
				Acct#8353087371-6 OHS March2026	1,521.42	
				Acct#9637172615-7 GasSrv March2026	324.99	
			11-5501	Acct#7241342564-5 DW Apr2026	12,722.16	118,999.40
3005-351323	04/14/2026	PSI Services LLC ETS Digital LLC-PSI AR	11-5800	HiSetTestFees March2026		1,346.00
3005-351324	04/14/2026	School Steps Inc.	01-5800	Psy&Paras March2026		59,759.75
3005-351325	04/14/2026	THERMALITO WATER & SEWER DIST	01-5505	Acct#6.173.01 PHS 3/2-4/1/2026	192.56	
				Acct#6.206.01 CDS 3/2-4/1/2026	104.23	296.79
3005-351326	04/14/2026	UBEO West	01-5603	Cont#CN24855-07 4thQ MaintCBO/DirED	208.62	
				Cont#CN32843-05 4thQ Maint Sup'tOffice	68.08	276.70
3005-351327	04/14/2026	US BANK CORPORATE PAYMENT SYSTEM	01-4300	AgClassroomSupplies - JFord Staples	82.88	
				ATC SnackBox - JTatom Costco	26.98	
				ATC SnackBox - JTatom Smart&Final	154.38	
				DelacMeetingSnacks - MLynch Raleys	211.61	
				FFA CricutSupplies - MAcevedo Walmart	28.31	
				InterviewPanellunch - KWiedenman Celestinos	48.56	
				IT Team ToolKits - AWiedenman IFIXIT	196.49	
				LP CulinarySupplies - AVonDerMehden ChefStore	290.95	
				LP CulinarySupplies - AVonDerMehden Smart&Final	46.13	
				LP ShopSupplies - WUpton ACE	120.81	
				LP ShopSupplies - WUpton Amazon	343.69	
				LP ShopSupplies - WUpton HarborFreight	337.43	
				LP ShopSuppliesReturn - WUpton Amazon	7.55-	
				Mar26 AeriesConfHotel JBrewton - SLee LePetitPali	254.37	

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Checks Dated 04/08/2026 through 05/11/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-351327	04/14/2026	US BANK CORPORATE PAYMENT SYSTEM	01-4300	Mar26 CounselingGeminiSubscription - SLee Google	24.00	
				MonitorReturned KWiedenman - KWiedenman Costco	223.49-	
				MowerWheel&WeedKiller - BCash	196.63	
				TractorSupply		
				OfficerInterviewDinner - JFord FeatherFalls	71.45	
				OHS CulinarySupplies - SSmith	187.31	
				Smart&Final		
				PBIS Attendance Incentives - BSpears	290.00	
				DutchBros		
				PersonalChargeError JMartinez - JMartinez	6.05	
				Chipotle		
				RegionalOfficerCandidatePhoto - MAcevedo Walgreens	19.60	
				RegionalOfficerPics - MAcevedo Walgreens	3.27	
			01-5200	Apr26 IND Webinar DCarey - DCarey AGA	59.00	
				April26 FCCLA RegBalance - SSmith	640.00	
				FCCLA		
				July26 ASCAConfReg KWied JHewitt - KWiedenman ASCA	948.00	
				June26 ISTEConfFlight AWiedenman - AWiedenman Southwest	1,046.41	
				June26 ISTEConfReg AWiedenman - AWiedenman ASCD ISTE	794.00	
				Mar26 CASBOCon Airport Parking DCarey - DCarey PMT Sac	56.00	
				Mar26 CASBOCon Uber - DCarey Uber	55.77	
				Mar26 CASBOConHotel DCarey - DCarey Marriott	1,175.64	
				Mar26CASBOConFlightCancel KCosta - JGladden Southwest	593.80-	
				Mar26CASBOConFlightChanges CA KC - JGladden Southwest	202.00	
				Mar26CASBOConHotel CAdamson - JGladden Hyatt	1,161.75	
				Mar26CASBOConRefRefund KCosta - JGladden CASBO	795.00-	
				Sept26 SEISConfFlight JWood - JWood Southwest	1,033.40	

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Checks Dated 04/08/2026 through 05/11/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-351327	04/14/2026	US BANK CORPORATE PAYMENT SYSTEM	01-5200	Sept26 SEISConfFlight LLo - JWood Southwest	346.80	
				Sept26 SEISConfFlightDupCharge JWood - JWood Southwest		
				Sept26 SEISConfReg JWood - JWood ASCD ISTE	795.00	
			01-5800	Bus85 ComplianceFee 2026 - JGladden CTC-VIS	33.09	
				Mar26 CASBOConHotel MLemos RLillie - DCarey Marriott	1,175.64	
			01-5850	AI AppAnnualSubscription JWood - JWood NOTTA	97.99	
				April26 DomainName - JGladden NetworkSolutions	11.99	
				EducationCurriculumOnlineSubscription - SLee GIMKIT Pro	59.88	
			11-4300	MonthlyEmployeeMeetingSnacks 3/20/26 - MLynch Raleys	44.95	
				MonthlyEmployeeMeetingSnacks 3/20/26 - MLynch Starbucks	25.25	
				OAECampusBeautificationProjectSupplies - MLynch HomeDepot	176.97	
			11-5200	Apr26 CCAEConfFlight MLynch - MLynch AlaskaAir	256.80	
				Apr26 CCAEConfFlight MOtto - MLynch AlaskaAir	256.80	
				Apr26 CCAEConfFlight SDysart - MLynch AlaskaAir	256.80	
				Apr26 CCAEConfFlightSeat MLynch - MLynch AlaskaAir	32.00	
				Apr26 CCAEConfFlightSeat MOtto - MLynch AlaskaAir	32.00	
				Apr26 CCAEConfFlightSeat SDysart - MLynch AlaskaAir	32.00	
				Apr26 CCAEConfTravelInsurance - MLynch AllianzTravel	71.94	
				June26 CASASConfReg MLynch - MLynch CASAS	695.00	
			11-5850	Feb2026 MailChimpSubscription - MLynch MailChimp	30.00	

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Checks Dated 04/08/2026 through 05/11/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-351327	04/14/2026	US BANK CORPORATE PAYMENT SYSTEM	11-5850	Mar2026 MailChimpSubscription - MLynch MailChimp	30.00	12,953.93
3005-351328	04/14/2026	PITNEY BOWES GLOBAL Leasing Payments	01-5602	Acct#0012534541 DO 4thQLease		418.58
3005-351329	04/14/2026	SCHOOL SPECIALTY, LLC	01-4300	Cust#235709 ArtMaterialSupplies LPHS		123.78
3005-351891	04/21/2026	Frazier, Keely M	01-4300	Reimb-Donuts&Napkins DoorDecorating DonutTree&DollarGen	113.68	
				Reimb-PBISgiftCards1@\$50Amazon & 1@\$50Celestinos	100.00	
				Reimb-ScavergerHuntPrizes LinkCrew DollarTree&Marshals	95.99	309.67
3005-351892	04/21/2026	Raygoza, Tiffanee	01-4300	Reimb-PrincipalCncl IceCreamBars FoodMaxx		32.45
3005-351893	04/21/2026	Parry, Wynona L	01-5200	Reimb-Mar26CharacterStrongConf RentalCar Budget		154.15
3005-351894	04/21/2026	SEVEN UP BOTTLING COMPANY OF CHICO INC	11-5601	MthlyLeaseOAE 3760 Morrow LnSuiteB&C		3,820.00
3005-351895	04/21/2026	Amazon Capital Services	01-4300	ArtClassSupplies LPHS RScofield	1,485.68	
				Camera Lenses Yearbook LPHS	756.63	
				CDS Curriculm Supplies	289.43	
				Charging Dock OHS	40.08	
				ClassBooksLostBoy OHS Smith	186.48	
				HRsupplies BGutierrez	450.31	
				IndianEd Supplies	654.15	
				Office Supplies CIS	676.41	
				OfficeSupplies CIS	474.34	
				Sup't OfficeSupplies	347.45	
				TeacherSupplies Lee OHS	107.77	
				WellnessCenterSupplies LPHS	5,746.42	
				WellnessCntrSupplies CDS	375.15	
			01-4360	Bus&OfficeSupplies Transportation	932.18	
			11-4300	ConfFoldingTable &Chairs OAE	757.98	
				Office Supplies OAE	170.28	
				OfficeSupplies OAE	228.54	
				Toner&Office Supplies OAE	927.37	
			11-4400	ConfFoldingTable &Chairs OAE	2,489.86	17,096.51
3005-351896	04/21/2026	AT&T Mobility	01-5900	Acct#287360628796 TranspBDTablets April2026		409.50
3005-351897	04/21/2026	BETTER DEAL EXCHANGE	01-4300	ClampPipeRepair	74.25	
				Clnr&HvyDutyTWLS LP624	36.03	

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Checks Dated 04/08/2026 through 05/11/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-351897	04/21/2026	BETTER DEAL EXCHANGE	01-4300	Clobuster OHSA3	20.75	
				DistillWater&RbbngAlch Custodial	31.65	
				DrainCleaner OAE	26.20	
				DrnClnr LP	10.91	
				Funnel&DrnClnr OHSA3	74.69	
				Gasser Grounds	43.66	
				Gloves&ChainsawLink Grounds	75.35	
				MMATtool&RafterPoly JVBV	41.82	
				Mole/Gopher GasserPoison Grounds	43.66	
				Paint GB	9.82	
				Paint JBB	17.46	
				Paint&Container OLR	34.51	
				RoyalWS RepairKit OHS LP	78.64	
				Trap Drass LP	38.23	
				Union&MiscNipple LP	27.48	
				Washer&FylRibbon H3	6.09	
				washers OHS H3	3.45	
				WD40 OHS	10.91	
				WoodShims LP624	4.35	709.91
3005-351898	04/21/2026	BOOMERANG PROJECT	01-5200	May26LinkCrewTraining/Hotel		7,990.00
				RRamirezBarth&MBeall DoubleTree		
3005-351899	04/21/2026	California Agricultural Teachers' Association	01-5200	June26CATAconfReg-Laura LaFayette	380.00	
				June26CATAconfReg-Madison Acevedo	365.00	
				June26CATAconfReg-RobertDaley	380.00	1,125.00
3005-351900	04/21/2026	Chico State Enterprises	13-4700	Foods		3,157.20
3005-351901	04/21/2026	DAN'S ELECTRICAL SUPPLY Co	01-4300	ElectricalSuppliesDEF PurposeConnector		26.73
3005-351902	04/21/2026	DELL MARKETING LP	01-4300	DellPro16PlusLaptop&dock AWiedenman	203.41	
				IT		
				NewLaptopBattery JonWood	105.69	
			01-4400	DellPro16PlusLaptop&dock AWiedenman	1,716.11	2,025.21
				IT		
3005-351903	04/21/2026	EMST, LLC	11-5800	HeartsaverCPR/FA(3)		294.98
3005-351904	04/21/2026	ENLOE MEDICAL CENTER	01-5804	Acct#743 PreEmploy (3)March2026		309.00
3005-351905	04/21/2026	FOOD MAXX SAVE MART SUPERMARKET	01-4300	Sped Class Supplies LPHS TGraham	89.45	
				Sped Class Supplies LPHS-Bolanos	274.72	364.17
3005-351906	04/21/2026	Gold Star Foods	13-4300	Foods&Supplies	610.37	
				Supplies	820.56	
			13-4700	Foods	5,014.52	

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Checks Dated 04/08/2026 through 05/11/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-351906	04/21/2026	Gold Star Foods	13-4700	Foods&Supplies	3,828.17	
				Unpaid Sales Tax	74.40-	10,199.22
3005-351907	04/21/2026	Hillyard - Inc.	01-4300	Custodial Supplies		5,158.26
3005-351908	04/21/2026	HOME DEPOT Credit Services DEPT. xx-xxxxxx9263	01-4300	72inSteelTable-CeramicClass LPHS	324.43	
				CeilingLight LP100 Closet	54.59	
				Duct&Clamp PHS	20.91	
				DuctConnector PHS	4.34	
				Grommet OHS	15.25	
				Line Marker Grounds	23.97	
				MiscGroundsSupplies OHS	87.79	
				MiscMaintSupplies BB&Lock	66.41	
				MiscMaintSupplies JVBB	409.59	
				MiscMaintSupplies LP	181.32	
				MiscMaintSupplies SP	136.22	
				Outlets,ChiselSet LP	52.36	
				Paint BB	15.25	
				Paint OHS	45.75	
				screws LP100 Closet	3.73	
				Spikes&TraySet OAE	23.48	
				Table Rings OHS	21.76	
				Threadlocker&Latch SB	19.61	
			13-4300	FS Dryer PHS	291.47	1,798.23
3005-351909	04/21/2026	JOSTENS	01-4300	Cap,Gown Only Units(4) OHS	172.00	
				Diploma(3)	41.13	213.13
3005-351910	04/21/2026	K-GAS	01-4300	Propane-MaintForklift 8gal		31.90
3005-351911	04/21/2026	Las Plumas High School Student Store	01-4300	Reimb-DLHPacheco		135.00
				Yearbook&PromTicket McKinney-Vento		
3005-351912	04/21/2026	NORTHAM DISTRIBUTORS INC	13-4700	Foods	1,796.77	
				Suppers	90.06	1,886.83
3005-351913	04/21/2026	NWPBIS Network Inc	11-5850	EquityDataUpdates-1/26/26 NoahVanHorn		375.00
				Virtual		
3005-351914	04/21/2026	OFFICE DEPOT ODP Business Solutions,LLC	01-4300	ClassroomSupplies Barnett OHS	274.65	
				ClassroomSupplies Cleary OHS	272.07	
				ClassroomSupplies MCaratenuto OHS	176.71	723.43
3005-351915	04/21/2026	OROVILLE POWER EQUIPMENT	01-4300	GroundsEquip	98.86	
				HusqvarnaBarOil	19.65	
				MufflerCover	15.38	133.89
3005-351916	04/21/2026	Roto Rooter Plumbers	01-5640	Service OHS RoomA3	495.00	

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Checks Dated 04/08/2026 through 05/11/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-351916	04/21/2026	Roto Rooter Plumbers	01-5640	Service OHS RoomA3 KitchenSinkLine	495.00	990.00
3005-351917	04/21/2026	PEAC Performance, LLC	01-5800	SportsMed/AthTrain&Supplies-LPHS March2026	7,267.44	
				SportsMed/AthTrain&Supplies-OHS March2026	8,321.44	15,588.88
3005-351918	04/21/2026	PG&E	01-5501	Acct#6295629469-8 GasSrv March2026		481.83
3005-351919	04/21/2026	PROPACIFIC FRESH	13-4300	Foods&Supplies	321.42	
			13-4700	Foods	3,481.87	
				Foods&Suppers	2,514.77	
				Foods&Supplies	598.56	
				Suppers	97.47	
				Unpaid Sales Tax	2.33-	7,011.76
3005-351920	04/21/2026	QUALITY SUITES SAN LUIS OBISPO	01-5200	June26CATAconfHotel		5,198.19
				LLaFayette,RDaley,MAcevedo&AEarley		
3005-351921	04/21/2026	RECOLOGY BUTTE COLUSA COUNTIES	01-5506	8100123160 MthlySrv March2026	1,161.95	
				8100123161 MthlySrv March2026	2,886.84	
				8100123162 MthlySrv March2026	1,113.57	
				Acct#8100123161 MixedGenWaate LPHS	126.28	
				Acct#8100123161 MixedGenWaste HS	76.26	
			11-5506	8100123160 MthlySrv March2026	181.26	5,546.16
3005-351922	04/21/2026	Stanbury Uniforms LLC	01-4300	Band Uniforms		45,898.00
3005-351923	04/21/2026	Staples	01-4300	Acct#LA1064303 Class Supplies		67.64
				MCaratenuto OHS		
3005-351924	04/21/2026	Thrive Public Schools	01-5800	ConsultingServices Pymt3of4		19,912.50
3005-351925	04/21/2026	TrailersPlus Live Oak	01-4400	BandUtilityTrailer		2,473.91
				VIN#4YMBU1010TN007045		
3005-351926	04/21/2026	Uline, Inc	01-4300	UlineUtilityCarts(4) OHSpaxton		750.75
3005-351927	04/21/2026	US BANK CORPORATE PAYMENT SYSTEM	01-4300	ATC SnackBox - JTatom Costco	47.67	
				ATC SnackBox - JTatom Smart&Final	85.14	
				DelacMeetingSnacks - MLynch Celestinos	142.95	
				GasCards - BSpears Maverik	400.00	
				LP CulinarySupplies - AVonDerMehden ChefStore	342.75	
				LP CulinarySupplies - AVonDerMehden Smart&Final	233.09	
				OHSculinarySupplies-SSmith Smart&Final	48.38	
				OHSculinarySupplies-SSmith Walmart	102.80	
				PHS ShopSupplies - DMilano HomeDepot	92.68	

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Checks Dated 04/08/2026 through 05/11/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-351927	04/21/2026	US BANK CORPORATE PAYMENT SYSTEM	01-4300	PrincipalsCouncilStuEngage - SLee LittleCaesars	66.58	
			01-5200	2026SSDAConf Hotel BSpears - BSpears SSDA	880.00	
				2026SSDAConf TopGolfPDEvent - BSpears SSDA	65.00	
				Apr26 CCAEConfFlight TGramps - MLynch Alaska	406.79	
				Apr26 CCAEConfReg TGramps - MLynch CCA	1,200.00	
				Apr26 CCAEConfTravelInsur TGramps - MLynch Allianz	28.82	
				Apr26NSTAconfHotelDepAWeliver-KWiede nman Hyatt	303.63	
				Apr26NSTAconfHotelDepCReeder-KWieden man Hyatt	303.63	
				Apr26NSTAconfHotelDepJPermann-KWied enman Hyatt	303.63	
				Apr26NSTAconfHotelDepTLeyvaGutierrez-K Wiedenman Hyatt	303.63	
				TrainingMaterials JWAllin - AWiedenman Coursera	59.00	
				TrainingMaterials SRatner - AWiedenman Coursera	49.00	
				VolleyballCoachesClinic - SLee ArtofCoaching	327.72	5,792.89
3005-351928	04/21/2026	PITNEY BOWES GLOBAL Leasing Payments	11-5602	Acct#0012377166 4thQLease		92.53
3005-351929	04/21/2026	STATE OF CALIF DEPT OF JUSTICE	01-5804	Cust#140602 PreEmployScreenings (2)Mar2026		64.00
3005-352194	04/23/2026	Earley, Andree M	01-4300	Reimb-AG class supplies Walmart		86.29
3005-352195	04/23/2026	Weliver, Alisha M	01-5200	Reimb-Apr26NSTAconfHotelRmsBal,Lyfts, CkBags&meals		2,807.36
3005-352196	04/23/2026	Amazon Capital Services	01-4200	AD Supplies A Briuce	633.40	
			01-4300	1stAid/TranspSupplies	310.72	
				CDS Supplies	213.70	
				DO Office Supplies	621.97	
				PHS Teacher Supplies	134.67	
				PHS TeacherSupplies	1,012.55	
				PHS TeacheSupplies	134.67	

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Checks Dated 04/08/2026 through 05/11/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-352196	04/23/2026	Amazon Capital Services	01-4300	Return OrgInv#16DF3DHDKGCL	9.94-	
				Return OrgInv#1CC7CC79MF7X	9.94-	
				Return OrgInv#1FKMRHQ1NL4N	9.94-	
				Return OrgInv#1GN3KYQWNKY9	9.94-	
				Return OrgInv#1H7YHYJMFRL	42.74-	
				Return OrgInv#1HQTMLWVNWT7	9.94-	
				Return OrgInv#1HQTMLWVPF61	9.94-	
				Return OrgInv#1HQQW4WN1PLPN	9.94-	
				Return OrgInv#1HQQW4WN1PNJ1	42.74-	
				Return OrgInv#1NQY4MV9JM6L	41.41-	
				Return OrgInv#1QMGKFGYXM9R	41.41-	
				Return OrgInv#1RKF6RTWPDMDK	9.94-	2,813.86
3005-352197	04/23/2026	Butte County Sheriff's Office Attn: Business Affairs	01-5804	PreEmployLiveScans(2)March2026		48.00
3005-352198	04/23/2026	Blink Charging Inc Car Charging Inc	01-5850	OPP-58672		2,880.00
				1yrSchlBusChargingStations(6)NetworkService		
3005-352199	04/23/2026	Canon Financial Services, Inc	01-5602	Cust#885509MthlyCopierLeasesCN88550	419.12	
				9-2.-3&-4 April2026		
				Cust#885509MthlyCopierLeasesCN88550	419.12	
				9-2.-3&-4 March2026		
			11-5602	Cust#885509MthlyCopierLeasesCN88550	617.04	
				9-2.-3&-4 April2026		
				Cust#885509MthlyCopierLeasesCN88550	617.04	2,072.32
				9-2.-3&-4 March2026		
3005-352200	04/23/2026	MESA ENERGY SYSTEM INC.	01-5620	HVAC Service&Repair LPHS		10,343.00
3005-352201	04/23/2026	FASTRAK INVOICE PROCESSING DEPARTMENT	01-5200	Toll-CarqBridgeOHStheaterToBerkley		8.50
				Veh#B105		
3005-352202	04/23/2026	MJB SALES & SERVICE	01-4400	FinalPayment		2,912.34
				AgMech&AutoCollabCompressor		
3005-352203	04/23/2026	OREILLY AUTOMOTIVE INC	01-4363	Air&OilFilters Veh19-3	35.28	
				Fuel Flt Cap Veh06-1	52.40	
				FuelFilter Veh06-1	80.16	167.84
3005-352204	04/23/2026	OROVILLE FORD	01-4363	ValveAsy Veh15-3		57.41
3005-352205	04/23/2026	Stage Inc	01-5601	5/7/2026 OHS ScholarshipNight		490.00
3005-352206	04/23/2026	Staples	01-4300	Acct#LA1064303 Class Supplies TFrazier		177.38
				OHS		
3005-352620	04/28/2026	Amazon Capital Services	01-4300	CDS Supplies	170.96	
				Credit OrgInv#11Y374XY4HHF	261.80-	
				Credit OrgInv#19R94PKXXLMN	196.23-	

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Checks Dated 04/08/2026 through 05/11/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-352620	04/28/2026	Amazon Capital Services	01-4300	Credit OrgInv#1DXGXCMP1FHD	346.66-	
				Credit OrgInv#1MXGQF77YKLD	141.60-	
				NasalAspiratorSPED LPHS SMoss	32.43	
				Return OrgInv#14G9HVP LLPYN	42.74-	
				Return OrgInv#1GN3KYQWMXMN	42.74-	
				Return OrgInv#1N4W7QPCLDHH	42.74-	
				Return OrgInv#1RKF6RTWP3KX	42.74-	
				WellnessCntrSupplies LPHS	9,583.34	8,669.48
3005-352621	04/28/2026	ADVANCED TECHNOLOGY GROUP	01-5800	ErateServices-C1forWork to 6/30/2026		4,350.00
3005-352622	04/28/2026	MJB SALES & SERVICE	01-4300	Credit BandsawBlade	90.75-	
				Troubleshoot MigWelder SN#MF381742N	270.00	
				Troubleshoot MigWelder SN#MF401540N	168.75	348.00
3005-352623	04/28/2026	School Outlet	01-4300	Replacement Chairs-Band		6,276.20
3005-352624	04/28/2026	Amazon Capital Services	01-4300	Drama Props OHS	731.67	
				Grad&Office Supplies OHS	232.46	
				PE Supplies Grundy LPHS	727.80	
				Return OrgInv#1HP11N6CLLXL	203.74-	
				Return OrgInv#1VPNXX7FKHFM	179.46-	
				Return OrgInv#1WHRRK7GXMRT	108.22-	
				Return OrgInv#1Y1HP9MTHFF9	161.99-	
				StudentStore Supplies LPHS	2,506.23	
				WellnessCntr Supplies LPHS	1,920.84	5,465.59
3005-352625	04/28/2026	Bruce, Allie C	01-5200	Reimb-Mileage AD BoardMgnrsMeeting		130.50
3005-352626	04/28/2026	Frazier, Keely M	01-4300	Reimb-Class Brrom&FileFolders Amazon		28.07
3005-352627	04/28/2026	Lafayette, Laura	01-4300	Reimb-GreenhouseTableLumberSupplies		628.71
				HomeDepot		
3005-352628	04/28/2026	Swartz, Susan G	01-5200	Reimb-BDmeals4/11BandDOHS&4/14Stan		89.00
				fordGatewayMsm4/16SMUDmsm		
3005-352629	04/28/2026	Diaz, Julie	01-5200	Reimb-BDmeals 3/28-4/22/2026		227.00
3005-352630	04/28/2026	DRAGON GRAPHICS	01-4300	ATC TrackMeet Shirts		958.63
3005-352631	04/28/2026	MESA ENERGY SYSTEM INC.	01-5620	HVAC aService Band Room LPHS	1,599.72	
			01-5640	Walk in Freezer Repairs OHS	6,951.52	8,551.24
3005-352632	04/28/2026	Gold Star Foods	13-4300	Foods & Supplies	148.76	
				Foods,Supplies&Suppers	53.03	
			13-4700	Foods	4,433.17	
				Foods & Supplies	383.42	
				Foods,Supplies&Suppers	3,286.64	
				Suppers	55.33	

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Checks Dated 04/08/2026 through 05/11/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
				Unpaid Sales Tax	15.20-	8,345.15
3005-352633	04/28/2026	Michelle HilQuist-Herff Jones Attn:SpringWorkshop	01-5200	May6,2026YearBookReg-7		350.00
3005-352634	04/28/2026	METAL WORKS	01-4300	Students1Advisor OHS		
3005-352635	04/28/2026	NORTHAM DISTRIBUTORS INC	13-4700	Metals for LPHS Ramp Repairs		1,357.50
				Foods	748.55	
				Suppers	225.15	973.70
3005-352636	04/28/2026	PROPACIFIC FRESH	13-4300	Foods&Supplies	128.21	
			13-4700	Foods	2,930.43	
				Foods&Suppers	1,341.81	
				Foods&Supplies	999.89	
				Unpaid Sales Tax	4.08-	5,396.26
3005-352790	04/30/2026	Davis, Michael J	01-5200	Reimb-BDmeals4/2-4/22/2026		85.00
3005-352791	04/30/2026	Frazier, Keely M	01-4300	Reimb-TbirdBucks LetterShop Inc		99.47
3005-352792	04/30/2026	Galev, Mihai R	01-5200	Reimb-BDmeals 3/27-4/24/2026		188.00
3005-352793	04/30/2026	Weliver, Paul R	01-4300	Reimb-SuppliesForAnatomyClass Amazon		42.77
3005-352794	04/30/2026	Scofield, Rita	01-4300	Reimb-ArtShowSupplies Costco & Smart&Final		169.26
3005-352795	04/30/2026	Leih, Bonnie	01-4300	Reimb-ChemLab Supplies Walmart		105.43
3005-352796	04/30/2026	Lee, Thay	01-5200	Reimb-BDmeals3/31OHSt/fOrland4/16Stab fordSMUD		47.00
3005-352797	04/30/2026	Farias, Jelacio	01-5200	Reimb-BDmeals3/28BandElkgrove4/14LPt oGridley		79.00
3005-352798	04/30/2026	Steele Stemple, Amy E	01-4300	Reimb-AttendanceDonuts DonutNook		45.00
3005-352799	04/30/2026	AT&T	01-5900	9391008278 MthlySrv 3/24-4/23/2026	31.91	
				9391008279 MthlySrv 3/24-4/23/2026	31.91	
				9391008280 MthlySrv 3/24-4/23/2026	31.93	
				9391008281 MthlySrv 3/24-4/23/2026	31.96	
				9391008282 MthlySrv 3/24-4/23/2026	674.16	
			11-5900	9391008282 MthlySrv 3/24-4/23/2026	23.89	
				9391047160 MthlySrv 3/24-4/23/2026	438.57	
			13-5900	9391008282 MthlySrv 3/24-4/23/2026	5.05	1,269.38
3005-352801	04/30/2026	Culligan Quench	01-5620	Acct#D592785 LPHS MthlyLeaseWater May2026		63.87
3005-352802	04/30/2026	Hillyard - Inc.	01-4300	Custodial Supplies		5,799.36
3005-352803	04/30/2026	HOBBS PEST SOLUTIONS INC	01-5502	Loc#100035 MthlySrv April2026	135.00	
				Loc#100036 MthlySrv April2026	135.00	
				Loc#100037 MthlySrv April2026	80.00	
				Loc#100050 MthlySrv April2026	75.00	

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3005-352803	04/30/2026	HOBBS PEST SOLUTIONS INC	01-5502	Loc#100407 MthlySrv April2026	53.00	
				Loc#104502 MthlySrv April2026	50.00	
			11-5502	Loc#100614 MthlySrv April2026	55.00	583.00
3005-352804	04/30/2026	Bidwell H2O	01-4300	Water Delivery	18.95	
				5gallonBottles4/22/2026(2)&delFee		
				Water Delivery	32.95	
			01-4360	5gallonBottles4/22/2026(4)&delFee		
				Water Delivery	18.95	70.85
				5gallonBottles4/22/2026(2)&delFee		
3005-352805	04/30/2026	TPx Communications	01-5900	Acct#168341 DW May2026	1,460.02	
			11-5900	Acct#168341 DW May2026	171.09	1,631.11
3005-352806	04/30/2026	Wendy K. Reynolds	01-5800	Every 15 Minutes-LPHS 4/17/2026	1,065.25	
				Every 15 Minutes-OHS 4/17/2026	1,065.25	
				Every 15 Minutes-PHS 4/17/2026	1,065.25	3,195.75
3005-353152	05/05/2026	Horsley, Jeff W	01-4300	Reimb-ClassSupplies TPT materials(5)		45.34
3005-353153	05/05/2026	Frazier, Keely M	01-4300	Reimb-MarchMadnessAttendPizza	96.26	
				LittleCaesars		
				Reimb-PBIS&GCrdInNOut\$15Strbk8@\$1	165.80	262.06
				0DG1@\$10Chpt3@\$10McD\$15		
3005-353154	05/05/2026	Jenkins, Joel A	01-5200	Reimb-BDmeals3/27OHStrkBC4/16Oakdal		66.00
				e LookOut&Dam		
3005-353155	05/05/2026	Carey, Dale J	01-5200	Reimb-Apr26LRPconf meal 4/26Lunch	19.00	
				Reimb-Apr26LRPconf Mileage&Meals	329.70	348.70
3005-353156	05/05/2026	Lewis, Thomas M	01-5200	Reimb-Apr26LRPconf Mlg,prkng&meals		362.36
3005-353157	05/05/2026	West, Tara L	01-5200	Reimb-Apr26LRPconfMlg,BagCk&meals		371.96
3005-353158	05/05/2026	Raygoza, Tiffanee	01-4300	Reimb-CookiesPrincipalCouncil Raleys	26.96	
				Reimb-Lollipops StuEngageWASC	207.37	234.33
				Smart&Final		
3005-353159	05/05/2026	Wiedenman, Kristen	01-5200	Reimb-Apr26LRPconfUbers,BagCk&Meals		316.88
3005-353160	05/05/2026	Permann, John F	01-5200	Reimb-Apr26 NSTAconfMeals		228.00
3005-353161	05/05/2026	Wood, Jon	01-5200	Reimb-Apr26LRPconf Mileage&Meals		347.26
3005-353162	05/05/2026	Benedict, Libbie	01-5200	Reimb-May26StateFFA CDEfinals Meals		110.00
3005-353163	05/05/2026	Moore, Malarie E	01-5200	Reimb-BDmeals 5/2LPHSband SixFlags		47.00
3005-353164	05/05/2026	Steele Stemple, Amy E	01-4300	Reimb-PE BadmittonNets Amazon		34.62
3005-353165	05/05/2026	Gramps, Tracy	01-5200	Reimb-Travel MileageIndianEdLiaison		405.31
				4/1-4/24/2026		
3005-353166	05/05/2026	Vercruysse, Ryan J	01-4200	Reimb-MDR Handbook for SpedED&504		42.46
3005-353167	05/05/2026	ABILITYUSA, INC	01-5804	PreEmployment Screenings(2)Apr2026	276.00	

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-353167	05/05/2026	ABILITYUSA, INC	13-5804	PreEmployment Screenings(2)Apr2026	276.00	552.00
3005-353168	05/05/2026	ALICIA CUEVAS Alicia Cuevas Interpreting	01-5800	InterpretingService-CallingParents for ELAC Meeting		42.00
3005-353169	05/05/2026	Birdcage Theatre Inc	01-4300	Judgement@Nuremberg5/3&5/7/2026-OH S TLawson Class		630.00
3005-353170	05/05/2026	Primo Brands BlueTriton Brands Inc	11-4300	Acct#8730221550 LateFee forFeb2026 OAEchico	20.00	
				Acct#8730221550 Water3galBottles(1)&DelFeeFeb2026OAEchico	22.98	42.98
3005-353171	05/05/2026	BSN SPORTS LLC	01-4300	Soft&Base Balls		901.41
3005-353172	05/05/2026	California Water Service	01-5505	Acct#0556577777 April2026		4,907.25
3005-353173	05/05/2026	Canon Financial Services, Inc	01-5602	Cust#885509MthlyCopierLeasesCN88550 9-2.-3&-4 May2026	419.12	
			11-5602	Cust#885509MthlyCopierLeasesCN88550 9-2.-3&-4 May2026	617.04	1,036.16
3005-353174	05/05/2026	CHRISTENSEN TELECOMMUNICATIONS, INC	01-5620	BogenNyquistSystemLPHS Bells	2,166.50	
				Camera Corrections&Programming	400.00	
				DO ChangeAll Clock time settings	125.00	
				LPHS Bell System Repairs	1,200.00	
				LPHS CamersClocks Repairs	600.00	
				LPHS Phone install rm1016	90.00	
				OAE phone service/voicemail	125.00	
				PHS install 12TBHD into new Turing NVR	125.00	4,831.50
3005-353175	05/05/2026	COMERS PRINT SHOP	01-4300	500 CICO Forms OHS		255.86
3005-353176	05/05/2026	DAN'S ELECTRICAL SUPPLY Co	01-4300	ElectricalFuses		35.41
3005-353177	05/05/2026	Dannis Woliver Kelley Accounts Receivable	01-5801	ProfServices March2026		7,386.50
3005-353178	05/05/2026	MESA ENERGY SYSTEM INC.	01-5620	Agmt#50010222 PrevMaint 4thQ	1,007.25	
				Agmt#50010223 PrevMaint 4thQ	8,053.75	
				Agmt#50010224 PrevMaint 4thQ	453.25	
				Agmt#50010225 PrevMaint 4thQ	803.75	
				Agmt#50010226 PrevMaint 4thQ	6,403.50	
				Agmt#50010227 PrevMaint 4thQ	1,160.75	
				Agmt#50010531 PrevMaint 4thQ	221.50	18,103.75
3005-353179	05/05/2026	FFA LPHS	01-4300	Graduation Flowers LPHS		400.00
3005-353180	05/05/2026	Foster & Foster Inc	01-5800	GASB 74/75ActuralValuation 1st Installment		3,555.00
3005-353181	05/05/2026	JOHN ROBERT GOTTSCHALK GOTTSCHALK MUSIC CENTER	01-4300	Chimes,Xylophone & Misc BandEquip	1,969.07	

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-353181	05/05/2026	JOHN ROBERT GOTTSCHALK GOTTSCHALK MUSIC CENTER	01-4300	StorageCartStands(2) Band	1,434.53	
			01-4400	Chimes,Xylophone & Misc BandEquip	8,485.72	11,889.32
3005-353182	05/05/2026	INDUSTRIAL MINERALS COMPANY	01-4300	Clay 66 Bags and delivery		1,426.96
				feeCeramicsClass LPHS		
3005-353183	05/05/2026	JOSTENS	01-4300	Cords-PrincCouncil&TopTen LPHS		404.12
3005-353184	05/05/2026	MD Inspections Inc	01-5800	DSA-ProjectInspectionSrvcs Apr2026		2,160.00
3005-353185	05/05/2026	Minga Solutions US Inc	01-5800	Minga Bundles OHS&LPHS		22,880.00
				7/1/26-6/30/2027		
3005-353186	05/05/2026	NVCF-DSRF	01-4300	Apr26-LPHSstudentTshirts BCOE		505.00
				SpecialOlympics		
3005-353187	05/05/2026	OREILLY AUTOMOTIVE INC	01-4362	Supplies & Oli Shop	524.17	
			01-4363	AirFilter Veh03-1	18.74	
				Battery&Core ManLift	264.38	
				Battery&CoreReturn OrgInv#2849-407853	132.19-	
				Battery,Core&CoreExchange B101	235.63	
				Core Return	22.00-	
				Relays	26.65	
				Supplies & Oli Shop	236.80	
				TransFluid Shop	145.28	1,297.46
3005-353188	05/05/2026	Oroville High School/	01-4300	Reimb-PBISwinnerPromPkg		75.00
				AlofaTuialuuluu		
3005-353189	05/05/2026	OROVILLE POWER EQUIPMENT	01-4300	Cust#100377 525 Series Maint Kit Grounds		32.76
3005-353190	05/05/2026	OROVILLE ADULT ED REVOLVING	11-8671	March Reimb Ck#1630-1634		315.00
3005-353191	05/05/2026	Stage Inc	01-5601	Band SpringConcert 2026 Rental		600.00
3005-353192	05/05/2026	PAPE' KENWORTH	01-4363	Cust#7107669 AirFilterVeh09-1	70.04	
				Cust#7107669 EngTestFluid	743.34	
				Cust#7107669 EngTestFluid&Cleanblue	294.85	
				Cust#7107669 Oil&AirFilters Bulk,TestFluid	356.72	1,464.95
3005-353193	05/05/2026	Paxton Patterson LLC	01-4300	FRL Modules-LPHS	58,142.58	
				FRL Modules-OHS	39,101.32	
				Replacement for StInConstModules PHS	3,567.06	100,810.96
3005-353194	05/05/2026	PG&E	01-5501	Acct#0290829210-1 April2026	43.82	
				Acct#5736142635-6 EV2busCharger	1,947.08	
				Apr2026		
				Acct#7905914131-1 GasSrv April2026	107.27	2,098.17
3005-353195	05/05/2026	RECOLOGY BUTTE COLUSA COUNTIES	01-5506	8100123160 MthlySrv April2026	1,161.95	
				8100123161 MthlySrv April2026	2,886.84	

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3005-353195	05/05/2026	RECOLOGY BUTTE COLUSA COUNTIES	01-5506	8100123162 MthlySrv April2026	1,113.57	
				Acct#8100123160 MixedGenWaste LPHS	44.28	
				Acct#8100123161 MixedGenWaste LPHS	192.70	
				Acct#8100123161 Organics LPHS	44.00	
			11-5506	8100123160 MthlySrv April2026	181.26	5,624.60
3005-353196	05/05/2026	EDGEWOOD PRESS INC	01-4300	OHSTigerMascot Folders(500)		981.95
3005-353197	05/05/2026	SFWP - ACCTS RECEIVABLE	01-5505	Acct#03-03268-00 April2026	111.63	
				Acct#04-04437-00 April2026	260.57	372.20
3005-353198	05/05/2026	State Of California California Energy Commission	01-7439	Loan#005-15-ECG pymt#16		147,368.43
3005-353199	05/05/2026	US BANK CORPORATE PAYMENT SYSTEM	01-4300	AgLabMaterials - LLaFayette DollarGeneral	33.90	
				BCOE PBIS TFI TrainingLunch - MLynch	236.78	
				TeaBar		
				CargoBoxCables Grounds - BCash	104.05	
				PapeMachinery		
				DOSTaffMeeting - DCarey Provisions	383.47	
				FFA&AgRecruitment Microphone -	26.29	
				LLaFayette BestBuy		
				FFA&AgRecruitment Projector - LLaFayette	270.62	
				BestBuy		
				FFA&AgRecruitment ProjectorScreen -	184.01	
				LLaFayette BestBuy		
				HarrisonStadiumVideoCable -	8.35	
				AWiedenman Amazon		
				IT StorageBins - AWiedenman HomeDepot	97.04	
				K12SWFGrant FoodPreplItems - AEarley	768.91	
				Walmart		
				LP CulinarySupplies - AVonDerMehden	353.65	
				ChefStore		
				LP CulinarySupplies - AVonDerMehden	131.56	
				Smart&Final		
				LP CulinarySuppliesReturn -	14.79-	
				AVonDerMehden ChefStore		
				LP ShopSupplies - WUpton Ace	307.07	
				PBISAttendanceIncentives - BSpears	330.00	
				DutchBros		
				PrincipalsCouncilStuEngagementBread -	45.82	
				SLee LittleCaesars		
				RobotPaint - BCash PioneerAthletics	747.25	
				TailgateCable - BCash PapeMachinery	24.97	

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-353199	05/05/2026	US BANK CORPORATE PAYMENT SYSTEM	01-4300	Tools&Supplies RecycledCyclesClass - BSpears GreenlineCycles	686.04	
			01-4361	Apr26 FarmPowerStateFinalsFuel RDaley - RDaley StarMart	92.75	
			01-5200	Apr26 FarmPwrStateFinalsHotel StudentRDaley - RDaley Hilton	242.13	
				Apr26 LRPConfFlightBaggage - JWood Delta	35.00	
				Apr26 LRPConfFlightBaggage DCarey - DCarey Delta	35.00	
				Apr26 LRPConfFlightBaggage JWood - JWood Delta	35.00	
				Apr26 LRPConfUber - DCarey Uber	215.47	
				Apr26 LRPConfUberAirport - JWood Uber	112.97	
				Apr26 LRPConfUberDinner - JWood Uber	25.98	
				Apr26 LRPConfUberLunch - JWood Uber	14.98	
				July26MacroeconomicsConfReg DLoudermilk-SLee ACDCLdrshp	643.00	
				July26MacroeconomicsFlight DLoudermilk-SLee SouthWest	376.80	
				June26 CPITrainerCourseHotel RVeracruz - SLee HotelBooking	17.99	
				June26 CPITrainerCourseHotel RVeracruz - SLee HotelRes	693.01	
				May26 LinkCrewBasicTrainingFlight MBeall - SLee Southwest	772.81	
				May26 LinkCrewBasicTrainingFlight RRamirez - SLee Southwest	430.40	
			01-5800	Apr26 FarmPowerStateFinalsHotel Student - RDaley Hilton	251.30	
				Apr26 FarmPwrStateFinalsHotel StudentRDaley - RDaley Hilton	306.63	
				Apr26FCCLATransportBalance - KWiedenman ModernShuttle	1,951.14	
				UnauthorizedChargeCCEAP - BSpears CCEAP	160.00	
				UnauthorizedChargeCCEAPCredit - BSpears CCEAP	160.00-	
			01-5850	GimkitPro OnlineEdCurrSub Credit - SLee Gimkit	59.88-	

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-353199	05/05/2026	US BANK CORPORATE PAYMENT SYSTEM	01-5850	GimkitPro OnlineEdCurrSub	59.88	
				EngMathSSSPed - SLee Gimkit		
				GimkitSchoolLicense OnlineEdCurrSub - SLee Gimkit	1,000.00	
			11-5850	April26 MailChimpSubscription - MLynch MailChimp	30.00	12,007.35
3005-353200	05/05/2026	Williams Electric Company	01-5640	LPHS Bandroom electrical		1,000.00
3005-353490	05/07/2026	Bruce, Cristian D	01-4300	Reimb-ClassTape&MicroWave Costco		194.83
3005-353491	05/07/2026	Earley, Andree M	01-5200	Reimb-MayFFA CDE StateFinals Meals		180.00
3005-353492	05/07/2026	Loudermilk, David K	01-4300	Reimb-ClassComstructionPaper Amazon		54.24
3005-353493	05/07/2026	Acevedo, Madison	01-5200	Reimb-MayFFA CDE StateFinals Meals		180.00
3005-353494	05/07/2026	Amazon Capital Services	01-4300	Admin Supplies LPHS	120.22	
				AdminWingSupplies LPHS	226.48	
				AGsupplies Earley	376.00	
				Backdrop-Counseling ScholarshipNight LPHS	27.04	
				EnglishClassSupplies CBruce LPHS	80.04	
				Keyboard&Cardstock OHS	230.28	
				LP Music Desk,furniture&Tuner LPHS	1,321.19	
				Office Supplies PHS	141.19	
				OfficeFurniture/Orgainz PHS	906.70	
				PE Supplies Grundy LPHS(invoice correction Pymt)	.06	
				Return OrgInv#1HNFFT3PMCGL	15.92-	
				Return OrgInv#1HP11N6CLLXL	38.88-	
				Return OrgInv#1T69MHW3NTHG	79.60-	
				Return OrgInv#1WHRRK7GXMRT	36.22-	
				ScienceSupplies DWhite PHS	737.43	
				SPED Supplies	104.25	
				Supplies P Yang LPHS	264.58	
				TeacherSupplies PHS	434.40	
				Wellness Bottles OHS	48.06	
				WIFIcard MCaratenuto OHS	32.17	
			01-4360	Bus/OfficeSupplies Transportation	501.70	
			11-4300	Office Supplies OAE	340.11	5,721.28
3005-353495	05/07/2026	AZ BUS SALES INC	01-4363	Mobile Repair & Diag B106		799.37
3005-353496	05/07/2026	BETTER DEAL EXCHANGE	01-4300	Bolt&Cord OAE	27.26	
				DrainClnr LP	20.75	

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Checks Dated 04/08/2026 through 05/11/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-353496	05/07/2026	BETTER DEAL EXCHANGE	01-4300	DropCloth B3	16.38	
				DualAeratorPk OHS	21.84	
				Fuse Lpgs Shop	26.20	
				Grounds Supplies	67.82	
				HandleAssmValve OAE	34.95	
				J BendInlet LP	26.21	
				LarsonKey LP	27.26	
				Orings LP	19.47	
				PaintRollers OHS Hwing	6.54	
				PaintSupplies B3	38.20	
				RetainerWasher Oroville LP	3.91	
				RoyalWS RepairKit OHS	78.64	
				SandDrum&Kit 1500	32.75	
				Screw&Anchor TO	6.10	
				SplyFct LP	10.91	
				SprngSnap OAE	20.89	
				Tape Grounds	16.38	
				Tire GroundsBBfield	16.39	
				washers & Orings LP	32.75	
				WaxExtenderKit OHS	10.48	
3005-353497	05/07/2026	Castillo-Siplin, Diana	01-4360	WaxRing LP	2.83	
			01-4300	DistilledWater-TranspShop	7.84	572.75
			01-4300	Reimb-PBIS Gift Card 1@\$50 Starbucks	50.00	
				Reimb-PBIS Gift Card 18@\$10 each Starbucks	180.00	230.00
3005-353498	05/07/2026	Condensed Curriculum International, Inc.	11-5800	ExamFees PhrmcyTech(1)		980.00
3005-353499	05/07/2026	CHRISTENSEN TELECOMMUNICATIONS, INC	01-5620	Hard Drives moving LPHS		90.00
3005-353500	05/07/2026	COMERS PRINT SHOP	01-4300	OHS ScholarNight Certs&Programs		296.61
3005-353501	05/07/2026	Gold Star Foods	01-4300	AP Testing Snacks LPHS	224.08	
			13-4300	Foods&Suppers	365.99	
				Supplies	311.16	
			13-4700	Foods	10,593.35	
				Foods&Suppers	7,042.49	
3005-353502	05/07/2026	HOME DEPOT Credit Services DEPT. xx-xxxxxx9263		FoodsStorage	32.50	
				Suppers	953.59	19,523.16
			01-4300	Ahelving&Bins Tech Dept	969.92	
				Blinds OAE2	27.29	
				Bolt,Clip&LockNut CDS	29.62	

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

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Checks Dated 04/08/2026 through 05/11/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-353502	05/07/2026	HOME DEPOT Credit Services DEPT. xx-xxxxxx9263	01-4300	ButcherBlock OHS Tech	576.84	
				ExtCord LP Theatre	163.81	
				FastDryWhite OHS Hwing	10.88	
				Gloves&LineSplitter LP Theatre	38.18	
				HoleSaw LP	22.91	
				Lighting LP Office	103.23	
				Metal DC wheel OHS	5.43	
				MIP PHS	18.52	
				MiscMaintSupplies LPAG/OAE	73.74	
				Paint LPgrounds	100.47	
				Paint OHS	30.50	
				PaintSupplies&netting OAE/LP	77.58	
				Patch,Strap&Trowel LP	41.22	
				PointOfUseWaterHtr PHS	414.06	
				RoofingScrews LP	17.92	
				Trap Adpt LP	14.73	
				Trap Adpt OHS	18.41	2,755.26
3005-353503	05/07/2026	JOSTENS	01-4300	Diploma(1)		18.79
3005-353504	05/07/2026	CENTURY LINK	01-5900	Acct#92145524		.11
				LongDistanceUsageMay2026		
3005-353505	05/07/2026	HeritageLandscape Supply Group Inc	01-4300	Cheeta&RangerPro Grounds		967.24
3005-353506	05/07/2026	NORTHAM DISTRIBUTORS INC	13-4700	Foods	3,001.42	
				Suppers	315.21	3,316.63
3005-353507	05/07/2026	OFFICE DEPOT ODP Business Solutions,LLC	01-4300	Chair MPaim LPHS	115.78	
				Chair MPaim OHS	117.94	
				ClassroomSupplies MCaratenuto OHS	116.25	
				ClassSupplies Greco OHS	192.92	
				Computer Desk MPaim LPHS	235.40	
				ComputerDesk MPaim OHS	300.21	
				File Cabinets MPaim LPHS	4,021.01	5,099.51
3005-353508	05/07/2026	Paxton Patterson LLC	01-4300	Replacement for StInConstModules PHS		48.78
3005-353509	05/07/2026	PG&E	01-5501	Acct#1530887421-1 GasSrv Apr2025	2,892.52	
				Acct#3086414728-2 GasSrv April2026	51.10	2,943.62
3005-353510	05/07/2026	PROPACIFIC FRESH	13-4300	Foods&Suppers&Supplies	134.08	
				Foods&Supplies	446.88	
			13-4700	Foods	5,400.95	
				Foods&Suppers	1,467.39	
				Foods&Suppers&Supplies	441.19	

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

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Checks Dated 04/08/2026 through 05/11/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
3005-353510	05/07/2026	PROPACIFIC FRESH	13-4700	Foods&Supplies Suppers	1,477.95 1,514.00	
				Unpaid Sales Tax	7.04-	10,875.40
3005-353511	05/07/2026	SIGNWORX	01-4300	AG Signage		816.42
3005-353512	05/07/2026	Staples	01-4300	Art Supplies Raymone OHS	933.72	
				ClassSupplies MCaratenuto OHS	151.87	
				PaperReturn MCaratenuto OHS	29.61-	1,055.98
3005-353513	05/07/2026	Las Plumas High School ASB	01-4300	2026YearBooks for AttendanceOffice(2)		150.00
3813-352800	04/30/2026	CALIFORNIA'S VALUED TRUST FINANCE DEPARTMENT	76-9544	RetireeBilling May2026	50,268.10	
			76-9560	ActiveBilling May2026	497,903.54	548,171.64
Total Number of Checks					198	<u><u>1,495,951.13</u></u>

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GeneralFund	177	831,729.40
11	AdultEducationFund	23	31,039.06
13	CafeteriaSpecialRevenueFund	17	85,119.96
76	Warrant/Pass-ThroughFund	1	548,171.64
Total Number of Checks		198	1,496,060.06
Less Unpaid Sales Tax Liability			108.93
Net (Check Amount)			<u><u>1,495,951.13</u></u>

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

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12. C. Monthly Financial Report

Supporting Documents



[Financial Report](#)

Fund 01 - General Fund

Fiscal Year 2025/26 Through May 2026

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
LCFF Revenue Sources						
8011	LCFFStateAid-CurrentYear	18,928,839.00	16,283,924.00	15,547,214.00	736,710.00	95.48
8012	EduProtectionAccountStAidCurYr	4,802,098.00	6,457,259.00	4,209,278.00	2,247,981.00	65.19
8013	LCFFTransportation	523,876.00	523,876.00		523,876.00	
8019	LCFFRevenueLimitStateAidPriYrs			542,251.00	542,251.00-	NO BDGT
8021	Homeowners'Exemptions	93,855.00	91,095.00	44,930.94	46,164.06	49.32
8022	TimberYieldTax	19,560.00	13,980.00	6,114.91	7,865.09	43.74
8029	OthrSubventionsIn-LieuTaxes	6,458.00	4,997.00	5,089.75	92.75-	101.86
8041	SecuredRollTaxes	9,755,288.00	10,080,057.00	9,335,634.21	744,422.79	92.61
8042	UnsecuredRollTaxes	631,181.00	660,955.00	592,554.46	68,400.54	89.65
8043	PriorYears'Taxes	22,694.00	16,349.00	14,579.45	1,769.55	89.18
8044	SupplementalTaxes	108,666.00	118,193.00	64,993.48	53,199.52	54.99
8045	EducateRevenueAugmentationFund	1,970,877.00-	2,012,052.00-	2,234,526.39-	222,474.39	111.06
8047	CommunityRedevelopmentFunds	1,512,987.00	1,949,553.00	1,008,530.54	941,022.46	51.73
8096	Trns2ChrtrSchlnLieuOfPropTxs	315,424.00-	328,192.00-	245,807.00-	82,385.00-	74.90
Total LCFF Revenue Sources		34,119,201.00	33,859,994.00	28,890,837.35	4,969,156.65	85.32
Federal Revenue						
8181	SpecialEducation-Entitlement	535,110.00	535,110.00		535,110.00	
8182	SpeEdu-DiscretionaryGrants	25,680.00	25,428.00		25,428.00	
8290	AllOtherFederalRevenue	1,783,584.00	1,853,813.00	1,452,311.05	401,501.95	78.34
Total Federal Revenue		2,344,374.00	2,414,351.00	1,452,311.05	962,039.95	60.15
Other State Revenues						
8550	MandatedCostReimbursements	151,750.00	151,083.00	151,083.00		100.00
8560	StateLotteryRevenue	550,095.00	528,768.00	289,036.82	239,731.18	54.66
8590	AllOtherStateRevenue	2,267,579.00	5,611,447.00	2,053,365.53	3,558,081.47	36.59
Total Other State Revenues		2,969,424.00	6,291,298.00	2,493,485.35	3,797,812.65	39.63
Other Local Revenue						
8650	LeasesandRentals	10,000.00	10,000.00	15,599.84	5,599.84-	156.00
8660	Interest	300,000.00	300,000.00	724,440.86	424,440.86-	241.48
8677	InteragencySrvcsBetweenLEAs	1,319,168.00	1,399,815.00	675,438.45	724,376.55	48.25
8699	AllOtherLocalRevenue	216,025.00	216,025.00	338,961.49	122,936.49-	156.91
8792	TrnsfrAportionmentFrmCntyOffcs	1,730,177.00	1,727,172.00	1,200,437.29	526,734.71	69.50
Total Other Local Revenue		3,575,370.00	3,653,012.00	2,954,877.93	698,134.07	80.89
Total Year To Date Revenues		43,008,369.00	46,218,655.00	35,791,511.68	10,427,143.32	77.44

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2026, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 01 - GeneralFund

Fiscal Year 2025/26 Through May 2026

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	CertificatedTeachersSalaries	10,594,511.00	11,062,135.00	1,970,879.80	8,908,782.49	182,472.71	80.53
1101	TeacherSubPay	308,100.00	149,000.00		253,443.00	104,443.00-	170.10
1102	TeacherExtraPay	508,996.00	615,729.00		356,684.03	259,044.97	57.93
1200	CertifictdPupilSupportSalaries	1,400,325.00	1,435,450.00	239,893.96	1,185,647.46	9,908.58	82.60
1202	PupilSupportExtraPay	13,000.00			28,432.81	28,432.81-	NO BDGT
1300	CrtifictdSuprvsrAdmnstrtrSlry	1,705,446.00	1,764,241.00	296,129.16	1,468,185.45	73.61-	83.22
1301	CertAdminSub				1,741.00	1,741.00-	NO BDGT
1302	CertAdminExtraPay	66,274.00	24,950.00		66,993.00	42,043.00-	268.51
1900	OtherCertificatedSalaries	95,560.00	115,428.00	21,013.72	94,414.44	.16-	81.80
1901	CertOtherSub				160.00	160.00-	NO BDGT
1902	OtherCertificatedExtraPay	474,630.00	468,630.00		95,633.21	372,996.79	20.41
Total Certificated Salaries		15,166,842.00	15,635,563.00	2,527,916.64	12,460,116.89	647,529.47	79.69
Classified Salaries							
2100	ClassifiedInstructionalSalary	1,813,344.00	1,746,680.00	291,593.46	1,386,250.43	68,836.11	79.36
2101	ParaEdSubPay	10,500.00			30,660.35	30,660.35-	NO BDGT
2102	ParaEdExtraPay	8,000.00	1,000.00		2,190.33	1,190.33-	219.03
2200	ClassifiedSupportSalaries	3,034,522.00	2,963,964.00	520,006.80	2,521,141.28	77,184.08-	85.06
2201	ClassSupportSubPay	70,300.00			55,563.24	55,563.24-	NO BDGT
2202	ClassSupportExtraPay	104,500.00	7,000.00		99,834.16	92,834.16-	1,426.20
2300	ClssSuprvsrAdministratorsSlry	490,449.00	555,721.00	104,837.34	448,169.17	2,714.49	80.65
2400	ClericTechnicOfficStaffSlrys	1,607,983.00	1,671,079.00	293,405.50	1,383,822.64	6,149.14-	82.81
2401	ClericalSubPay				3,962.62	3,962.62-	NO BDGT
2402	ClericalExtraPay	16,500.00	2,000.00		6,600.80	4,600.80-	330.04
2900	OtherClassifiedSalaries	48,143.00	69,147.00	17,020.80	53,075.65	949.45-	76.76
2902	OtherClassifiedExtraPay				258,054.38	258,054.38-	NO BDGT
Total Classified Salaries		7,204,241.00	7,016,591.00	1,226,863.90	6,249,325.05	459,597.95-	89.06
Employee Benefits							
3101	STRSCertificatedPositions	4,102,699.00	4,044,749.00	451,706.00	2,109,908.27	1,483,134.73	52.16
3102	STRSClassifiedPostitions	2,388.00					NO BDGT
3201	PERSCertificatedPositions	192,999.00	231,418.00	42,075.96	189,341.92	.12	81.82
3202	PERSClassifiedPositions	1,830,686.00	1,825,506.00	317,752.47	1,456,324.99	51,428.54	79.78
3301	OASDIMedcrAltrntvCertfcPositns	48,640.00	91,447.00	9,761.73	49,362.97	32,322.30	53.98
3302	OASDIMedcrAltrntvClasPosition	438,607.00	419,090.00	73,468.19	374,504.60	28,882.79-	89.36
3311	MedicareCertificated	217,550.00	223,523.00	36,164.05	178,330.12	9,028.83	79.78
3312	MedicareClassified	102,816.00	98,245.00	17,182.24	87,598.78	6,536.02-	89.16

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2026, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 01 - General Fund

Fiscal Year 2025/26 Through May 2026

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3401	HlthWlfrBenefitsCertificPositn	3,732,674.00	3,723,797.00	684,790.71	3,102,797.38	63,791.09-	83.32
3402	HlthWlfrBenefitClasifidPositn	1,965,575.00	1,926,272.00	331,221.30	1,527,296.43	67,754.27	79.29
3501	StUnemplmntInsurncCertPositns	10,004.00	7,714.00	1,245.06	10,476.86	4,007.92-	135.82
3502	StUnemplmntInsurncClssifidPos	3,542.00	3,384.00	588.30	3,013.43	217.73-	89.05
3601	WCInsuranceCertificatdPositns	330,636.00	340,826.00	55,108.68	271,631.24	14,086.08	79.70
3602	WCCompenstnInsurncClassPositn	157,052.00	152,961.00	26,696.33	136,030.19	9,765.52-	88.93
3701	OPEBAllocatedCertificatdPositn	497,746.00	478,200.00	84,432.48	416,086.98	22,319.46-	87.01
3702	OPEBAllocatedClassifiedPositn	232,706.00	232,996.00	40,977.40	209,790.59	17,771.99-	90.04
Total Employee Benefits		13,866,320.00	13,800,128.00	2,173,170.90	10,122,494.75	1,504,462.35	73.35
Books and Supplies							
4100	ApprvdTxtbookCorCurriculaMterl	142,140.00	200,372.00	10,095.62	136,557.99	53,718.39	68.15
4200	BooksandOtherReferenceMaterial	13,422.00	13,422.00	710.00	15,625.44	2,913.44-	116.42
4300	MaterialsandSupplies	1,815,729.00	2,046,268.00	211,348.69	1,184,923.42	649,995.89	57.91
4360	TransportationGenSupplies	10,000.00	10,000.00	880.45	8,955.02	164.53	89.55
4361	TransportationFuel	145,000.00	145,000.00		133,869.07	11,130.93	92.32
4362	TransportationOilGrease	5,000.00	5,000.00	1,697.17	2,302.83	1,000.00	46.06
4363	TransportationParts	50,000.00	50,000.00	38,869.50	26,618.87	15,488.37-	53.24
4364	TransportationTires	19,000.00	19,000.00	3,715.18	16,284.82	1,000.00-	85.71
4400	NoncapitalizedEquipment	65,000.00	146,223.00	165,537.79	496,596.11	515,910.90-	339.62
4700	Food	11,000.00	11,000.00			11,000.00	
Total Books and Supplies		2,276,291.00	2,646,285.00	432,854.40	2,021,733.57	191,697.03	76.40
Services and Other Operating Expenditures							
5100	SubagreementsforServices	188,900.00	239,511.00		119,756.00	119,755.00	50.00
5200	TravelandConferences	272,308.00	306,201.00	2,180.00	276,661.24	27,359.76	90.35
5300	DuesandMemberships	36,350.00	39,318.00		39,369.62	51.62-	100.13
5450	OtherInsurance	937,599.00	1,088,561.00		885,710.93	202,850.07	81.37
5501	GasElectricity	910,000.00	910,000.00	48,228.72	843,337.09	18,434.19	92.67
5502	PestControl	5,900.00	5,900.00	2,016.00	5,280.00	1,396.00-	89.49
5503	SewerFees	87,000.00	87,000.00	8,584.53	85,274.55	6,859.08-	98.02
5505	Water	76,000.00	76,000.00	1,910.53	70,443.97	3,645.50	92.69
5506	WasteDisposal	62,000.00	62,000.00	10,324.72	53,181.02	1,505.74-	85.78
5601	FacilitiesRent	7,400.00	7,400.00		8,158.00	758.00-	110.24
5602	CopierPostageMeterRents	41,164.00	41,164.00	6,478.46	51,842.62	17,157.08-	125.94
5603	CopierMaintenance	16,550.00	16,550.00	3,828.53	14,915.06	2,193.59-	90.12
5620	EquipmentRentalsAndRepairs	248,000.00	448,000.00	19,871.84	390,403.83	37,724.33	87.14

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2026, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 01 - GeneralFund

Fiscal Year 2025/26 Through May 2026

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5640	BuildingAndSiteRepairs	529,900.00	906,500.00	59,477.28	661,359.17	185,663.55	72.96
5711	VehicleAndBusUse				.02	.02-	NO BDGT
5750	TransfersDirectCostsInterfund	27,100.00-	27,100.00-		5,024.44-	22,075.56-	18.54
5800	ProfConsultngSrvcsandOperExpnd	1,414,903.00	2,254,380.00	674,331.08	1,489,749.59	90,299.33	66.08
5801	LegalFees	250,000.00	50,000.00		33,931.10	16,068.90	67.86
5804	PreEmploymentTesting	18,000.00	19,000.00		16,573.78	2,426.22	87.23
5806	Advertising	2,500.00	2,500.00		818.50	1,681.50	32.74
5850	SoftwareMaintenanceAndLicences	497,292.00	583,108.00	22,956.92	588,039.36	27,888.28-	100.85
5900	Communications	133,620.00	133,620.00	4,198.42	129,005.93	415.65	96.55
Total Services and Other Operating Expenditures		5,708,286.00	7,249,613.00	864,387.03	5,758,786.94	626,439.03	79.44
Capital Outlay							
6200	BuildingImprovementOfBuildings	6,806.00	2,079,980.00	1,124,016.79	991,753.96	35,790.75-	47.68
6400	Equipment	115,856.00	186,211.00		94,910.42	91,300.58	50.97
Total Capital Outlay		122,662.00	2,266,191.00	1,124,016.79	1,086,664.38	55,509.83	47.95
Tuition							
7141	OtTutExsCstDfctPmt2DisChrtrSch	280,000.00-					NO BDGT
7142	OthuitnExcsCstsDfctPy2CntyOff	767,438.00	889,708.00		463,485.00	426,223.00	52.09
Total Tuition		487,438.00	889,708.00	.00	463,485.00	426,223.00	52.09
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	167,366.00-	153,907.00-			153,907.00-	
Total Transfers of Indirect/direct support costs		167,366.00-	153,907.00-	.00	.00	153,907.00-	
Debt Service							
7439	OtherDebtService-Principal	294,737.00	294,737.00		294,736.86	.14	100.00
Total Debt Service		294,737.00	294,737.00	.00	294,736.86	.14	100.00
Total Year To Date Expenditures		44,959,451.00	49,644,909.00	8,349,209.66	38,457,343.44	2,838,355.90	77.46

Fund 01 - GeneralFund

Fiscal Year 2025/26 Through May 2026

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	43,008,369.00	46,218,655.00		35,791,511.68	10,427,143.32	77.44
B. Expenditures	44,959,451.00	49,644,909.00	8,349,209.66	38,457,343.44	2,838,355.90	77.46
C. Subtotal (Revenue LESS Expense)	1,951,082.00-	3,426,254.00-		2,665,831.76-	7,588,787.42	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	1,951,082.00-	3,426,254.00-		2,665,831.76-	7,588,787.42	
F. Fund Balance:						
Beginning Balance (9791)	20,657,227.00	22,188,126.00		22,188,127.13		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	20,657,227.00	22,188,126.00		22,188,127.13		
G. Calculated Ending Balance	18,706,145.00	18,761,872.00		19,522,295.37		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	18,706,145.00	18,761,872.00				
Other				8,349,209.66		

Fund 08 - StudentActivityFund**Fiscal Year 2025/26 Through May 2026**

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8699	AllOtherLocalRevenue	592,079.00	592,079.00		592,079.00	
	Total Other Local Revenue	592,079.00	592,079.00	.00	592,079.00	
	Total Year To Date Revenues	592,079.00	592,079.00	.00	592,079.00	

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Books and Supplies							
4300	MaterialsandSupplies	592,079.00	592,079.00			592,079.00	
	Total Books and Supplies	592,079.00	592,079.00	.00	.00	592,079.00	
	Total Year To Date Expenditures	592,079.00	592,079.00	.00	.00	592,079.00	

Fund 08 - StudentActivityFund

Fiscal Year 2025/26 Through May 2026

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	592,079.00	592,079.00			592,079.00	
B. Expenditures	592,079.00	592,079.00			592,079.00	
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)	471,123.00	471,123.00		452,955.70		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	471,123.00	471,123.00		452,955.70		
G. Calculated Ending Balance	471,123.00	471,123.00		452,955.70		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	471,123.00	471,123.00				
Other						

Fund 11 - Adult Education Fund

Fiscal Year 2025/26 Through May 2026

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8290	AllOtherFederalRevenue	242,529.00	201,605.00	100,802.00	100,803.00	50.00
Total Federal Revenue		242,529.00	201,605.00	100,802.00	100,803.00	50.00
Other State Revenues						
8590	AllOtherStateRevenue	76,985.00	76,985.00		76,985.00	
Total Other State Revenues		76,985.00	76,985.00	.00	76,985.00	
Other Local Revenue						
8660	Interest	11,517.00	11,517.00	30,266.78	18,749.78-	262.80
8671	AdultEducationFees	175,000.00	175,000.00	86,258.60	88,741.40	49.29
8677	InteragencySrvcsBetweenLEAs	1,442,982.00	1,516,680.00		1,516,680.00	
8699	AllOtherLocalRevenue	3,000.00	3,000.00		3,000.00	
Total Other Local Revenue		1,632,499.00	1,706,197.00	116,525.38	1,589,671.62	6.83
Total Year To Date Revenues		1,952,013.00	1,984,787.00	217,327.38	1,767,459.62	10.95

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Certificated Salaries							
1100	CertificatedTeachersSalaries	406,532.00	344,777.00	72.66	319,932.42	24,771.92	92.79
1101	TeacherSubPay	2,000.00	2,000.00		1,727.69	272.31	86.38
1102	TeacherExtraPay	5,928.00	5,928.00		901.26	5,026.74	15.20
1300	CrtifictdSuprvisrAdmnstrtrSlry	95,277.00	98,398.00	16,399.62	81,998.16	.22	83.33
Total Certificated Salaries		509,737.00	451,103.00	16,472.28	404,559.53	30,071.19	89.68
Classified Salaries							
2100	ClassifiedInstructionalSalary	73,102.00	85,193.00	16,251.48	69,802.88	861.36-	81.93
2101	ParaEdSubPay				114.96	114.96-	NO BDGT
2102	ParaEdExtraPay	150.00	150.00		1,081.47	931.47-	720.98
2200	ClassifiedSupportSalaries	34,661.00	35,038.00	4,829.08	25,869.26	4,339.66	73.83
2201	ClassSupportSubPay	3,100.00	3,100.00		680.36	2,419.64	21.95
2400	ClericTechnicOfficStaffSlrys	211,349.00	165,788.00	26,775.42	134,709.81	4,302.77	81.25
2401	ClericalSubPay				7,936.30	7,936.30-	NO BDGT
2402	ClericalExtraPay				462.18	462.18-	NO BDGT
2900	OtherClassifiedSalaries		9,856.00		5,705.00	4,151.00	57.88
Total Classified Salaries		322,362.00	299,125.00	47,855.98	246,362.22	4,906.80	82.36
Employee Benefits							

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2026, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 11 - Adult Education Fund

Fiscal Year 2025/26 Through May 2026

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Employee Benefits (continued)							
3101	STRSCertificatedPositions	94,678.00	83,479.00	2,951.68	66,874.22	13,653.10	80.11
3102	STRSClassifiedPostitions				37.82	37.82-	NO BDGT
3201	PERSCertificatedPositions	40.00	40.00			40.00	
3202	PERSClassifiedPositions	81,026.00	72,958.00	11,626.48	56,411.10	4,920.42	77.32
3301	OASDIMedcrAltrntvCertfcPositns	368.00	368.00			368.00	
3302	OASDIMedcrAltrntvClasPosition	19,480.00	17,560.00	2,853.62	15,452.63	746.25-	88.00
3311	MedicareCertificated	7,392.00	6,528.00	257.18	5,886.69	384.13	90.18
3312	MedicareClassified	4,555.00	4,086.00	667.39	3,639.76	221.15-	89.08
3401	HIthWlfrBenefitsCertificPositn	144,693.00	121,724.00	19,974.11	107,955.22	6,205.33-	88.69
3402	HIthWlfrBenefitClasifidPositn	79,292.00	73,537.00	11,077.36	55,644.68	6,814.96	75.67
3501	StUnemplmntInsumcCertPositns	255.00	226.00	8.12	199.91	17.97	88.46
3502	StUnemplmntInsumcClssifidPos	157.00	140.00	23.06	125.56	8.62-	89.69
3601	WCInsuranceCertificatdPositns	11,113.00	9,833.00	359.08	8,819.31	654.61	89.69
3602	WCCompenstnInsumcClassPositn	7,027.00	6,286.00	1,021.68	5,597.99	333.67-	89.05
3701	OPEBAllocatedCertificatdPositn	17,025.00	15,067.00	550.16	13,512.25	1,004.59	89.68
3702	OPEBAllocatedClassifiedPositin	10,767.00	9,631.00	1,598.38	8,688.15	655.53-	90.21
Total Employee Benefits		477,868.00	421,463.00	52,968.30	348,845.29	19,649.41	82.77
Books and Supplies							
4100	ApprvdTxtbookCorCurriculaMterl	5,500.00	5,500.00			5,500.00	
4200	BooksandOtherReferenceMaterial	1,000.00	1,000.00			1,000.00	
4300	MaterialsandSupplies	29,812.00	38,983.00	3,540.87	22,363.72	13,078.41	57.37
4400	NoncapitalizedEquipment	20,000.00	20,000.00	872.91	9,360.53	9,766.56	46.80
Total Books and Supplies		56,312.00	65,483.00	4,413.78	31,724.25	29,344.97	48.45
Services and Other Operating Expenditures							
5200	TravelandConferences	22,806.00	20,000.00		13,872.04	6,127.96	69.36
5300	DuesandMemberships	3,100.00	3,100.00		1,709.55	1,390.45	55.15
5501	GasElectricity	23,935.00	44,235.00		34,458.80	9,776.20	77.90
5502	PestControl	720.00	1,720.00	365.00	915.00	440.00	53.20
5503	SewerFees	2,000.00	2,000.00		1,929.24	70.76	96.46
5505	Water	6,500.00	6,500.00	1,023.73	2,187.19	3,289.08	33.65
5506	WasteDisposal	2,500.00	2,500.00	362.52	1,812.60	324.88	72.50
5601	FacilitiesRent	45,270.00	47,770.00	3,820.00	42,990.00	960.00	89.99
5602	CopierPostageMeterRents	7,000.00	8,500.00	617.04	7,166.40	716.56	84.31
5603	CopierMaintenance	3,000.00	5,000.00	298.29	3,631.05	1,070.66	72.62
5620	EquipmentRentalsAndRepairs	150.00	3,450.00		3,389.84	60.16	98.26

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2026, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 11 - Adult Education Fund

Fiscal Year 2025/26 Through May 2026

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Services and Other Operating Expenditures (continued)							
5750	TransfersDirectCostsInterfund	15,000.00	15,000.00		157.06	14,842.94	1.05
5800	ProfConsultngSrvcsandOperExpnd	190,000.00	190,000.00	94,011.84	57,752.80	38,235.36	30.40
5804	PreEmploymentTesting	500.00	500.00		99.00	401.00	19.80
5806	Advertising	30,000.00	30,000.00		22,503.41	7,496.59	75.01
5850	SoftwareMaintenanceAndLicences	36,000.00	36,000.00		36,507.53	507.53-	101.41
5900	Communications	26,000.00	26,000.00	6,168.14	11,426.32	8,405.54	43.95
Total Services and Other Operating Expenditures		414,481.00	442,275.00	106,666.56	242,507.83	93,100.61	54.83
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	112,544.00	91,275.00			91,275.00	
Total Transfers of Indirect/direct support costs		112,544.00	91,275.00	.00	.00	91,275.00	
Total Year To Date Expenditures		1,893,304.00	1,770,724.00	228,376.90	1,273,999.12	268,347.98	71.95

Object	Description	Adopted Budget	Revised Budget	Actual	Balance	% Used
Other Financing Sources						
Contributions						
8990	ContributionFrmRestrictedRvnus		1.00-		1.00-	
Total Contributions		.00	1.00-	.00	1.00-	
Total Year To Date Other Financing Sources		.00	1.00-	.00	1.00-	

Fund 11 - Adult Education Fund

Fiscal Year 2025/26 Through May 2026

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,952,013.00	1,984,787.00		217,327.38	1,767,459.62	10.95
B. Expenditures	1,893,304.00	1,770,724.00	228,376.90	1,273,999.12	268,347.98	71.95
C. Subtotal (Revenue LESS Expense)	58,709.00	214,063.00		1,056,671.74-	1,499,111.64	
D. Other Financing Sources and Uses						
Sources		1.00-			1.00-	
LESS Uses						
E. Net Change in Fund Balance	58,709.00	214,062.00		1,056,671.74-	1,499,110.64	
F. Fund Balance:						
Beginning Balance (9791)	1,032,318.00	1,032,318.00		1,320,626.59		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	1,032,318.00	1,032,318.00		1,320,626.59		
G. Calculated Ending Balance	1,091,027.00	1,246,380.00		263,954.85		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,091,027.00	1,246,380.00				
Other				228,376.90		

Fund 13 - CafeteriaSpecialRevenueFund

Fiscal Year 2025/26 Through May 2026

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Federal Revenue						
8220	ChildNutritionPrograms	1,119,000.00	1,119,000.00	803,926.14	315,073.86	71.84
Total Federal Revenue		1,119,000.00	1,119,000.00	803,926.14	315,073.86	71.84
Other State Revenues						
8520	ChildNutrition	435,000.00	435,000.00	283,732.18	151,267.82	65.23
Total Other State Revenues		435,000.00	435,000.00	283,732.18	151,267.82	65.23
Other Local Revenue						
8634	FoodServiceSales	10,000.00	10,000.00	22,967.41	12,967.41-	229.67
8660	Interest	10,000.00	10,000.00	28,565.56	18,565.56-	285.66
8699	AllOtherLocalRevenue	11,000.00	11,000.00	3,904.39	7,095.61	35.49
Total Other Local Revenue		31,000.00	31,000.00	55,437.36	24,437.36-	178.83
Total Year To Date Revenues		1,585,000.00	1,585,000.00	1,143,095.68	441,904.32	72.12

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Classified Salaries							
2200	ClassifiedSupportSalaries	360,969.00	379,710.00	68,013.13	299,446.02	12,250.85	78.86
2201	ClassSupportSubPay	32,500.00	34,500.00		18,533.66	15,966.34	53.72
2202	ClassSupportExtraPay	18,000.00	32,000.00		28,068.42	3,931.58	87.71
2300	ClassSuprvsrAdministratorsSlry	74,317.00	80,703.00	14,685.02	66,017.95	.03	81.80
2302	ClassAdminExtraPay				6,984.01	6,984.01-	NO BDGT
2400	ClericTechnicOfficStaffSlrys	25,168.00	11,761.00	3,985.60	7,875.48	100.08-	66.96
2402	ClericalExtraPay		600.00		1,475.92	875.92-	245.99
Total Classified Salaries		510,954.00	539,274.00	86,683.75	428,401.46	24,188.79	79.44
Employee Benefits							
3102	STRSClassifiedPostitions	1,910.00	1,910.00			1,910.00	
3202	PERSClassifiedPositions	111,455.00	106,245.00	19,036.98	86,243.28	964.74	81.17
3302	OASDIMedicrAltrntvClasPosition	31,263.00	31,563.00	5,232.84	26,810.04	479.88-	84.94
3312	MedicareClassified	7,310.00	7,381.00	1,223.81	6,270.06	112.87-	84.95
3402	HIthWlfarBenefitClasfidPositn	108,885.00	103,399.00	18,341.47	83,679.23	1,378.30	80.93
3502	StUnemplmntnInsurncClassfidPos	252.00	255.00	42.19	216.20	3.39-	84.78
3602	WCCompenstnInsurnceClassPositn	11,139.00	11,230.00	1,861.69	9,536.21	167.90-	84.92
3702	OPEBAllocatedClassifiedPositin	17,066.00	17,205.00	2,895.24	14,749.42	439.66-	85.73
Total Employee Benefits		289,280.00	279,188.00	48,634.22	227,504.44	3,049.34	81.49

Selection Grouped by Account Type - Sorted by Org, Fund, Object, Filtered by (Org = 23, Fiscal Year = 2026, Ending Account Period = 0, Stmt Option? = R, Zero Amounts? = N, SACS? = N, Restricted? = Y)

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Fund 13 - CafeteriaSpecialRevenueFund**Fiscal Year 2025/26 Through May 2026**

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail (continued)							
Books and Supplies							
4300	MaterialsandSupplies	45,000.00	56,000.00	1,196.29	53,738.10	1,065.61	95.96
4400	NoncapitalizedEquipment	1,000.00	10,000.00		8,706.26	1,293.74	87.06
4700	Food	594,000.00	594,000.00	37,925.82	584,027.46	27,953.28-	98.32
Total Books and Supplies		640,000.00	660,000.00	39,122.11	646,471.82	25,593.93-	97.95
Services and Other Operating Expenditures							
5200	TravelandConferences	2,000.00	3,000.00		1,857.06	1,142.94	61.90
5300	DuesandMemberships	1,000.00	1,000.00		199.88	800.12	19.99
5620	EquipmentRentalsAndRepairs	2,000.00	2,000.00			2,000.00	
5750	TransfersDirectCostsInterfund	3,000.00	3,000.00		860.82	2,139.18	28.69
5800	ProfConsultngSrvcsandOperExpnd	4,100.00	5,500.00		5,396.00	104.00	98.11
5804	PreEmploymentTesting	3,000.00	4,000.00		3,481.00	519.00	87.03
5850	SoftwareMaintenanceAndLicences	6,000.00	6,000.00		5,790.00	210.00	96.50
5900	Communications	100.00	100.00	9.76	50.16	40.08	50.16
Total Services and Other Operating Expenditures		21,200.00	24,600.00	9.76	17,634.92	6,955.32	71.69
Transfers of Indirect/direct support costs							
7350	TransIndirectCostsInterfund	54,822.00	62,632.00			62,632.00	
Total Transfers of Indirect/direct support costs		54,822.00	62,632.00	.00	.00	62,632.00	
Total Year To Date Expenditures		1,516,256.00	1,565,694.00	174,449.84	1,320,012.64	71,231.52	84.31

Fund 13 - CafeteriaSpecialRevenueFund			Fiscal Year 2025/26 Through May 2026			
Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	1,585,000.00	1,585,000.00		1,143,095.68	441,904.32	72.12
B. Expenditures	1,516,256.00	1,565,694.00	174,449.84	1,320,012.64	71,231.52	84.31
C. Subtotal (Revenue LESS Expense)	68,744.00	19,306.00		176,916.96-	370,672.80	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	68,744.00	19,306.00		176,916.96-	370,672.80	
F. Fund Balance:						
Beginning Balance (9791)	670,828.00	670,828.00		965,991.41		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	670,828.00	670,828.00		965,991.41		
G. Calculated Ending Balance	739,572.00	690,134.00		789,074.45		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	739,572.00	690,134.00				
Other				174,449.84		

Fund 25 - CapitalFacilitiesFund

Fiscal Year 2025/26 Through May 2026

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	34,700.00	34,700.00	32,357.61	2,342.39	93.25
8681	Mitigation/DeveloperFees	136,700.00	136,700.00	58,661.57	78,038.43	42.91
Total Other Local Revenue		171,400.00	171,400.00	91,019.18	80,380.82	53.10
Total Year To Date Revenues		171,400.00	171,400.00	91,019.18	80,380.82	53.10

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Services and Other Operating Expenditures							
5750	TransfersDirectCostsInterfund	9,100.00	9,100.00		4,006.56	5,093.44	44.03
5800	ProfConsultngSrvcsandOperExpnd		11,200.00		11,360.25	160.25-	101.43
Total Services and Other Operating Expenditures		9,100.00	20,300.00	.00	15,366.81	4,933.19	75.70
Capital Outlay							
6200	BuildingImprovementOfBuildings		337,874.00		337,873.46	.54	100.00
Total Capital Outlay		.00	337,874.00	.00	337,873.46	.54	100.00
Total Year To Date Expenditures		9,100.00	358,174.00	.00	353,240.27	4,933.73	98.62

Fund 25 - CapitalFacilitiesFund

Fiscal Year 2025/26 Through May 2026

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	171,400.00	171,400.00		91,019.18	80,380.82	53.10
B. Expenditures	9,100.00	358,174.00		353,240.27	4,933.73	98.62
C. Subtotal (Revenue LESS Expense)	162,300.00	186,774.00-		262,221.09-	75,447.09	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	162,300.00	186,774.00-		262,221.09-	75,447.09	
F. Fund Balance:						
Beginning Balance (9791)	786,617.00	1,170,188.00		1,170,188.46		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	786,617.00	1,170,188.00		1,170,188.46		
G. Calculated Ending Balance	948,917.00	983,414.00		907,967.37		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	948,917.00	983,414.00				
Other						

Fund 26 - RDAFeesFund

Fiscal Year 2025/26 Through May 2026

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8625	ComRdvlpmntFndNotSubjct2LCFFDd	240,900.00	240,900.00	370,457.26	129,557.26-	153.78
8660	Interest	13,400.00	13,400.00	25,354.35	11,954.35-	189.21
Total Other Local Revenue		254,300.00	254,300.00	395,811.61	141,511.61-	155.65
Total Year To Date Revenues		254,300.00	254,300.00	395,811.61	141,511.61-	155.65

Fund 26 - RDAFeesFund

Fiscal Year 2025/26 Through May 2026

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	254,300.00	254,300.00		395,811.61	141,511.61-	155.65
B. Expenditures						
C. Subtotal (Revenue LESS Expense)	254,300.00	254,300.00		395,811.61	141,511.61-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	254,300.00	254,300.00		395,811.61	141,511.61-	
F. Fund Balance:						
Beginning Balance (9791)	616,981.00	726,176.00		726,176.18		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	616,981.00	726,176.00		726,176.18		
G. Calculated Ending Balance	871,281.00	980,476.00		1,121,987.79		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	871,281.00	980,476.00				
Other						

Fund 51 - BndIntRdmptFndA

Fiscal Year 2025/26 Through May 2026

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtednesLeviHmownrExmptn	5,000.00	5,000.00	1,572.64	3,427.36	31.45
8572	VtdIndbtdnsLevOtrSbvntnsInLuTx	1,400.00	1,400.00	1,454.15	54.15-	103.87
Total Other State Revenues		6,400.00	6,400.00	3,026.79	3,373.21	47.29
Other Local Revenue						
8611	VotedIndebtdnssLevieSecurdRol	479,100.00	479,100.00	413,701.68	65,398.32	86.35
8612	VotdIndebtdnesLevieUnscurdRol	28,900.00	28,900.00	28,083.74	816.26	97.18
8613	VotdIndebtdnesLeviePriYrTaxes	2,300.00	2,300.00	1,468.15	831.85	63.83
8614	VotdIndbtdnssLevieSuplmtlTaxe	11,800.00	11,800.00	2,835.51	8,964.49	24.03
8660	Interest	17,600.00	17,600.00	16,056.11	1,543.89	91.23
Total Other Local Revenue		539,700.00	539,700.00	462,145.19	77,554.81	85.63
Total Year To Date Revenues		546,100.00	546,100.00	465,171.98	80,928.02	85.18

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	172,788.00	172,788.00		172,787.80	.20	100.00
7434	BondInterestOtherServiceCharge	407,212.00	407,212.00		407,212.20	.20-	100.00
Total Debt Service		580,000.00	580,000.00	.00	580,000.00	.00	100.00
Total Year To Date Expenditures		580,000.00	580,000.00	.00	580,000.00	.00	100.00

Fund 51 - BndIntRdmptFndA

Fiscal Year 2025/26 Through May 2026

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	546,100.00	546,100.00		465,171.98	80,928.02	85.18
B. Expenditures	580,000.00	580,000.00		580,000.00		100.00
C. Subtotal (Revenue LESS Expense)	33,900.00-	33,900.00-		114,828.02-	80,928.02	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	33,900.00-	33,900.00-		114,828.02-	80,928.02	
F. Fund Balance:						
Beginning Balance (9791)	1,043,928.00	1,043,928.00		1,174,022.77		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	1,043,928.00	1,043,928.00		1,174,022.77		
G. Calculated Ending Balance	1,010,028.00	1,010,028.00		1,059,194.75		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,010,028.00	1,010,028.00				
Other						

Fund 52 - BndIntRdmptFndB

Fiscal Year 2025/26 Through May 2026

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtednesLeviHmownrExmptn	3,500.00	3,500.00	1,691.23	1,808.77	48.32
8572	VotdIndbtdnsLevOtrSbvntnsInLuTx	1,000.00	1,000.00	1,057.95	57.95-	105.80
Total Other State Revenues		4,500.00	4,500.00	2,749.18	1,750.82	61.09
Other Local Revenue						
8611	VotedIndebtednssLevieSecurdRol	344,300.00	344,300.00	444,898.05	100,598.05-	129.22
8612	VotdIndebtednesLevieUnscurdRol	19,500.00	19,500.00	20,431.79	931.79-	104.78
8613	VotdIndebtednesLeviePriYrTaxes	1,800.00	1,800.00	1,068.12	731.88	59.34
8614	VotdIndbtdnssLevieSuplmtlTaxe	7,900.00	7,900.00	3,049.34	4,850.66	38.60
8660	Interest	12,900.00	12,900.00	12,089.65	810.35	93.72
Total Other Local Revenue		386,400.00	386,400.00	481,536.95	95,136.95-	124.62
Total Year To Date Revenues		390,900.00	390,900.00	484,286.13	93,386.13-	123.89

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	129,030.00	129,030.00		129,030.00		100.00
7434	BondInterestOtherServiceCharge	295,970.00	295,970.00		295,970.00		100.00
Total Debt Service		425,000.00	425,000.00	.00	425,000.00	.00	100.00
Total Year To Date Expenditures		425,000.00	425,000.00	.00	425,000.00	.00	100.00

Fund 52 - BndIntRdmptFndB

Fiscal Year 2025/26 Through May 2026

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	390,900.00	390,900.00		484,286.13	93,386.13-	123.89
B. Expenditures	425,000.00	425,000.00		425,000.00		100.00
C. Subtotal (Revenue LESS Expense)	34,100.00-	34,100.00-		59,286.13	93,386.13-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	34,100.00-	34,100.00-		59,286.13	93,386.13-	
F. Fund Balance:						
Beginning Balance (9791)	793,374.00	793,374.00		873,205.24		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	793,374.00	793,374.00		873,205.24		
G. Calculated Ending Balance	759,274.00	759,274.00		932,491.37		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	759,274.00	759,274.00				
Other						

Fund 53 - BndIntRdmptFndHarrison

Fiscal Year 2025/26 Through May 2026

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other State Revenues						
8571	VotdIndbtednesLeviHmownrExmptn	7,100.00	7,100.00	3,335.68	3,764.32	46.98
8572	VotdIndbtdnsLevOtrSbvntnsInLuTx	2,200.00	2,200.00	2,227.04	27.04-	101.23
Total Other State Revenues		9,300.00	9,300.00	5,562.72	3,737.28	59.81
Other Local Revenue						
8611	VotedIndebtednssLevieSecurdRol	723,300.00	723,300.00	865,227.86	141,927.86-	119.62
8612	VotdIndebtednesLevieUnscurdRol	42,800.00	42,800.00	42,998.47	198.47-	100.46
8613	VotdIndebtednesLeviePriYrTaxes	4,000.00	4,000.00	2,283.32	1,716.68	57.08
8614	VotdIndbtdnssLevieSuplmtlTaxe	17,700.00	17,700.00	5,355.48	12,344.52	30.26
8660	Interest	31,300.00	31,300.00	25,902.50	5,397.50	82.76
Total Other Local Revenue		819,100.00	819,100.00	941,767.63	122,667.63-	114.98
Total Year To Date Revenues		828,400.00	828,400.00	947,330.35	118,930.35-	114.36

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Debt Service							
7433	BondRedemptions	916,280.00	916,280.00		916,280.00		100.00
7434	BondInterestOtherServiceCharge	52,727.00	52,727.00		52,726.57	.43	100.00
Total Debt Service		969,007.00	969,007.00	.00	969,006.57	.43	100.00
Total Year To Date Expenditures		969,007.00	969,007.00	.00	969,006.57	.43	100.00

Fund 53 - BndIntRdmptFndHarrison

Fiscal Year 2025/26 Through May 2026

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	828,400.00	828,400.00		947,330.35	118,930.35-	114.36
B. Expenditures	969,007.00	969,007.00		969,006.57	.43	100.00
C. Subtotal (Revenue LESS Expense)	140,607.00-	140,607.00-		21,676.22-	118,930.78-	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	140,607.00-	140,607.00-		21,676.22-	118,930.78-	
F. Fund Balance:						
Beginning Balance (9791)	1,723,729.00	1,723,729.00		1,902,385.52		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	1,723,729.00	1,723,729.00		1,902,385.52		
G. Calculated Ending Balance	1,583,122.00	1,583,122.00		1,880,709.30		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,583,122.00	1,583,122.00				
Other						

Fund 73 - FoundationPrivPurposeTrustFund**Fiscal Year 2025/26 Through May 2026**

Object	Description	Adopted Budget	Revised Budget	Revenue	Balance	% Rcvd
Revenue Detail						
Other Local Revenue						
8660	Interest	28,600.00	28,600.00	33,931.90	5,331.90-	118.64
8699	AllOtherLocalRevenue	36,100.00	36,100.00	28,264.63	7,835.37	78.30
Total Other Local Revenue		64,700.00	64,700.00	62,196.53	2,503.47	96.13
Total Year To Date Revenues		64,700.00	64,700.00	62,196.53	2,503.47	96.13

Object	Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Balance	% Used
Expenditure Detail							
Services and Other Operating Expenditures							
5800	ProfConsultngSrvcsandOperExpnd	64,700.00	64,700.00		74,358.50	9,658.50-	114.93
Total Services and Other Operating Expenditures		64,700.00	64,700.00	.00	74,358.50	9,658.50-	114.93
Total Year To Date Expenditures		64,700.00	64,700.00	.00	74,358.50	9,658.50-	114.93

Fund 73 - FoundationPrivPurposeTrustFund

Fiscal Year 2025/26 Through May 2026

Description	Adopted Budget	Revised Budget	Encumbrance	Actual	Budget Balance	% of Budget
Revenues, Expenditures, and Changes in Fund Balance						
A. Revenues	64,700.00	64,700.00		62,196.53	2,503.47	96.13
B. Expenditures	64,700.00	64,700.00		74,358.50	9,658.50-	114.93
C. Subtotal (Revenue LESS Expense)	.00	.00		12,161.97-	12,161.97	
D. Other Financing Sources and Uses						
Sources						
LESS Uses						
E. Net Change in Fund Balance	.00	.00		12,161.97-	12,161.97	
F. Fund Balance:						
Beginning Balance (9791)	1,406,143.00	1,451,515.00		1,451,515.18		
Audit Adjustments (9793)						
Other Restatements (9795)						
Adjusted Beginning Balance	1,406,143.00	1,451,515.00		1,451,515.18		
G. Calculated Ending Balance	1,406,143.00	1,451,515.00		1,439,353.21		
*Components of Ending Fund Balance						
Legally Restricted (9740)						
Other Designations (9780)						
Undesig/Unapprop (9790)	1,406,143.00	1,451,515.00				
Other						

Fund 76 - Warrant/Pass-ThroughFund

Fiscal Year 2025/26 Through May 2026

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

12. D. 26/27 School Connected Organizations - OASIS, LPO Band Boosters, OHS & LPHS Athletic Boosters

Supporting Documents

 [_26.27 OASIS School Connected_Redacted](#)

 [_LPHS ATHLETIC BOOSTERS_Redacted](#)

 [_OHS Athletic Boosters_Redacted \(1\)](#)

 [_LPO Band Boosters 26_27_Redacted \(1\)](#)

O.A.S.I.S
PO BOX 5662
OROVILLE, CA 95965

March 11, 2026

OUHSD Board of Trustees
2211 Washington Avenue
Oroville, CA 95966

Dear Board of Trustees

The O.A.S.I.S.(Oroville Area Sports Initiative Supporters) is requesting approval to be recognized as a school-connected organization for the 2026-2027 school year.

Attached you will find a copy of our current financial statement and evidence of liability insurance for \$1,000,000 naming the Oroville Union High School District as additional insured.

Sincerely,



Jeremy Buis, President



P.O. Box 1800
Saint Paul, Minnesota 55101-0800

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OROVILLE AREA SPORTS INITIATIVE
SUPPORTERS
PO BOX 5862
OROVILLE CA 95966-0862

Business Statement

Account Number: [REDACTED]

Statement Period:
Mar 2, 2026
through
Mar 31, 2026

Page 1 of 2



To Contact U.S. Bank

**24-Hour Business
Solutions:**

800-673-3555

U.S. Bank accepts Relay Calls

Internet:

usbank.com

NEWS FOR YOU

Scan here with your phone's camera to download the U.S. Bank Mobile App.



INFORMATION YOU SHOULD KNOW

Effective May 11, 2026, please review updates made to the *Your Deposit Account Agreement* document which may affect your rights.

Here's what you should know:

- Revising the **Applicable Law** section to explain that the governing state law depends on how and where the account was opened.

Beginning April 6, 2026, you will have the opportunity to review the full revised document. You can access it online at usbank.com/YDAA-upcoming-version. If you have questions, please call us at 800-673-3555. Our business bankers are here to help 8 a.m. to 8 p.m. CT Monday through Friday and 8 a.m. to 6:30 p.m. CT on Saturday. You can also schedule an appointment at usbank.com/book to speak with a banker in person, by phone or virtually.

SILVER BUSINESS CHECKING

U.S. Bank National Association

Member FDIC

Account Number: [REDACTED]

Account Summary

	# Items		
Beginning Balance on Mar 2		\$	806.37
Other Withdrawals	1		6.50-
Checks Paid	1		343.00-
Ending Balance on Mar 31, 2026		\$	456.87

Other Withdrawals

Date	Description of Transaction	Ref Number	Amount
Mar 13	Analysis Service Charge	1300000000	\$ 6.50-
Total Other Withdrawals			\$ 6.50-

Checks Presented Conventionally

Check	Date	Ref Number	Amount
1103	Mar 13	9252506124	343.00

Conventional Checks Paid (1) **\$ 343.00-**

Products and services available in U.S. only. Eligibility requirements and restrictions apply. For additional information, contact a U.S. Bank branch or call 800-872-2657.



OROVILLE AREA SPORTS INITIATIVE
SUPPORTERS
PO BOX 5862
OROVILLE CA 95966-0862

Business Statement

Account Number: [REDACTED]

Statement Period:

Mar 2, 2026

through

Mar 31, 2026

Page 2 of 2

SILVER BUSINESS CHECKING

U.S. Bank National Association

(CONTINUED)

Account Number [REDACTED]

Balance Summary

Date	Ending Balance
Mar 13	456.87

Balances only appear for days reflecting change.

ANALYSIS SERVICE CHARGE DETAIL

Account Analysis Activity for: February 2026

Account Number: [REDACTED] \$ 6.50

Analysis Service Charge assessed to [REDACTED] \$ 6.50

Service Activity Detail for Account Number [REDACTED]

Service	Volume	Avg Unit Price	Total Charge
Depository Services			
Truncated Paper Stmt	1	6.50000	6.50
Subtotal: Depository Services			6.50
Fee Based Service Charges for Account Number [REDACTED]			\$ 6.50



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

02/02/2026

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

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

PRODUCER
RISKGUARD INS SOLUTIONS INC/PHS
57556510

The Hartford Business Service Center
3600 Wiseman Blvd
San Antonio, TX 78251

CONTACT**NAME:**

PHONE (866) 467-8730
(A/C, No, Ext):

FAX (888) 443-6112
(A/C, No):

E-MAIL**ADDRESS:****INSURER(S) AFFORDING COVERAGE****NAIC#**

INSURED
OROVILLE AREA SPORTS INITIATIVE SUPPORTERS
2156 NOEL CT
CHICO CA 95926

INSURER A: Hartford Underwriters Insurance Company

30104

INSURER B:

INSURER C:

INSURER D:

INSURER E:

INSURER F:

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

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

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/Y YY)	LIMITS	
A	COMMERCIAL GENERAL LIABILITY			57 SBM BJ8Z1M	03/14/2026	03/14/2027	EACH OCCURRENCE	\$1,000,000
	CLAIMS-MADE ☒ OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	\$1,000,000
	☒ General Liability						MED EXP (Any one person)	\$10,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						PERSONAL & ADV INJURY	\$1,000,000
	☒ POLICY ☐ PRO-JECT ☐ LOC						GENERAL AGGREGATE	\$2,000,000
	OTHER:						PRODUCTS - COMP/OP AGG	\$2,000,000
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	
	ANY AUTO						BODILY INJURY (Per person)	
	ALL OWNED AUTOS						BODILY INJURY (Per accident)	
	SCHEDULED AUTOS						PROPERTY DAMAGE (Per accident)	
	HIRED AUTOS							
	NON-OWNED AUTOS							
	UMBRELLA LIAB EXCESS LIAB						EACH OCCURRENCE	
	OCCUR CLAIMS-MADE						AGGREGATE	
	DED							
	RETENTION \$							
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						PER STATUTE	OTH-ER
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)						E.L. EACH ACCIDENT	
	If yes, describe under DESCRIPTION OF OPERATIONS below						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)

The Business Liability Coverage Part includes a Blanket Additional Insured By Contract Endorsement, Form SL 30 32.

CERTIFICATE HOLDER**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

Susan L. Castaneda

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Las Plumas Athletic Boosters

5/12/26

OUHSD Board of Trustees
2211 Washington Avenue
Oroville, CA 95966

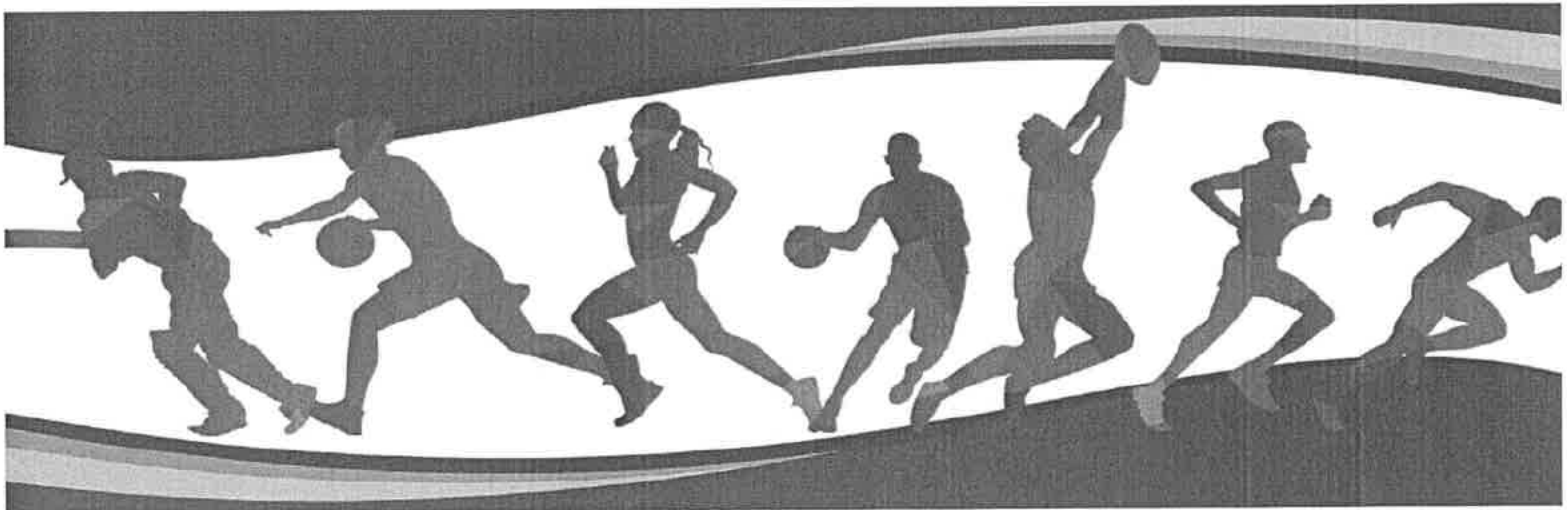
Dear Board of Trustees:

The Las Plumas Athletic Boosters Club is requesting approval to be renewed as a school-connected organization for the 2026/2027 school year.

Attached you will find a copy of our current financial statement and evidence of liability insurance for \$1,000,000 naming the Oroville Union High School District as additional insured.

Sincerely,

Tom Waters





P.O. Box 1800
Saint Paul, Minnesota 55101-0800

3824 IMG S Y ST01

106481845800422 EB



LAS PLUMAS ATHLETIC BOOSTERS
14 GREENBRIER DR
OROVILLE CA 95966-3915

Business Statement

Account Number: [REDACTED]

Statement Period:

Apr 1, 2026
through
Apr 30, 2026

Page 1 of 2



To Contact U.S. Bank

24-Hour Business

Solutions:

800-673-3555

U.S. Bank accepts Relay Calls

Internet:

usbank.com

INFORMATION YOU SHOULD KNOW

Effective May 11, 2026, please review updates made to the *Your Deposit Account Agreement* document which may affect your rights.

Here's what you should know:

- Revising the **Applicable Law** section to explain that the governing state law depends on how and where the account was opened.

Beginning April 6, 2026, you will have the opportunity to review the full revised document. You can access it online at usbank.com/YDAA-upcoming-version. If you have questions, please call us at 800-673-3555. Our business bankers are here to help 8 a.m. to 8 p.m. CT Monday through Friday and 8 a.m. to 6:30 p.m. CT on Saturday. You can also schedule an appointment at usbank.com/book to speak with a banker in person, by phone or virtually.

NON PROFIT CHECKING

U.S. Bank National Association

Member FDIC

Account Number [REDACTED]

Account Summary

	# Items				
Beginning Balance on Apr 1		\$	17,338.12	Interest Paid this Year	\$ 0.29
Other Deposits	1		0.07	Number of Days in Statement Period	30
Ending Balance on Apr 30, 2026		\$	17,338.19		

Other Deposits

Date	Description of Transaction	Ref Number	Amount
Apr 30	Interest Paid	3000000507	\$ 0.07
Total Other Deposits			\$ 0.07

Balance Summary

Date	Ending Balance
Apr 30	17,338.19

Balances only appear for days reflecting change.

ANALYSIS SERVICE CHARGE DETAIL

Account Analysis Activity for: March 2026

Account Number:	[REDACTED]	\$ 0.00
Analysis Service Charge assessed to	[REDACTED]	\$ 0.00

Service Activity Detail for Account Number [REDACTED]

Service	Volume	Avg Unit Price	Total Charge
Depository Services			
Combined Transactions/Items	19		No Charge
Subtotal: Depository Services			0.00

Products and services available in U.S. only. Eligibility requirements and restrictions apply. For additional information, contact a U.S. Bank branch or call 800-872-2657.



BALANCE YOUR ACCOUNT

To keep track of all your transactions, you should balance your account every month. Please examine this statement immediately. We will assume that the balance and transactions shown are correct unless you notify us of an error.

Outstanding Deposits

DATE	AMOUNT
TOTAL	\$

Outstanding Withdrawals

DATE	AMOUNT
TOTAL	\$

- List any deposits that do not appear on your statement in the Outstanding Deposits section at the left. Record the total.
- Check off in your checkbook register all checks, withdrawals (including Debit Card and ATM) and automatic payments that appear on your statement. Withdrawals that are NOT checked off should be recorded in the Outstanding Withdrawals section at the left. Record the total.
- Enter the ending balance shown on this statement. \$ _____
- Enter the total deposits recorded in the Outstanding Deposits section. \$ _____
- Total lines 3 and 4. \$ _____
- Enter the total withdrawals recorded in the Outstanding Withdrawals section. \$ _____
- Subtract line 6 from line 5. This is your balance. \$ _____
- Enter in your register and subtract from your register balance any checks, withdrawals or other debits (including fees, if any) that appear on your statement but have not been recorded in your register.
- Enter in your register and add to your register balance any deposits or other credits (including interest, if any) that appear in your statement but have not been recorded in your register.
- The balance in your register should be the same as the balance shown in #7. If it does not match, review and check all figures used, and check the addition and subtraction in your register. If necessary, review and balance your statement from the previous month.

IMPORTANT DISCLOSURES TO OUR CONSUMER CUSTOMERS

In Case of Errors or Questions About Your Checking, Savings, ATM, Debit Card, ACH, Bill Pay and Other Electronic Transfers

If you think your statement or receipt is wrong or if you need more information about a transfer on the statement or receipt, we must hear from you no later than 60 days* after we sent you the FIRST statement on which the error or problem appeared. Telephone us at the number listed on the front of this statement or write to us at U.S. Bank, EP-MN-WS5D, 60 Livingston Ave., St. Paul, MN 55107.

- Tell us your name and account number.
- Describe the error or the transfer you are unsure about, and explain as clearly as you can why you believe there is an error or why you need more information.
- Tell us the dollar amount of the suspected error.

We will determine whether an error occurred within 10 business days after we hear from you and will correct any error promptly. If we need more time, we may take up to 45 days to investigate your complaint. For errors involving new accounts, point-of-sale, or foreign-initiated transactions, we may take up to 90 days to investigate your complaint. If we decide to do this we will credit your account within 10 business days for the amount you think is in error, so that you will have the use of the money during the time it takes us to complete our investigation. If we ask you to put your complaint or question in writing and we do not receive it within 10 business days, we may not credit your account.

*Please note: Paper draft and paper check claims must be disputed within 30 days per Your Deposit Account Agreement.

IMPORTANT DISCLOSURES TO OUR BUSINESS CUSTOMERS

Errors related to any transaction on a business account will be governed by any agreement between us and/or all applicable rules and regulations governing such transactions, including the rules of the National Automated Clearing House Association (NACHA Rules) as may be amended from time to time. If you think this statement is wrong, please telephone us at the number listed on the front of this statement immediately.

CONSUMER BILLING RIGHTS SUMMARY REGARDING YOUR RESERVE LINE

What To Do If You Think You Find A Mistake on Your Statement

If you think there is an error on your statement, write to us at:

U.S. Bank, P.O. Box 3528, Oshkosh, WI 54903-3528.

In your letter, give us the following information:

- Account information:** Your name and account number.
- Dollar Amount:** The dollar amount of the suspected error.
- Description of problem:** If you think there is an error on your bill, describe what you believe is wrong and why you believe it is a mistake.

You must contact us within 60 days after the error appeared on your statement.

You must notify us of any potential errors *in writing*. You may call us, but if you do we are not required to investigate any potential errors and you may have to pay the amount in question.

While we investigate whether or not there has been an error, the following are true:

- We cannot try to collect the amount in question, or report you as delinquent on that amount.
- The charge in question may remain on your statement, and we may continue to charge you interest on that amount. But, if we determine that we made a mistake, you will not have to pay the amount in question or any interest or other fees related to that amount.
- While you do not have to pay the amount in question, you are responsible for the remainder of your balance.
- We can apply any unpaid amount against your credit limit.

Reserve Line Balance Computation Method: To determine your **Balance Subject to Interest Rate**, use the dates and balances provided in the Reserve Line Balance Summary section. The date next to the first Balance Subject to Interest is day one for that balance and is applicable up to (but not including) the date of the next balance (if there is one). We multiply the Balance Subject to Interest by the number of days it is applicable and add them up to get the same number of days in the billing cycle. We then divide the result by the number of billing days in the cycle. This is your **Balance Subject to Interest Rate**. Any unpaid interest charges and unpaid fees are not included in the Balance Subject to Interest. The *****INTEREST CHARGE***** begins from the date of each advance.

REPORTS TO AND FROM CREDIT BUREAUS FOR RESERVE LINES

We may report information about your account to credit bureaus. Late payments, missed payments or other defaults on your account may be reflected in your credit report.

CONSUMER REPORT DISPUTES

We may report information about account activity on consumer and small business deposit accounts and consumer reserve lines to Consumer Reporting Agencies (CRA). As a result, this may prevent you from obtaining services at other financial institutions. If you believe we have inaccurately reported information to a CRA, you may submit a dispute by calling 844.624.8230 or by writing to: U.S. Bank Attn: Consumer Bureau Dispute Handling (CBDH), P.O. Box 3447, Oshkosh, WI 54903-3447. In order for us to assist you with your dispute, you must provide: your name, address and phone number; the account number; the specific information you are disputing; the explanation of why it is incorrect; and any supporting documentation (e.g., affidavit of identity theft), if applicable.





LAS PLUMAS ATHLETIC BOOSTERS
14 GREENBRIER DR
OROVILLE CA 95966-3915

Business Statement

Account Number: [REDACTED]

Statement Period:

Apr 1, 2026

through

Apr 30, 2026

Page 2 of 2

ANALYSIS SERVICE CHARGE DETAIL

(CONTINUED)

Service Activity Detail for Account Number [REDACTED] (continued)

<i>Service</i>	<i>Volume</i>	<i>Avg Unit Price</i>	<i>Total Charge</i>
Branch Coin/Currency Services			
Cash Deposited-per \$100	34		No Charge
Subtotal: Branch Coin/Currency Services			0.00
Fee Based Service Charges for Account Number 1-575-3263-6410			\$ 0.00

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
5/12/2026

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

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

PRODUCER DOXA Programs, LLC DBA R.V. Nuccio & Associates Insurance Brokers 10148 Riverside Drive Toluca Lake, CA 91602	CONTACT NAME: Joseph Guerrero	
	PHONE (A/C, No, Ext): (800) 364-2433	FAX (A/C, No): (818) 980-1595
INSURED Las Plumas Athletic Boosters 2380 Las Plumas Avenue Oroville, CA 95966	E-MAIL ADDRESS: support@rvnuccio.com	
	INSURER(S) AFFORDING COVERAGE	
	INSURER A: Fireman's Fund Insurance Company	NAIC # 21873
	INSURER B: Axis Insurance Company	37273
	INSURER C:	
	INSURER D:	
	INSURER E:	
INSURER F:		

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

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

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY ☒ COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☒ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: ☒ POLICY ☐ PRO-JECT ☐ LOC			UST021067250 NANPO0074342	5/13/2026	5/13/2027	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES \$ 100,000 MEDICAL EXPENSE \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
	AUTOMOBILE LIABILITY ☐ ANY AUTO ☐ ALL OWNED AUTOS ☐ SCHEDULED AUTOS ☐ HIRED AUTOS ☐ NON-OWNED AUTOS						COMBINED SINGLE LIMIT \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB ☐ OCCUR EXCESS LIAB ☐ CLAIMS-MADE DED \$ RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) ☐ N/A If yes, describe under DESCRIPTION OF OPERATIONS below						WC STATU-TORY LIMITS OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	Sexual Misconduct Liability			NANPO0074342	5/13/2026	5/13/2027	\$1,000,000/\$1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Evidence of Insurance Only

CERTIFICATE HOLDER

CANCELLATION

Evidence of Insurance Only

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

Joseph Guerrero

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

5/12/2026

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.

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PRODUCER DOXA Programs, LLC DBA R.V. Nuccio & Associates Insurance Brokers 10148 Riverside Drive Toluca Lake, CA 91602	CONTACT NAME: Joseph Guerrero	FAX (A/C, No): (818) 980-1595	
	PHONE (A/C, No, Ext): (800) 364-2433	E-MAIL ADDRESS: support@rvnuccio.com	
INSURED Las Plumas Athletic Boosters 2380 Las Plumas Avenue Oroville, CA 95966	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A: Fireman's Fund Insurance Company		21873
	INSURER B: Axis Insurance Company		37273
	INSURER C:		
	INSURER D:		
	INSURER E:		
INSURER F:			

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

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INSTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY ☒ COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☒ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: ☒ POLICY ☐ PRO-JECT ☐ LOC	☒		UST021067250 NANPO0074342	5/13/2026	5/13/2027	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES \$ 100,000 MEDICAL EXPENSE \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
	AUTOMOBILE LIABILITY ☐ ANY AUTO ☐ ALL OWNED AUTOS ☐ HIRED AUTOS ☐ SCHEDULED AUTOS ☐ NON-OWNED AUTOS						COMBINED SINGLE LIMIT \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	UMBRELLA LIAB ☐ OCCUR EXCESS LIAB ☐ CLAIMS-MADE DED \$ RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	☐ Y ☒ N	N/A				WC STATUTORY LIMITS ☐ OTH-ER ☐ E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	Sexual Misconduct Liability			NANPO0074342	5/13/2026	5/13/2027	\$1,000,000/\$1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Additional Insured: Oroville Union High School District as additional insured / Sexual Misconduct Liability included. Event Description: Various event Start Date: 05/13/2026 End Date: 05/13/2027

CERTIFICATE HOLDER**CANCELLATION**

Oroville Union High School District

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

2211 Washington Avenue

Oroville, CA 95966

AUTHORIZED REPRESENTATIVE

Joseph Guerrero

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POLICY NUMBER: UST021067250
EFFECTIVE DATES: 5/13/2026 to 5/13/2027
CERTIFICATE NUMBER: NANPO0074342

COMMERCIAL GENERAL LIABILITY
CG 20 26 07 04

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s)
Oroville Union High School District 2211 Washington Avenue Oroville , CA 95966
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

Section II – Who Is An Insured is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

- A.** In the performance of your ongoing operations; or
- B.** In connection with your premises owned by or rented to you.

Oroville High School Athletic Boosters

May 11, 2026

OUHSD Board of Trustees
2211 Washington Avenue
Oroville, CA 95966

Dear Board of Trustees:

The Oroville High School Athletic Booster Club is requesting approval to be recognized as a school-connected organization for the 2026-2027 school year.

Attached you will find a copy of our financial statement and proof of liability insurance for \$1,000,000 naming the Oroville Union High School District as additional insured.

Sincerely,
Amanda De la Torre, President
Shanell Casperson, treasurer
Maricela Aguilar, secretary

Specialty Insurance Products

Oroville High School Athletic Booster C
1535 Bridge Street
Oroville, CA 95966

Insurance Policy Number: NANPO0069467

Tel. (800) 364-2433

Email support@rvnuccio.com

Online rvnuccio.com

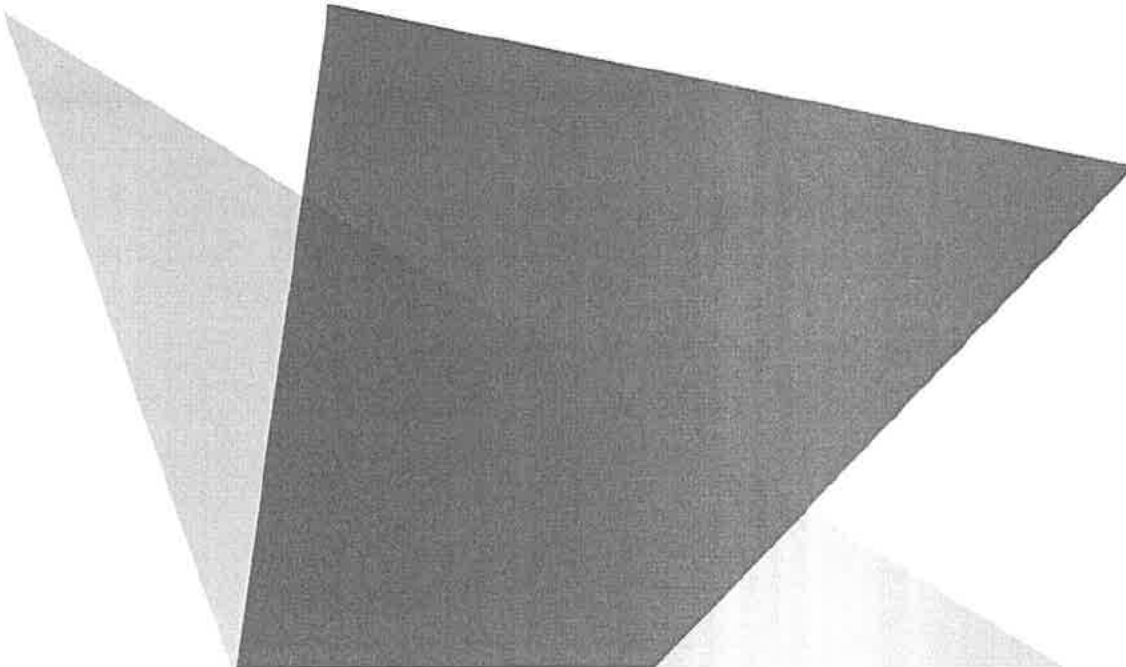
Office 10148 Riverside Drive
Toluca Lake, CA 91602

Your Insurance Policy

What's included:

- ✓ Your Certificate(s) of Insurance
- ✓ A copy of your Application
- ✓ Your Memorandum
- ✓ Your Coverages
- ✓ Your Quote Letter

Thank you for choosing R.V. Nuccio & Associates
Insurance Brokers — We look forward to helping
with your specialty insurance needs.





CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

5/19/2025

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.

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PRODUCER DOXA Programs, LLC DBA R.V. Nuccio & Associates Insurance Brokers 10148 Riverside Drive Toluca Lake, CA 91602	CONTACT NAME: Joseph Guerrero PHONE (A/C, No, Ext): (800) 364-2433 E-MAIL ADDRESS: support@rvnuccio.com FAX (A/C, No): (818) 980-1595																					
INSURED Oroville High School Athletic Booster Club 1535 Bridge Street Oroville, CA 95966	<table border="1"><thead><tr><th colspan="2">INSURER(S) AFFORDING COVERAGE</th><th>NAIC #</th></tr></thead><tbody><tr><td>INSURER A:</td><td>Fireman's Fund Insurance Company</td><td>21873</td></tr><tr><td>INSURER B:</td><td>Axis Insurance Company</td><td>37273</td></tr><tr><td>INSURER C:</td><td></td><td></td></tr><tr><td>INSURER D:</td><td></td><td></td></tr><tr><td>INSURER E:</td><td></td><td></td></tr><tr><td>INSURER F:</td><td></td><td></td></tr></tbody></table>	INSURER(S) AFFORDING COVERAGE		NAIC #	INSURER A:	Fireman's Fund Insurance Company	21873	INSURER B:	Axis Insurance Company	37273	INSURER C:			INSURER D:			INSURER E:			INSURER F:		
INSURER(S) AFFORDING COVERAGE		NAIC #																				
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INSURER F:																						

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

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INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY ☒ COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☒ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: ☒ POLICY ☐ PRO-JECT ☐ LOC	☒		UST021067240 NANPO0069467	8/5/2025	8/5/2026	EACH OCCURRENCE	\$ 1,000,000
							DAMAGE TO RENTED PREMISES	\$ 100,000
							MEDICAL EXPENSE	\$ 5,000
							PERSONAL & ADV INJURY	\$ 1,000,000
							GENERAL AGGREGATE	\$ 2,000,000
							PRODUCTS - COMP/CP AGG	\$ 2,000,000
								\$
	AUTOMOBILE LIABILITY ☐ ANY AUTO ☐ ALL OWNED AUTOS ☐ HIRED AUTOS ☐ SCHEDULED AUTOS ☐ NON-OWNED AUTOS						COMBINED SINGLE LIMIT	\$
							BODILY INJURY (Per person)	\$
							BODILY INJURY (Per accident)	\$
							PROPERTY DAMAGE (Per accident)	\$
								\$
	UMBRELLA LIAB EXCESS LIAB DED ☐ RETENTION \$ ☐	☐ OCCUR ☐ CLAIMS-MADE					EACH OCCURRENCE	\$
							AGGREGATE	\$
								\$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	☐ Y ☒ N	N/A				WC STATUTORY LIMITS	OTH-ER
							E.L. EACH ACCIDENT	\$
							E.L. DISEASE - EA EMPLOYEE	\$
							E.L. DISEASE - POLICY LIMIT	\$
A	Directors and Officers			NPODO0078018	8/5/2025	8/5/2026		\$1,000,000
A	Sexual Misconduct Liability			NANPO0069467	8/5/2025	8/5/2026		\$1,000,000/\$1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Additional Insured: / Sexual Misconduct Liability included. Event Description: Various events and meetings Start Date: 08/05/2025 End Date: 08/05/2026

CERTIFICATE HOLDER**CANCELLATION**

Oroville Union High School District

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

2211 Washington Avenue
Oroville, CA 95966

AUTHORIZED REPRESENTATIVE

Joseph Guerrero

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POLICY NUMBER: UST021067240
EFFECTIVE DATES: 8/5/2025 to 8/5/2026
CERTIFICATE NUMBER: NANPO0069467

COMMERCIAL GENERAL LIABILITY
CG 20 26 07 04

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – DESIGNATED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s)
Oroville Union High School District 2211 Washington Avenue Oroville , CA 95966
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.

Section II – Who Is An Insured is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" caused, in whole or in part, by your acts or omissions or the acts or omissions of those acting on your behalf:

- A.** In the performance of your ongoing operations; or
- B.** In connection with your premises owned by or rented to you.

OROVILLE HIGH SCHOOL ATHLETIC BOOSTER
1535 BRIDGE ST
OROVILLE CA 95966-5060

Managing Your Accounts

	Location	Golden Valley Bank - Chico
	Phone Number	(530) 894-1000
	Address	190 Cohasset Road Chico, CA 95926
	Website	www.goldenvally.bank

Thank you for choosing Golden Valley Bank!

Summary of Accounts



Account Type	Account Number	Ending Balance
Business Checking	[REDACTED]	\$16,315.20

Business Checking - [REDACTED]

Account Summary

Date	Description	Amount	Description	Amount
04/01/2026	Beginning Balance	\$21,798.96	Minimum Balance	\$16,165.20
	1 Credit(s) This Period	\$150.00		
	2 Debit(s) This Period	\$5,633.76		
04/30/2026	Ending Balance	\$16,315.20		

Deposits

Date	Description	Amount
04/16/2026	Deposit	\$150.00
		1 item(s) totaling \$150.00

Checks Cleared

Check Nbr	Date	Amount	Check Nbr	Date	Amount
2194	04/02/2026	\$1,061.72	2195	04/01/2026	\$4,572.04
					2 item(s) totaling \$5,633.76

* Indicates skipped check number

Daily Balances

Date	Amount	Date	Amount
04/01/2026	\$17,226.92	04/02/2026	\$16,165.20
		04/16/2026	\$16,315.20

Business Checking - [REDACTED] (continued)**Overdraft and Returned Item Fees**

	Total for this period	Total year-to-date
Total Overdraft Fees	\$0.00	\$0.00
Total Returned Item Fees	\$0.00	\$0.00

OROVILLE HIGH SCHOOL ATHLETIC BOOSTER ENTERED MAR 24 2026 #2194
1836 BRIDGE ST (200) 536725-30 OROVILLE, CA 95964
Pay to the Order of Ordnville Union High School District \$ 1061.72
ONE THOUSAND SIXTY ONE /100 Date 5/7/26
Golden Valley
For TOURNAMENT 0020-313
#2194 04/02/2026 \$1,061.72

OROVILLE HIGH SCHOOL ATHLETIC BOOSTER 2195
1836 BRIDGE ST (200) 536725-30 OROVILLE, CA 95964
Pay to the Order of Robert Anderson \$ 4572.04
FOUR THOUSAND FIVE HUNDRED SEVENTY TWO /100 Date 3/31/26
Golden Valley
For BASKETBALL WORKERS
#2195 04/01/2026 \$4,572.04

THANK YOU FOR BANKING WITH GOLDEN VALLEY BANK!

WE APPRECIATE YOUR BUSINESS.

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05/08/2026

OUHSD Board of Trustees
2211 Washington Avenue
Oroville, CA 95966

Dear Board of Trustees:

The Las Plumas Oroville Alliance Band of Las Plumas and Oroville High School is requesting approval to be recognized as a school-connected organization for the 2026/2027 school year.

Attached you will find a copy of our current financial statement and evidence of liability insurance for \$1,000,000 naming the Oroville Union High School District as additional insured.

Jennifer Houston,
LPO Band Booster President

(Jennifer Houston, LPO Band Booster President)

**tri counties bank**

Service With Solutions®

P.O. Box 909, Chico CA 95927

Statement Ending 03/29/2026

LAS PLUMAS HIGH SCHOOL BAND

Page 1 of 2

Account Number: [REDACTED]

ADDRESS SERVICE REQUESTED

>000121 5807935 0001 93528 102 19

LAS PLUMAS HIGH SCHOOL BAND
 BOOSTERS INC
 PO BOX 1455
 OROVILLE CA 95965-1455

Service With Solutions

Speak with a
Banker: 1-800-922-8742



Automated
Phone Banking: 1-844-822-2447



Online Banking: TriCountiesBank.com



Thank you for banking with Tri Counties Bank!
We appreciate your business.

We would love to hear from you! Please call us, stop by your local branch,
 or reach out to us on social media. Your feedback is important to us!

Call us: 1-800-922-8742

Find a branch near you: TriCountiesBank.com/locations

Follow us on social media:

@TriCountiesBank**Overall Balance Summary**

Account Type	Account Number	Ending Balance
Not for Profit Business Chkg	[REDACTED]	\$2,912.56

Not for Profit Business Chkg - 191047254**Account Summary**

Date	Description	Amount
03/01/2026	Beginning Balance	\$2,912.56
	0 Credit(s) This Period	\$0.00
	0 Debit(s) This Period	\$0.00
03/29/2026	Ending Balance	\$2,912.56



EQUAL HOUSING
 LENDER
 NMLS #458732



Member FDIC

00121 5807935 000122 000243 0001/0001

State Farm Insurance

PO Box 2915
Bloomington, IL 61702-2915



State Farm General Insurance Company

LAS PLUMAS OROVILLE ALLIANCE B
PO BOX 1455
OROVILLE CA 95965-1455

Your State Farm Agent

Jim Hollingsworth

1970 Mitchell Avenue

Oroville CA 95966-5393

Bus: 530-533-3907

Email: jim.hollingsworth.b89g@statefarm.com

Renewal Declarations

Policy number: 90-AP-M403-4

Policy period: 12 months

The policy period begins and ends at 12:01 am standard time at the premises location.

Effective date: November 14, 2025

Expiration date: November 14, 2026

BUSINESSOWNERS POLICY

Automatic renewal - If the State Farm® policy period is shown as **12 months**, this policy will be renewed automatically subject to the premiums, rules and forms in effect for each succeeding policy period. If this policy is terminated, we will give you and the Mortgagee/Lienholder written notice in compliance with the policy provisions or as required by law.

NAMED INSURED

LAS PLUMAS OROVILLE ALLIANCE B

ENTITY

Nonprofit

POLICY PREMIUM

This is not a bill. If an amount is due, then a separate statement will be sent prior to the due date. The premium(s) shown below is the 12 months premium(s) for the characteristics of the policy as described in this Declarations.

Premium: \$500.00

Total Premium: \$500.00

Minimum Premium

Discounts applied:

Business Experience Rating

Years in Business

Renewal Discount

IMPORTANT MESSAGE(S)

Notice - Information concerning changes in your policy language is included. Please call your agent if you have any questions.



SECTION I - PROPERTY SCHEDULE

Location number	Location of described premises	Limit of Insurance* Coverage A - Buildings	Limit of Insurance* Coverage B - Business Personal Property	Seasonal Increase - Business Personal Property
001	2380 LAS PLUMAS AVE OROVILLE CA 95966-7305	No Coverage	\$2,800	25%

* As of the effective date of this policy, the Limit of Insurance as shown includes any increase in the limit due to Inflation Coverage.

SECTION I - INFLATION COVERAGE INDEX(ES)

Cov A - Inflation Coverage Index:	N/A
Cov B - Consumer Price Index:	322.6

SECTION I - DEDUCTIBLES

BASIC DEDUCTIBLE \$500

SPECIAL DEDUCTIBLES:

Equipment Breakdown:	\$500
Money and Securities:	\$250

Other deductibles may apply - refer to policy.

SECTION I - EXTENSIONS OF COVERAGE - LIMIT OF INSURANCE - EACH DESCRIBED PREMISES

The coverages and corresponding limits shown below apply separately to each described premises shown in these Declarations, unless indicated by "See schedule". If a coverage does not have a corresponding limit shown below, but has "Included" indicated, refer to that policy provision for an explanation of that coverage.

Coverage	Limit of Insurance
Accounts Receivable	
On Premises	\$10,000
Off Premises	\$5,000
Arson Reward	\$5,000
Collapse	Included
Damage to Non-owned Buildings from Theft, Burglary or Robbery	Coverage B Limit
Debris Removal	25% of covered loss
Equipment Breakdown	Included
Fire Department Service Charge	\$2,500
Fire Extinguisher Systems Recharge Expense	\$5,000
Forgery or Alteration	\$10,000
Glass Expenses	Included
Increased Cost of Construction and Demolition Costs (applies only when buildings are insured on a replacement cost basis)	10%
Money Orders and Counterfeit Money	\$1,000



Coverage	Limit of Insurance
Money and Securities	
On Premises	\$5,000
Off Premises	\$2,000
Newly Acquired Business Personal Property (applies only if this policy provides Coverage B - Business Personal Property)	\$100,000
Newly Acquired or Constructed Buildings (applies only if this policy provides Coverage A - Buildings)	\$250,000
Ordinance or Law - Equipment Coverage	Included
Outdoor Property	\$5,000
Personal Effects (applies only to those premises provided Coverage B - Business Personal Property)	\$2,500
Personal Property Off Premises	\$15,000
Pollutant Clean Up and Removal	\$10,000
Preservation of Property	30 days
Property of Others (applies only to those premises provided Coverage B - Business Personal Property)	\$2,500
Signs	\$2,500
Valuable Papers and Records	
On Premises	\$10,000
Off Premises	\$5,000

SECTION I - EXTENSIONS OF COVERAGE - LIMIT OF INSURANCE - PER POLICY

The coverages and corresponding limits shown below are the most we will pay regardless of the number of described premises shown in these Declarations.

Coverage	Limit of Insurance
Loss of Income and Extra Expense	12 Months Actual Loss Sustained

SECTION II - LOCATION SCHEDULE

Location number	Location of described premises
001	2380 LAS PLUMAS AVE OROVILLE CA 95966-7305



SECTION II - LIABILITY

Coverage	Limit of Insurance
Coverage L - Business Liability Per Occurrence	\$5,000,000
Coverage M - Medical Expenses	\$5,000 Any One Person
Damage to Premises Rented to You	\$300,000
Aggregate Limits	Limit of Insurance
General Aggregate	\$10,000,000
Products/Completed Operations Aggregate	\$10,000,000

Each paid claim for Liability Coverage reduces the amount of insurance we provide during the applicable annual period. Please refer to Section II – Liability in the Coverage Form and any attached endorsements.

Your policy consists of these Declarations, the BUSINESSOWNERS COVERAGE FORM shown below, and any other forms and endorsements that apply, including those shown below as well as those issued subsequent to the issuance of this policy.

FORMS AND ENDORSEMENTS

CMP-4101	Businessowners Coverage Form
* CMP-4260.2	Amendatory Endorsement (California)
* CMP-4587	Exclusion - Silica or Silica-Related Dust
CMP-4705.2	Loss of Income and Extra Expense
CMP-4709	Money and Securities
CMP-4804	Additional Insured - Club Members
FD-6007	Inland Marine Attaching Declarations
FE-6999.3	Policyholder Disclosure Notice of Terrorism Insurance Coverage
	<i>*New Form Attached</i>

FULL NAMED INSURED

Named Insured: LAS PLUMAS OROVILLE ALLIANCE BAND BOOSTER

This policy is issued by the State Farm General Insurance Company.

PARTICIPATING POLICY

You are entitled to participate in a distribution of the earnings of the company as determined by our Board of Directors in accordance with the Company's Articles of Incorporation, as amended.

In Witness Whereof, the State Farm General Insurance Company has caused this policy to be signed by its President and Secretary at Bloomington, Illinois.

Daniel J. Krane

President

Muhille Mancias

Secretary

**OTHER MESSAGE(S)****NOTICE TO POLICYHOLDER:**

For a comprehensive description of coverage and forms, please refer to your policy.

Policy changes requested before the "Date Prepared", which appear on this notice, are effective on the Renewal Date of this policy unless otherwise indicated by a separate endorsement, binder, or amended declarations. Any coverage forms attached to this notice are also effective on the Renewal Date of this policy.

Policy changes requested after the "Date Prepared" will be sent to you as an amended declarations or as an endorsement to your policy. Billing for any additional premium for such changes will be mailed at a later date.

If, during the past year, you've acquired any valuable property items, made any improvements to insured property, or have any questions about your insurance coverage, contact your State Farm agent.

Please keep this with your policy.

Your coverage amount....

It is up to you to choose the coverage and limits that meet your needs. We recommend that you purchase a coverage limit equal to the estimated replacement cost of your structure. Replacement cost estimates are available from building contractors and replacement cost appraisers, or, your agent can provide an estimate from Xactware, Inc. using information you provide about your structure. State Farm does not guarantee that any estimate will be the actual future cost to rebuild your structure. Higher limits are available at higher premiums. Lower limits are also available, as long as the amount of coverage meets our underwriting requirements. We encourage you to periodically review your coverages and limits with your agent and to notify us of any changes or additions to your structure.

Supporting Documents



[_High School AT Proposal 2026-2027](#)



[_ATHLETIC TRAINER AND SPORTS MEDICINE SERVICES AGREEMENT - LEVEL I 2026-2027 \(LPHS\)](#)



[_ATHLETIC TRAINER AND SPORTS MEDICINE SERVICES AGREEMENT - LEVEL I 2026-2027 \(OHS\)](#)

PEAC Performance
HIGH SCHOOL ATHLETIC
TRAINING / SPORTS MEDICINE
OPTIONS

PERFORMANCE

Level I Sports Medicine Coverage

Board Certified Athletic Trainer (BOC - AT)

CPR/First Aid/AED Certified

30-40 Hours/Week (Including Event Coverage and Treatment Time)

\$78,000-\$104,000/Year (10 Month Contract and Annual Hour Range is 1200-1600 Hours)

Multi-year contracts (limit 2 years) will not be subject to annual pricing adjustments.

Includes:

> Home Event Coverage

- Pre-game Treatment/Taping (2 hours prior to event)
- Post-game Treatment (30 mins post event)

> Away Football Events (JV/Varsity - Same location) could be included if the event does not exceed the agreed upon weekly hours and conflict with other home events. Home events will require coverage by the assigned ATC or an additional ATC will be filled in to ensure proper student-athlete care.

> General Athletic Training Services (Assessment, Treatment, & Rehabilitations)

Duties:

- Prevention, recognition, treatment and rehabilitation of sports related injuries
- First aid provider of emergency situations, i.e. cardiac arrest, heat illness, spine trauma, fractures, dislocations, etc. Evaluations and assessments of orthopedic injuries, including concussion protocol with Return to Play progressions
- Responsible for proper hydration stations for both home and visiting teams with available supplies
- Collaborate and assist with the site Emergency Action Plan
- Maintain documentation related to injuries, treatments, and progress notes
- Prepare student-athlete injury reports for coaches
- Function as a liaison between physicians, coaches, parents, student-athletes, and administration; including referrals to designated health care professionals
- Responsible for final decision of student-athlete Return to Play status
- Collaborate with school district on pre-participation physical forms
- Collaborate on injury assessment, progressions, and Return to Play with the Sports Medicine team including, but not limited to physicians, physical therapists, strength and conditioning staff, and athletics staff.
- Advise on the needs of baseline concussion testing and implementation
- Make recommendations regarding conditions in accordance with NATA Position Statements & state practice acts (i.e. heat, lightning, concussions, sudden cardiac arrest, physician standing orders, etc.)
- Apply preventative adhesive taping, padding, and braces as necessary
- Maintain a professional, organized, and sanitary athletic training facility

Add-ons:

(Extra charges will be applied to the base rate)

- Baseline concussion testing (\$2,500)
- Provided AED (for events) and AED training (\$3,000)
- CPR/First-Aid Training for all coaches (\$2,000)
- Provided supplies (Based on site needs – Estimate of \$10,000)

Level II Sports Medicine Coverage

Board Certified Athletic Trainer (BOC - AT)

CPR/First Aid/AED Certified

20-25 Hours/Week (Including Event Coverage and Treatment Time)

\$54,400-\$68,000/Year (10 Month Contract and Annual Hour Range is 800-1000 Hours)

Multi-year contracts (limit 2 years) will not be subject to annual pricing adjustments.

Includes:

> Home Event Coverage

- Pre-game Treatment (2 hours prior to event)
- Post-game Treatment (30 mins post event)

> General Athletic Training Services (Assessment, Treatment, & Rehabilitations)

Duties:

- Prevention, recognition, treatment and rehabilitation of sports related injuries
- First aid provider of emergency situations, i.e. cardiac arrest, heat illness, spine trauma, fractures, dislocations, etc. Evaluations and assessments of orthopedic injuries, including concussion protocol with Return to Play progressions
- Responsible for proper hydration stations for both home and visiting teams with available supplies
- Collaborate and assist with the site Emergency Action Plan
- Maintain documentation related to injuries, treatments, and progress notes
- Prepare student-athlete injury reports for coaches
- Function as a liaison between physicians, coaches, parents, student-athletes, and administration; including referrals to designated health care professionals
- Responsible for final decision of student-athlete Return to Play status
- Collaborate with school district on pre-participation physical forms
- Collaborate on injury assessment, progressions, and Return to Play with the Sports Medicine team including, but not limited to physicians, physical therapists, strength and conditioning staff, and athletics staff.
- Advise on the needs of baseline concussion testing and implementation
- Make recommendations regarding conditions in accordance with NATA Position Statements & state practice acts (i.e. heat, lightning, concussions, sudden cardiac arrest, physician standing orders, etc.)
- Apply preventative adhesive taping, padding, and braces as necessary
- Maintain a professional, organized, and sanitary athletic training facility

Add-ons:

(Extra charges will be applied to the base rate)

- Baseline concussion testing (\$2,500)
- Provided AED (for events) and AED training (\$3,000)
- CPR/First-Aid Training for all coaches (\$2,000)
- Provided supplies (Based on site needs – Estimate of \$10,000)

Level III Sports Medicine Coverage: Home Event Coverage

Board Certified Athletic Trainer (BOC - AT)

CPR/First Aid/AED Certified

Flat Rate: \$4,180 (\$4,680 w/ supplies)

Includes:

> Coverage of 10 Home Sports Events (1 game is considered 1 event)

- Varsity, JV, and freshman football games count as separate events
- Games are to be distributed by the request of the school
- Pre-game Treatment (2 hours prior to event)
- Post-game Treatment (30 mins post event)

Duties:

- Prevention, recognition, treatment and rehabilitation of sports related injuries
- First aid provider of emergency situations, i.e. cardiac arrest, heat illness, spine trauma, fractures, dislocations, etc. Evaluations and assessments of orthopedic injuries, including concussion protocol with Return to Play progressions
- Function as a liaison between physicians, coaches, parents, student-athletes, and administration; including referrals to designated health care professionals
- Assist and collaborate in final decision of student-athlete Return to Play status
- Apply preventative adhesive taping, padding, and braces as necessary

AT Football Home Game Coverage

Board Certified Athletic Trainer (BOC - AT)

CPR/First Aid/AED Certified

Hourly Rate: \$90/hour or \$105/hour with Supplies

Includes:

> Freshman, JV, and Varsity Football Home Game Coverage (two games max for each day)

- Pre-game Treatment (2 hours prior to event)
- Post-game Treatment (30 mins post event)

> Opportunity for Practice Coverage

- Same rates apply. Time will be based on the teams' needs of pre-practice treatment/taping or ONLY practice time coverage.

Duties:

- Prevention, recognition, treatment and rehabilitation of sports related injuries
- First aid provider of emergency situations, i.e. cardiac arrest, heat illness, spine trauma, fractures, dislocations, etc. Evaluations and assessments of orthopedic injuries, including concussion protocol with Return to Play progressions
- Function as a liaison between physicians, coaches, parents, student-athletes, and administration; including referrals to designated health care professionals
- Assist and collaborate in final decision of student-athlete Return to Play status
- Apply preventative adhesive taping, padding, and braces as necessary

PERFORMANCE

Rates (Other)

- **Tier 1 Sports (\$97.50/ hour):** Football, Rugby, La Crosse, Wrestling
- **Tier 2 Sports (\$82.50/ hour):** Soccer, Field Hockey, Gymnastics
- **Tier 3 Sports (\$75/ hour):** Track & Field, Volleyball, Basketball, Baseball, Softball
- **Tier 4 Sports (\$68/ hour):** Golf, Tennis, Water Polo, Swimming
- **Sports Medicine Consultation and/or Clinic (\$150/ hour):**
 - Consultation services are provided to schools opting for a review of their facilities and guidance on proper Sports Medicine (ATC) coverage for their student-athletes. Trainings and workshops are available to district staff for additional fees.
 - Sports Medicine Clinics are provided on-campus (if proper space and setup is available) or off site at PEAC Performance. Student-athletes will be able to come in to visit with an ATC for evaluations, treatments, therapy guidance, referrals, etc.

Above tiers are based on high school and higher levels of play. For youth sports, levels will drop 1 tier for middle school aged athletes and 2 tiers for elementary school aged athletes. No coverage will drop below the Tier 4 rate.

All rates above are including supplies. If the supplies are provided by the host, the hourly rate will be \$10 less per hour.

Any required travel will be calculated and invoiced at the current government reimbursement rate.

All contracts will have a one-time administration fee of \$150.

ATHLETIC TRAINER AND SPORTS MEDICINE SERVICES AGREEMENT

This ATHLETIC TRAINER AND SPORTS MEDICINE SERVICES AGREEMENT ("Agreement") is made by and between the **Oroville Union High School District** ("District"), as approved for **Las Plumas High School** ("School"), and PEAC Performance, LLC, a California limited liability company ("PEAC") (individually referred to herein as "Party" and collectively referred to herein as the "Parties") as follows:

Recitals

A. WHEREAS, PEAC engages Board of Certified (BOC) Athletic Trainers ("Athletic Trainers") who are skilled in the practice of preventing, recognizing, assessing, managing, treating, and reconditioning athletic injuries, and staff trained in CPR, First Aid and Certified in AED;

B. WHEREAS, the School in the District engages in organized interscholastic sporting events in which District students participate;

C. WHEREAS, the District desires that PEAC directly or through contracted staff provide athletic training services for the students at School in the District during athletic activities and PEAC desires to provide such services.

NOW, THEREFORE, the Parties agree as follows:

1. TERM. The term of this Agreement shall begin on August 1, 2026 and will terminate on June 10, 2027 (the "Term"). This Agreement may be renewed by mutual agreement of the Parties.

2. TERMINATION.

2.1. Termination With Cause. If either Party materially breaches this Agreement and does not substantially cure such default within thirty (30) days after receiving written notice of such default, then the non-defaulting Party may terminate the agreement by providing not less than thirty (30) days prior written notice of termination to the defaulting Party.

2.2. Termination By Mutual Consent. This Agreement may be terminated prior to the end of the term by the Parties' mutual written agreement.

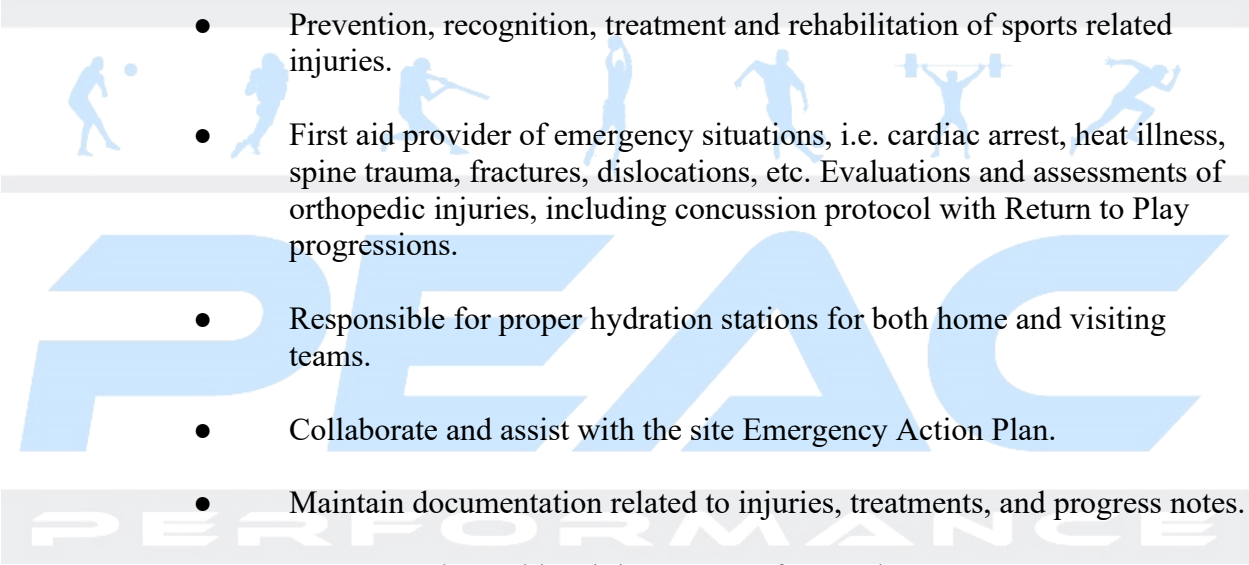
3. SCOPE OF SERVICES. PEAC shall provide the School in the District with Board Certified Athletic Trainer (BOC - AT), Athletic Trainer Intern (If Available), CPR/First Aid/AED Certified during the Term, as follows:

3.1. Services Provided by PEAC Include:

- Home event pre-game Treatment/Taping (2 hours prior to event)
- Home event post-game Treatment (30 mins post event)

- Away Football Events (JV/Varsity - Same location) could be included if the event does not exceed the agreed upon weekly hours and conflict with other home events. Home events will require coverage by the assigned ATC or an additional ATC will be filled in to ensure proper student-athlete care.
 - Multiple Home events which will require coverage by the assigned ATC, will require an additional ATC or Intern to be provided (if available) to ensure proper student-athlete care. Additional charges will apply for the required staffing.
- General Athletic Training Services (Assessment, Treatment, & Rehabilitations).

3.3. **PEAC Duties Include:**

- 
- Prevention, recognition, treatment and rehabilitation of sports related injuries.
 - First aid provider of emergency situations, i.e. cardiac arrest, heat illness, spine trauma, fractures, dislocations, etc. Evaluations and assessments of orthopedic injuries, including concussion protocol with Return to Play progressions.
 - Responsible for proper hydration stations for both home and visiting teams.
 - Collaborate and assist with the site Emergency Action Plan.
 - Maintain documentation related to injuries, treatments, and progress notes.
 - Prepare student-athlete injury reports for coaches.
 - Function as a liaison between physicians, coaches, parents, student-athletes, and administration; including referrals to designated health care professionals.
 - Responsible for final decision of student-athlete Return to Play status.
 - Collaborate with District on pre-participation physical forms.
 - Collaborate on injury assessment, progressions, and Return to Play with the Sports Medicine team including, but not limited to physicians, physical therapists, strength and conditioning staff, and athletics staff.
 - Advise on the needs of baseline concussion testing and implementation.

- Make recommendations regarding conditions in accordance with NATA Position Statements & state practice acts (i.e. heat, lightning, concussions, sudden cardiac arrest, physician standing orders, etc.).
- Apply preventative adhesive taping, padding, and braces as necessary.
- Maintain a professional, organized, and sanitary athletic training facility.

4. MONTHLY HOURS OF SERVICE AND RATES. The maximum hours of services to be provided by PEAC each day and week in a month and the Regular Rates and Overtime Rates are as follows:

<u>Month</u>	<u>Max Hours Day / Week</u>	<u>Regular Rate</u>	<u>Overtime Rates for Hours in Excess of Max 8-10 (1.5x) / 10+ (2.0x)</u>
August 2026	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour
September 2026	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour
October 2026	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour
November 2026	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour
December 2026	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour
January 2027	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour
February 2027	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour
March 2027	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour
April 2027	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour
May 2027	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour
June 2027	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour

Overtime rates will be enforced automatically at the 8 plus hour mark per day and will follow the payment schedule outlined above.

4.1. In addition to the base scope of work described in Section 3 above, the District and/or School may request that PEAC provide extra Add-ons which shall incur additional charges as follows:

Extra Add-ons	Charge
<ul style="list-style-type: none"> • Baseline concussion testing for all student-athletes (includes software). 	\$ 2,500.00
<ul style="list-style-type: none"> • Provided AED (to be present at every sporting event). 	\$ 3,000.00
<ul style="list-style-type: none"> • CPR/First-Aid/AED training to all coaches. 	\$ 2,000.00
<ul style="list-style-type: none"> • Supplies (Estimated cost based on site needs). 	\$10,000.00

4.2. The estimated costs for the services to be provided by PEAC during the Term under Section 4.1 is estimated to range between \$78,000.00 to \$104,000, depending upon the scheduled use of services not exceeding 1,600 hours, plus up to an additional \$17,500.00 for

the Extra Add-ons, if all requested, for a total of up to \$121,500.00. The total amount listed does not include any overtime that may incur due to event scheduling and coverage demands.

4.3. The District shall maintain and/or appoint an Athletic Director/Administrator at the School (the “Athletic Administrator”) to coordinate scheduling with PEAC. The Athletic Administrator shall create and provide PEAC with a schedule. PEAC shall consider practice schedules, and game/competition schedules, including select weekend, holiday and/or Saturday game/competitions, sport risk of injury, and out of town athletic events. All District Holiday practice/game schedules which PEAC is required to attend must be submitted to PEAC fourteen (14) days prior to the Holiday.

5. EXPENSES.

5.1. Supplies. The District shall provide the supplies required for PEAC to perform the scope of services set forth above. If not, PEAC shall procure the supplies required to perform the scope of work and bill the District for the supplies used for the scope of work at PEAC’s costs plus 15%. The required supplies to be used during the Term are estimated to be \$10,000.00 based on site needs.

5.2. Travel. Out of town travel to perform the scope of work shall be reimbursed by the District to PEAC at the then applicable IRS reimbursement rate.

5.3. PEAC shall submit reimbursement requests for expenses incurred to District monthly. Upon request by District, PEAC shall provide District supporting documentation for expenses.

6. PAYMENT. District shall pay PEAC an initial one-time administrative set up fee of \$150.00 upon approval of this Agreement. PEAC shall invoice the District monthly for the preceding month, for services rendered under the terms of this Agreement , plus any reasonable reimbursement of expenses described in Section 5 above, for the preceding month. The District will reimburse the PEAC within the payment terms of net 30 days upon receipt of a numbered invoice(s).

7. DISTRICT RESPONSIBILITY.

7.1. Facility. The District shall ensure the School site provides facilities for the Athletic Trainers to conduct examinations and other athletic training services, including access to a sink. When necessary, the District shall also ensure the presence of the parent, coach, or District designee during the examination and treatment of the student athlete.

7.2. Equipment. The District shall provide all required athletic training supplies, equipment, and equipment maintenance necessary for the Athletic Trainers to provide District students athletic training services safely and adequately.

7.3. Consent to Treatment. The District will be responsible for obtaining Authorization for Sports Medicine Services and Consent to Treatment and updated copies of

physical examinations for each student participating on any sports team or who otherwise uses the services of the Athletic Trainer. Copies of such Authorization Forms and Physicals shall be placed in the student's record located in the School's Nurse's office, Athletic Administrator's office, or the Athletic Training room, and made available to the Athletic Trainers as requested.

8. MISCELLANEOUS.

8.1. Governing Law and Venue. This Agreement shall be construed and enforced under the laws of the State of California, and venue shall lie in Butte County.

8.2. Entire Agreement. This Agreement contains the entire understanding between the Parties regarding the matters referred to herein and supersedes all prior agreements, either oral or written with respect to the subject matter hereof.

8.3. Independent Relationship. It is mutually understood and agreed that PEAC and the District, in performing their respective duties and obligations under this Agreement, are at all times acting and performing as independent contractors with respect to each other, and nothing in this Agreement is intended nor shall be construed to create an employer/employee relationship or a joint venture relationship between the Parties.

8.4. Attorney's Fees. If any action is brought by either Party against the other Party hereunder, each Party shall be responsible for its own expenses, including legal and accounting fees, for the prosecution or defense of such action.

8.5. Fingerprinting. All Athletic Trainers, and anyone providing services under this Agreement, including employees of PEAC who have more than limited contact with District students, as solely determined by the District, shall be required to submit for fingerprinting and clearance as required by the Education Code and District policy before performing any service pursuant to this Agreement or coming into contact with District students.

8.6. Anti-Discrimination. It is the District's policy that there be no unlawful discrimination against any employee engaged in their work because of race, color, sex, ancestry, national origin, religious creed or sexual orientation. PEAC agrees that it will not discriminate against any individual based on race, color, sex, ancestry, national origin, religious creed or sexual orientation in conformity with state and federal laws.

8.7. Construction of Agreement. The validity, interpretation, and performance of this Agreement shall be governed by and construed in accordance with the internal laws of the State of California. The Parties agree that the terms and provisions of this Agreement embody their mutual intent and agreement and that they are not to be construed more liberally in favor or, nor more strictly against, any Party hereto.

8.8. Severability. The provisions of this Agreement shall be deemed severable and if any portion shall be held invalid, illegal, or unenforceable for any reason, the remainder of this Agreement shall be effective and binding upon the Parties.

8.9. Captions. Any captions to or headings of the articles, sections, subsections, paragraphs, or subparagraphs of this Agreement are solely for the convenience of the Parties, are

not a part of this Agreement, and shall not be used for the interpretation or determination of the validity of this Agreement or any provision hereof.

8.10. Waiver of Provisions. Any waiver of any terms and conditions hereby must be in writing and signed by the Parties. A waiver of any of the terms and conditions hereof shall not be construed as a waiver of any other terms and conditions hereof.

8.11. Force Majeure. Neither Party shall be liable nor deemed to be in default for any delay or failure in performance under the Agreement or other interruption of service or employment deemed resulting, directly or indirectly, from Acts of God, civil or military authority, acts of public enemy, war, accidents, fires, explosions, earthquakes, floods, failure of transportation, machinery or supplies, vandalism, strikes or other work interruptions by Hospital's personnel, or any similar or dissimilar cause beyond the reasonable control of either party. However, both Parties shall make good faith efforts to perform under this Agreement in the event of any such circumstance.

8.12. Amendments. This Agreement may be amended or modified only in a written document signed by both Parties.

8.13. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument.

The Parties have read, agree to, and approve the terms of this Agreement.

PEAC Performance, LLC,
a California limited liability company

DATED: _____.

By: _____

Print Name: **Dale Carey, CGFM**

Title: **Assistant Superintendent/CBO**

Oroville Union High School District

DATED: _____.

By: _____

Print Name: **Mario R. Vela, ATC**

Title: **Chief Executive Officer**

PEAC Performance

ATHLETIC TRAINER AND SPORTS MEDICINE SERVICES AGREEMENT

This ATHLETIC TRAINER AND SPORTS MEDICINE SERVICES AGREEMENT ("Agreement") is made by and between the **Oroville Union High School District** ("District"), as approved for **Oroville High School** ("School"), and PEAC Performance, LLC, a California limited liability company ("PEAC") (individually referred to herein as "Party" and collectively referred to herein as the "Parties") as follows:

Recitals

A. WHEREAS, PEAC engages Board of Certified (BOC) Athletic Trainers ("Athletic Trainers") who are skilled in the practice of preventing, recognizing, assessing, managing, treating, and reconditioning athletic injuries, and staff trained in CPR, First Aid and Certified in AED;

B. WHEREAS, the School in the District engages in organized interscholastic sporting events in which District students participate;

C. WHEREAS, the District desires that PEAC directly or through contracted staff provide athletic training services for the students at School in the District during athletic activities and PEAC desires to provide such services.

NOW, THEREFORE, the Parties agree as follows:

1. TERM. The term of this Agreement shall begin on August 1, 2026 and will terminate on June 10, 2027 (the "Term"). This Agreement may be renewed by mutual agreement of the Parties.

2. TERMINATION.

2.1. Termination With Cause. If either Party materially breaches this Agreement and does not substantially cure such default within thirty (30) days after receiving written notice of such default, then the non-defaulting Party may terminate the agreement by providing not less than thirty (30) days prior written notice of termination to the defaulting Party.

2.2. Termination By Mutual Consent. This Agreement may be terminated prior to the end of the term by the Parties' mutual written agreement.

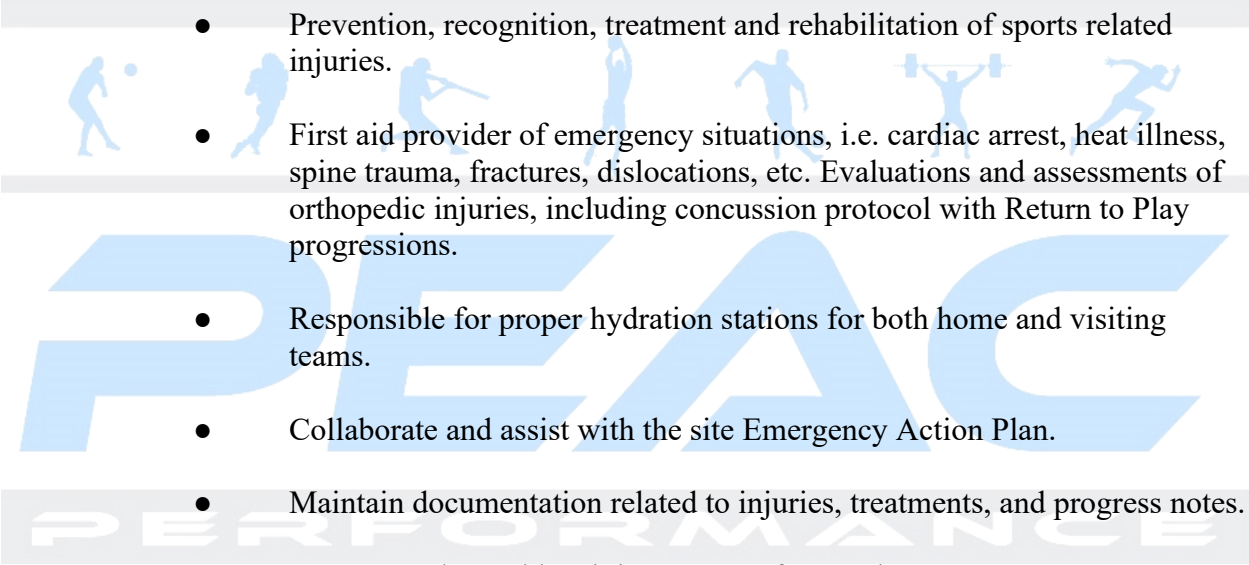
3. SCOPE OF SERVICES. PEAC shall provide the School in the District with Board Certified Athletic Trainer (BOC - AT), Athletic Trainer Intern (If Available), CPR/First Aid/AED Certified during the Term, as follows:

3.1. Services Provided by PEAC Include:

- Home event pre-game Treatment/Taping (2 hours prior to event)
- Home event post-game Treatment (30 mins post event)

- Away Football Events (JV/Varsity - Same location) could be included if the event does not exceed the agreed upon weekly hours and conflict with other home events. Home events will require coverage by the assigned ATC or an additional ATC will be filled in to ensure proper student-athlete care.
 - Multiple Home events which will require coverage by the assigned ATC, will require an additional ATC or Intern to be provided (if available) to ensure proper student-athlete care. Additional charges will apply for the required staffing.
- General Athletic Training Services (Assessment, Treatment, & Rehabilitations).

3.3. **PEAC Duties Include:**

- 
- Prevention, recognition, treatment and rehabilitation of sports related injuries.
 - First aid provider of emergency situations, i.e. cardiac arrest, heat illness, spine trauma, fractures, dislocations, etc. Evaluations and assessments of orthopedic injuries, including concussion protocol with Return to Play progressions.
 - Responsible for proper hydration stations for both home and visiting teams.
 - Collaborate and assist with the site Emergency Action Plan.
 - Maintain documentation related to injuries, treatments, and progress notes.
 - Prepare student-athlete injury reports for coaches.
 - Function as a liaison between physicians, coaches, parents, student-athletes, and administration; including referrals to designated health care professionals.
 - Responsible for final decision of student-athlete Return to Play status.
 - Collaborate with District on pre-participation physical forms.
 - Collaborate on injury assessment, progressions, and Return to Play with the Sports Medicine team including, but not limited to physicians, physical therapists, strength and conditioning staff, and athletics staff.
 - Advise on the needs of baseline concussion testing and implementation.

- Make recommendations regarding conditions in accordance with NATA Position Statements & state practice acts (i.e. heat, lightning, concussions, sudden cardiac arrest, physician standing orders, etc.).
- Apply preventative adhesive taping, padding, and braces as necessary.
- Maintain a professional, organized, and sanitary athletic training facility.

4. MONTHLY HOURS OF SERVICE AND RATES. The maximum hours of services to be provided by PEAC each day and week in a month and the Regular Rates and Overtime Rates are as follows:

<u>Month</u>	<u>Max Hours Day / Week</u>	<u>Regular Rate</u>	<u>Overtime Rates for Hours in Excess of Max 8-10 (1.5x) / 10+ (2.0x)</u>
August 2026	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour
September 2026	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour
October 2026	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour
November 2026	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour
December 2026	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour
January 2027	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour
February 2027	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour
March 2027	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour
April 2027	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour
May 2027	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour
June 2027	8 Day / 40 Week	\$65.00 per hour	\$97.50 / \$130.00 per hour

Overtime rates will be enforced automatically at the 8 plus hour mark per day and will follow the payment schedule outlined above.

4.1. In addition to the base scope of work described in Section 3 above, the District and/or School may request that PEAC provide extra Add-ons which shall incur additional charges as follows:

Extra Add-ons	Charge
<ul style="list-style-type: none"> • Baseline concussion testing for all student-athletes (includes software). 	\$ 2,500.00
<ul style="list-style-type: none"> • Provided AED (to be present at every sporting event). 	\$ 3,000.00
<ul style="list-style-type: none"> • CPR/First-Aid/AED training to all coaches. 	\$ 2,000.00
<ul style="list-style-type: none"> • Supplies (Estimated cost based on site needs). 	\$10,000.00

4.2. The estimated costs for the services to be provided by PEAC during the Term under Section 4.1 is estimated to range between \$78,000.00 to \$104,000, depending upon the scheduled use of services not exceeding 1,600 hours, plus up to an additional \$17,500.00 for

the Extra Add-ons, if all requested, for a total of up to \$121,500.00. The total amount listed does not include any overtime that may incur due to event scheduling and coverage demands.

4.3. The District shall maintain and/or appoint an Athletic Director/Administrator at the School (the "Athletic Administrator") to coordinate scheduling with PEAC. The Athletic Administrator shall create and provide PEAC with a schedule. PEAC shall consider practice schedules, and game/competition schedules, including select weekend, holiday and/or Saturday game/competitions, sport risk of injury, and out of town athletic events. All District Holiday practice/game schedules which PEAC is required to attend must be submitted to PEAC fourteen (14) days prior to the Holiday.

5. EXPENSES.

5.1. Supplies. The District shall provide the supplies required for PEAC to perform the scope of services set forth above. If not, PEAC shall procure the supplies required to perform the scope of work and bill the District for the supplies used for the scope of work at PEAC's costs plus 15%. The required supplies to be used during the Term are estimated to be \$10,000.00 based on site needs.

5.2. Travel. Out of town travel to perform the scope of work shall be reimbursed by the District to PEAC at the then applicable IRS reimbursement rate.

5.3. PEAC shall submit reimbursement requests for expenses incurred to District monthly. Upon request by District, PEAC shall provide District supporting documentation for expenses.

6. PAYMENT. District shall pay PEAC an initial one-time administrative set up fee of \$150.00 upon approval of this Agreement. PEAC shall invoice the District monthly for the preceding month, for services rendered under the terms of this Agreement, plus any reasonable reimbursement of expenses described in Section 5 above, for the preceding month. The District will reimburse the PEAC within the payment terms of net 30 days upon receipt of a numbered invoice(s).

7. DISTRICT RESPONSIBILITY.

7.1. Facility. The District shall ensure the School site provides facilities for the Athletic Trainers to conduct examinations and other athletic training services, including access to a sink. When necessary, the District shall also ensure the presence of the parent, coach, or District designee during the examination and treatment of the student athlete.

7.2. Equipment. The District shall provide all required athletic training supplies, equipment, and equipment maintenance necessary for the Athletic Trainers to provide District students athletic training services safely and adequately.

7.3. Consent to Treatment. The District will be responsible for obtaining Authorization for Sports Medicine Services and Consent to Treatment and updated copies of

physical examinations for each student participating on any sports team or who otherwise uses the services of the Athletic Trainer. Copies of such Authorization Forms and Physicals shall be placed in the student's record located in the School's Nurse's office, Athletic Administrator's office, or the Athletic Training room, and made available to the Athletic Trainers as requested.

8. MISCELLANEOUS.

8.1. Governing Law and Venue. This Agreement shall be construed and enforced under the laws of the State of California, and venue shall lie in Butte County.

8.2. Entire Agreement. This Agreement contains the entire understanding between the Parties regarding the matters referred to herein and supersedes all prior agreements, either oral or written with respect to the subject matter hereof.

8.3. Independent Relationship. It is mutually understood and agreed that PEAC and the District, in performing their respective duties and obligations under this Agreement, are at all times acting and performing as independent contractors with respect to each other, and nothing in this Agreement is intended nor shall be construed to create an employer/employee relationship or a joint venture relationship between the Parties.

8.4. Attorney's Fees. If any action is brought by either Party against the other Party hereunder, each Party shall be responsible for its own expenses, including legal and accounting fees, for the prosecution or defense of such action.

8.5. Fingerprinting. All Athletic Trainers, and anyone providing services under this Agreement, including employees of PEAC who have more than limited contact with District students, as solely determined by the District, shall be required to submit for fingerprinting and clearance as required by the Education Code and District policy before performing any service pursuant to this Agreement or coming into contact with District students.

8.6. Anti-Discrimination. It is the District's policy that there be no unlawful discrimination against any employee engaged in their work because of race, color, sex, ancestry, national origin, religious creed or sexual orientation. PEAC agrees that it will not discriminate against any individual based on race, color, sex, ancestry, national origin, religious creed or sexual orientation in conformity with state and federal laws.

8.7. Construction of Agreement. The validity, interpretation, and performance of this Agreement shall be governed by and construed in accordance with the internal laws of the State of California. The Parties agree that the terms and provisions of this Agreement embody their mutual intent and agreement and that they are not to be construed more liberally in favor or, nor more strictly against, any Party hereto.

8.8. Severability. The provisions of this Agreement shall be deemed severable and if any portion shall be held invalid, illegal, or unenforceable for any reason, the remainder of this Agreement shall be effective and binding upon the Parties.

8.9. Captions. Any captions to or headings of the articles, sections, subsections, paragraphs, or subparagraphs of this Agreement are solely for the convenience of the Parties, are

not a part of this Agreement, and shall not be used for the interpretation or determination of the validity of this Agreement or any provision hereof.

8.10. Waiver of Provisions. Any waiver of any terms and conditions hereby must be in writing and signed by the Parties. A waiver of any of the terms and conditions hereof shall not be construed as a waiver of any other terms and conditions hereof.

8.11. Force Majeure. Neither Party shall be liable nor deemed to be in default for any delay or failure in performance under the Agreement or other interruption of service or employment deemed resulting, directly or indirectly, from Acts of God, civil or military authority, acts of public enemy, war, accidents, fires, explosions, earthquakes, floods, failure of transportation, machinery or supplies, vandalism, strikes or other work interruptions by Hospital's personnel, or any similar or dissimilar cause beyond the reasonable control of either party. However, both Parties shall make good faith efforts to perform under this Agreement in the event of any such circumstance.

8.12. Amendments. This Agreement may be amended or modified only in a written document signed by both Parties.

8.13. Counterparts. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument.

The Parties have read, agree to, and approve the terms of this Agreement.

PEAC Performance, LLC,
a California limited liability company

DATED: _____.

By: _____

Print Name: **Dale Carey, CGFM**

Title: **Assistant Superintendent/CBO**

Oroville Union High School District

DATED: _____.

By: _____

Print Name: **Mario R. Vela, ATC**

Title: **Chief Executive Officer**

PEAC Performance

12. F. Approval of Contract with BCOE for Clinician Services

Supporting Documents



[_BCOE AGM'T CLINICIAN](#)



EDUCATION SERVICES DEPARTMENT
OROVILLE UNION HIGH SCHOOL DISTRICT

MEMO

To:	OUHSD Board of Trustees	Date:	May 5, 2026
From:	Jon Wood - Assistant Superintendent of Curriculum & Instruction		
Subject:	Contract with BCOE for Clinician Services		

Recommendation: APPROVAL

Background:

Approval is requested for an agreement between Oroville Union High School District (OUHSD) and Butte County Office of Education (BCOE) for the BCOE portion of a broader partnership supporting school-based mental health services in collaboration with Feather River Tribal Health.

Services:

BCOE will provide licensed clinicians to deliver full-time mental health services at Oroville High School and Las Plumas High School aligned to MTSS, including:

- Direct clinical services for students (Tier 3)
 - Preventative and early intervention supports (Tiers 1 & 2)
 - Staff training, student support, and participation in site teams
- Services will be coordinated with Tribal Health and comply with FERPA/HIPAA requirements.

Financial Impact:

Costs:

- BCOE employs clinicians and covers salary/benefits
- OUHSD provides space and site support
- Remaining costs are invoiced annually, with insurance reimbursements credited back to reduce district costs

AGREEMENT FOR SPECIAL SERVICES BETWEEN LOCAL EDUCATION AGENCIES

This Agreement for Services ("Agreement") is made and entered into as of April 7, 2026 by and between the **Butte County Office of Education** ("BCOE") and Oroville Union High School District ("AGENCY"), (together, "Parties").

The terms of this Agreement are as follows:

1. **Purpose.** The duties, obligations and agreements to provide the services under this Agreement are set forth in the attached **Exhibit "A"** ("Services").
2. **Term.** Services shall commence on July 1, 2026 and will continue until June 30, 2029, unless this Agreement is terminated and/or otherwise cancelled prior to that time.
3. **Payment.** Compensation shall be as set forth in **Exhibit "B"** as the proposed fee for Services.
4. **Termination.** Either party may, at any time, with or without reason, terminate this Agreement with a reasonable explanation. Written notice by the terminating party shall be sufficient to stop further provision of Services. Notice shall be deemed given when received by the non-terminating party or no later than three (3) days after the day of mailing, whichever is sooner.
5. **Additional Services.** In the event either Party requires services from the other Party in addition to those set forth in this Agreement, the Party requiring additional services shall compensate the other Party for costs incurred by those additional services. If either Party believes that additional services are necessary or desirable, that Party shall submit a written description of the additional services to the other Party, along with the reasons the additional services are required or reasonable, and the specific cost of the additional services. Such services shall be performed only after both Parties agree in writing to proceed with the additional services.
6. **Indemnification.** The AGENCY agrees to indemnify, defend, and hold harmless BCOE, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on BCOE arising out of the AGENCY's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of BCOE, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless BCOE under this Agreement, the AGENCY shall reimburse BCOE for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. The AGENCY shall seek BCOE approval of any settlement that could adversely affect the BCOE, its officers, agents or employees.

The BCOE agrees to indemnify, defend, and hold harmless AGENCY, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on AGENCY arising out of the BCOE's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of AGENCY, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless AGENCY under this Agreement, the BCOE shall reimburse AGENCY for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. The BCOE shall seek AGENCY approval of any settlement that could adversely affect the AGENCY, its officers, agents or employees.
7. **Insurance.** Each party shall procure and maintain at all times insurance with minimum limits as customary for that party's course of business.

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

If to BCOE:

Butte County Office of Education
Attn: Matt Reddam
1859 Bird Street
Oroville, CA 95965
Email: mreddam@bcoe.org

If to AGENCY:

Oroville Union High School
District
2211 Washington Avenue
Oroville, CA 95966
Attn: Doug Williams
Email: dwilliams@ouhsd.net

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

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

- b. The arbitrator shall present a written, well-reasoned decision that includes the arbitrator's findings of fact and conclusions of law. The decision of the arbitrator shall be binding and conclusive on the Parties.
 - c. The arbitrator shall have no authority to award punitive or other damages not measured by the prevailing Party's actual damages, except as may be required by statute. The arbitrator shall have no authority to award equitable relief. Any arbitration award initiated under this clause shall be limited to monetary damages and shall include no injunction or direction to either Party other than the direction to pay a monetary amount. As determined by the arbitrator, the arbitrator shall award the prevailing Party, if any, all of its costs and fees. The term "costs and fees" includes all reasonable pre-award arbitration expenses, including arbitrator fees, administrative fees, witness fees, attorney's fees and costs, court costs, travel expenses, and out-of-pocket expenses such as photocopy and telephone expenses. The decision of the arbitrator is not reviewable, except to determine whether the arbitrator complied with sections (b) and (c) of this section.
14. **COVID-19 Acknowledgement.** AGENCY recognizes and understands that guidance on how to protect oneself from the COVID-19 virus and how to avoid spreading the virus to others, is available at <https://www.cdc.gov/coronavirus/2019-ncov/index.html> and through federal, local, and state recommendations and/or regulations. AGENCY understands that this guidance can change, and that AGENCY has a responsibility to stay abreast of the changing information found on these COVID-19 guidance resources. AGENCY is encouraged to follow their district's protocols and have enough school-appropriate cleaning supplies to continuously disinfect the equipment in accordance with California Department of Public Health (CDPH) guidance.
15. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County.
16. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
17. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
18. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein.
19. **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.
20. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that

party or its legal representative drafted such provision, and this Agreement shall be construed as being jointly prepared by the Parties.

21. **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.

22. **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.

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

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

BCOE:

AGENCY:

Dated: _____

Dated: _____

BUTTE COUNTY OFFICE OF EDUCATION

Signed By: _____

Signed By: _____

Print Name: Mary Sakuma

Print Name: Doug Williams

Title: Superintendent

Title: Superintendent

Exhibit "A"

The purpose of this Agreement is to create an integrated system of care by leveraging health and education to bring accessible mental health services into schools located within the Oroville Union High School District (District). This agreement is contingent upon Butte County Office of Education's (BCOE) contract with Feather River Tribal Health (FRTTH) for School Based Mental Health. This agreement will be automatically terminated if the contract with FRTTH is terminated.

DESCRIPTION OF SERVICES

Butte County Office of Education (BCOE) agrees to:

1. Assign the Advisors of School Based Mental Health and Wellness as the primary contact for this program.
 - a. Hire and place a licensed mental health clinician(s) (Clinician) at the following District school(s) (Placement Sites):
 - i. Oroville High School
 - ii. Las Plumas High School
2. Clinician(s) will work at the Placement Site full-time while school is in session in accordance with the District's calendar. Clinician responsibilities will be mapped against a Multi-Tiered System of Support (MTSS) framework.
 - a. Approximately 60 percent of a Clinician's time will be spent providing direct clinical mental health services to students (Tier 3).
 - i. Clinician (and additional members of a wellness team) will develop and implement a referral protocol if none currently exist. If one does currently exist, it will be reviewed and updated as necessary to include clinical services per FRTTH protocols.
 - b. The remainder, approximately 40%, of each Clinician's time will be spent in Tiers 1 and 2, as appropriate. The goal will be to help all adults understand their role in supporting child and adolescent healthy development, within the framework of MTSS.
 - i. Tier 1 support services may include activities such as student check-ins and supports, trainings, professional development of school site staff, and linkage to appropriate care including referral management and developing relationships with other critical stakeholders
 - ii. Time will also be allocated for Clinician's medical record documentation to ensure appropriate billing of services.
3. Provide resources and support to Placement Sites for the development of school-wide multi-tiered systems of support, including opportunities for site staff to attend training and professional development.
4. BCOE Clinicians will adhere to all established District/Placement site policies and procedures for safety planning and risk assessment. BCOE will align training on suicidality response protocols with OUHSD including screening practices and flow of referral. Additionally, BCOE will align training for threat assessment consistent with OUHSD policy and protocols.

5. Provide training, oversight of Clinicians and any other BCOE assigned interns. Clinicians and interns will remain under the supervision of BCOE. To the extent District has concerns regarding a Clinician or intern, District will bring such concerns to the attention of BCOE's Advisors[Director/Coordinator].

Coordinate with BCOE and Feather River Tribal Health (FRTH) regarding program reporting and funding requirements.

Oroville Union High School District (District) agrees to the following for each Placement Site:

1. Identify a primary point of contact for the program.
2. Provide a specified space/office for the Clinician(s) to work and meet with students. The space will accommodate uninterrupted, confidential sessions and internet accessibility.
3. Provide opportunities for Clinician(s) contribute to the development of MTSS systems of support throughout the school:
 - a. Coordination of Services Team (COST) .
 - b. Include Clinician(s) in staff meetings.
 - c. Family Engagement.
4. Provide documentation needed by BCOE for reporting, funding, and evaluation requirements.
5. District will inform BCOE Clinician(s) of relevant district/school policies and procedures.

CONFIDENTIALITY

The parties agree to comply with confidentiality laws related to educational and mental health services record, including the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). The parties will also comply with FRTH confidentiality policies and requirements related to mental health services provided hereunder.

1. Because BCOE is operating as an extension of FRTH, the mental health service records are protected under HIPAA and corresponding California laws.
 - a. BCOE will utilize HIPAA compliant consent forms to share information with school officials and other individuals as appropriate.
 - b. BCOE will inform District/Placement sites regarding BCOE established policies and procedures on HIPAA and relevant California laws to safeguard the confidentiality of the information in the mental health records.
 - c. FERPA and HIPPA – There is new guidance out by the state which provides some guidance on the intersection of FERPA and HIPPA. BCOE will follow all laws and regulations pertaining to both FERPA and HIPPA, including insuring Feather River Tribal Health consents include an ROI for vested educational partners.

Exhibit "B"

BCOE is the employer which means they will be responsible for employment-related costs for the Clinician(s) (e.g., salary, benefits, etc.). District will be responsible for facility-related expenses correlated with the placement of the clinician(s) at District site(s).

BCOE will invoice Oroville Union High School District at the conclusion of the 2026-27 school year for any remaining salary costs.

Offset of Insurance Reimbursements

The LEA agrees that any third-party insurance reimbursements, including Medi-Cal and private insurance, generated by BCOE Clinicians for services delivered to students at the LEA shall be applied as a credit toward the LEA's financial obligation for the cost of the Clinicians. Such reimbursements shall be deducted from the total invoiced amount for the applicable billing period.

Supporting Documents



[ICA Wendy Reynolds_Redacted](#)

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

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

CONTRACTOR FULL NAME	<u>Wendy K. Reynolds</u>		
TAX I.D. NUMBER	<div></div>		
SITE/DEPARTMENT	<u>District Office</u>	Is this an ASB Event?	<u>Yes</u>
SUBMITTED BY	<u>Wendy K. Reynolds</u>		
SIGNATURE	<u>Wendy K Reynolds</u>		
BOARD APPROVAL DATE	<u></u>		
REQ (P.O.) NUMBER	<u></u>		
BUDGET CODE	<u>Site budgets</u>		
AGREEMENT TOTAL AMOUNT	<u>3,195.75</u>		
DESCRIPTION OF SERVICE	<u>Assembly Speaker</u>		
TERM OF AGREEMENT	<u>April 17, 2026</u>		

<i>Dale Carey</i>	04/14/2026
Assistant Superintendent of Business	Date

Certificate of Insurance	No	Auto Insurance	
Expiration Date	04/10/2026	Expiration Date	

INDEPENDENT CONTRACTOR AGREEMENT FOR SPECIAL SERVICES

This Independent Contractor Agreement for Special Services ("Agreement") is made and entered into as of the 17th day of April, 2026, ("Effective Date") by and between the Oroville Union High School District ("District") and Wendy K. Reynolds ("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 04/17/2026, unless this Agreement is terminated and/or otherwise cancelled prior to that time. Should Contractor begin performing Services in advance of District's governing board approval or ratification of the Agreement, such Services are voluntarily performed at Contractor's risk.
3. **Submittal of Documents.** Contractor shall not commence the Services under this Agreement until Contractor has submitted and District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

<u> X </u>	Signed Agreement
<u> X </u>	Workers' Compensation Certification
<u> X </u>	Fingerprinting/Criminal Background Investigation Certification
<u> X </u>	Insurance Certificates and Endorsements
<u> X </u>	W-9 Form
<u> X </u>	TB Certification, IRAN Certification (If contract amount is over \$1,000,000)

4. **Compensation.** District agrees to pay Contractor for Services satisfactorily rendered pursuant to this Agreement a total fee not exceed 3,195.75 Dollars (\$3,195.75), 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. **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.
17. **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.

18. **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).
19. **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:
 - 19.1. All site visits shall be arranged through the District;
 - 19.2. 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;
 - 19.3. Contractor and/or Contractor's employees shall check in with the school office each day immediately upon arriving at the school site;
 - 19.4. Once at such location, Contractor and Contractor's employees shall not change locations without contacting the District;
 - 19.5. Contractor and Contractor's employees shall not use student restroom facilities; and
 - 19.6. 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.
20. **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.
21. **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:
 - 21.1. Requesting that District employee(s) evaluate Contractor and Contractor's employees and subconsultants and each of their performance.
 - 21.2. Announced and unannounced observance of Contractor, Contractor's employee(s), and/or subconsultant(s).
22. **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.
23. **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.

24. **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: dcarey@ouhsd.net
ATTN: DCarey

Contractor:

Wendy K. Reynolds, Attorney at Law

_____, CA _____
Fax: _____
Email: _____
ATTN: _____

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

25. **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.
26. **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.
27. **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.
28. **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.
29. **Assignment.** The obligations of Contractor pursuant to this Agreement shall not be assigned by Contractor.
30. **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.
31. **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.
32. **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.

33. **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.
34. **Calculation of Time.** For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.
35. **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.
36. **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.
37. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

[REMAINDER OF PAGE INTENTIONALLY BLANK]

38. **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: 04/14/2026

Date: 04/13/2026

Signature: Dale Carey

Signature: Wendy K. Reynolds

Print Name: Dale Carey

Print Name: Wendy K. Reynolds

Information regarding Contractor:

License No.: _____

Employer Identification and/or Social Security Number

Address:

Telephone:

Facsimile: _____

E-Mail:

Contractor's state of residence: CA

States in which Contractor is licensed to do business:
CA

Type of Business Entity:
Sole Proprietorship

If other: _____

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

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.

Exhibit A

Scope of Services

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

I will be speaking at assemblies for three high schools on April 17, 2026. The schools are Prospect, Oroville and Las Plumas.

Exhibit B

Hourly Billing Rates and/or Unit Prices

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

\$1,000 per speech plus a mileage fee of \$195.75 based on the federal rate of .725 per mile.

WORKERS' COMPENSATION CERTIFICATION

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

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

Check only one of the boxes below.

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

Date: 04/13/2026 I have checked one of the boxes above: Requirement Met

Name of Contractor: Wendy K. Reynolds

Representative's Name and Title: Wendy K. Reynolds, Attorney at Law

Signature: Wendy K. Reynolds

(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
Wendy K. Reynolds ("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.

• <u> </u> Date:	<u>04/13/2026</u>	I have checked one of the boxes above:	Requirement met
• <u> </u> Name of Contractor:	<u>Wendy K. Reynolds</u>		
• <u> </u> Signature:	<u>Wendy K. Reynolds</u>		
• <u> </u> Print Name and Title:	<u>Wendy K. Reynolds, Attorney at Law</u>		

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
Wendy K. Reynolds ("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.
- 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:	<u>04/13/2026</u>	I have checked one of the boxes above:	Requirement met
Contracting Party:	<u>Wendy K. Reynolds</u>		
Signature:	<u>Wendy K. Reynolds</u>		
Print Name:	<u>Wendy K. Reynolds</u>		
Title:	<u>Attorney at Law</u>		

[REMAINDER OF PAGE INTENTIONALLY BLANK]

ATTACHMENT "A"

Contracting Party's Personnel

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

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

END OF CERTIFICATION

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

PROJECT/CONTRACT NO.: _____ between the Oroville Union High School District ("District") and Wendy K. Reynolds, Attorney at Law ("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> Wendy K. Reynolds	<i>Federal ID Number (or n/a)</i> n/a
<i>By (Authorized Signature)</i> <u>Wendy K. Reynolds</u>	
<i>Printed Name and Title of Person Signing</i> Wendy K. Reynolds, Attorney at Law	<i>Date Executed</i> 04/10/2026

END OF CERTIFICATION

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

12. H. Independent Contractor Agreement - Steven Schenk, Wrestling Camp

Supporting Documents



[ICA-Steven.Schenk.Wrestling Camp](#)

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

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

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

CONTRACTOR FULL NAME	<u>Northern Select Wrestling</u>		
TAX I.D. NUMBER	<u>41-5206112 (EIN)</u>		
SITE/DEPARTMENT	<u>Las Plumas HS</u>	Is this an ASB Event?	<u>No</u>
SUBMITTED BY	<u>Steven Schenk</u>		
SIGNATURE	<u>Steven Schenk</u>		
BOARD APPROVAL DATE	_____		
REQ (P.O.) NUMBER	_____		
BUDGET CODE	<u>ASB</u>		
AGREEMENT TOTAL AMOUNT	<u>Portion of Revenue</u>		
DESCRIPTION OF SERVICE	<u>Wrestling camp</u>		
TERM OF AGREEMENT	<u>6/2026</u>		

<u>Dale Carey</u>	<u>05/11/2026</u>
Assistant Superintendent of Business	Date

Please Attach Insurance Certificates:

Certificate of Insurance	Yes	Auto Insurance	No
Expiration Date	<u>09/01/2026</u>	Expiration Date	_____

INDEPENDENT CONTRACTOR AGREEMENT FOR SPECIAL SERVICES

This Independent Contractor Agreement for Special Services ("Agreement") is made and entered into as of the 11 day of May, 2026, ("Effective Date") by and between the Oroville Union High School District ("District") and Northern Select Wrestling ("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 06/20/2026, unless this Agreement is terminated and/or otherwise cancelled prior to that time. Should Contractor begin performing Services in advance of District's governing board approval or ratification of the Agreement, such Services are voluntarily performed at Contractor's risk.
3. **Submittal of Documents.** Contractor shall not commence the Services under this Agreement until Contractor has submitted and District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

<u> X </u>	Signed Agreement
<u> X </u>	Workers' Compensation Certification
<u> X </u>	Fingerprinting/Criminal Background Investigation Certification
<u> X </u>	Insurance Certificates and Endorsements
<u> X </u>	W-9 Form
<u> X </u>	TB Certification, IRAN Certification (If contract amount is over \$1,000,000)

4. **Compensation.** District agrees to pay Contractor for Services satisfactorily rendered pursuant to this Agreement a total fee not exceed 0 Dollars (\$0), 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. **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.
17. **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.

18. **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).
19. **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:
- 19.1. All site visits shall be arranged through the District;
 - 19.2. 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;
 - 19.3. Contractor and/or Contractor's employees shall check in with the school office each day immediately upon arriving at the school site;
 - 19.4. Once at such location, Contractor and Contractor's employees shall not change locations without contacting the District;
 - 19.5. Contractor and Contractor's employees shall not use student restroom facilities; and
 - 19.6. 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.
20. **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.
21. **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:
- 21.1. Requesting that District employee(s) evaluate Contractor and Contractor's employees and subconsultants and each of their performance.
 - 21.2. Announced and unannounced observance of Contractor, Contractor's employee(s), and/or subconsultant(s).
22. **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.
23. **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.

24. **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: dcarey@ouhsd.net
ATTN: Dale Carey

Contractor:

Northern Select Wrestling
6849 W Waverly Ave
Redding, CA 96001
Fax: _____
Email: coach@northernselectwrestling.com
ATTN: Steven Schenk

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.

25. **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.
26. **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.
27. **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.
28. **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.
29. **Assignment.** The obligations of Contractor pursuant to this Agreement shall not be assigned by Contractor.
30. **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.
31. **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.
32. **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.

33. **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.
34. **Calculation of Time.** For the purposes of this Agreement, "days" refers to calendar days unless otherwise specified.
35. **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.
36. **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.
37. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

[REMAINDER OF PAGE INTENTIONALLY BLANK]

38. **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: 05/11/2026

Date: 05/11/2026

Signature: Dale Carey

Signature: Steven Schenk

Print Name: Dale Carey

Print Name: Steven Schenk

Information regarding Contractor:

License No.: _____

Employer Identification and/or Social Security Number

Address: 6849 W Waverly Ave

41-5206112 (EIN)

Redding, CA 96001

Telephone: 716-361-1191

Facsimile: _____

E-Mail: coach@northernselectwrestling.com

Contractor's state of residence: CA

States in which Contractor is licensed to do business:
CA

Type of Business Entity:
Nonprofit

If other: _____

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

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.

Exhibit A

Scope of Services

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

Operate a 2 day wrestling camp:

- Assist with marketing
- Manage all camper registrations
- Plan all sessions
- Implement 4 sessions
- Basic wrestling instruction
- Live wrestling
- Fun games and activities
- Mental and strategic approach to the sport
- Communicate with families and coaches prior to camp

Exhibit B

Hourly Billing Rates and/or Unit Prices

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

Northern Select Wrestling is not charging the school, the district, or the wrestling program for this service. Individual campers will pay a fee as a part of the registration process. A portion of that fee (\$20 per camper) will be issued to the Wrestling Team upon completion of the camp.

WORKERS' COMPENSATION CERTIFICATION

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

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

Check only one of the boxes below.

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

Date: 05/11/2026

I have checked one of the boxes above:

Requirement Met

Name of Contractor: Northern Select Wrestling

Representative's Name and Title: Steven Schenk - Coach

Signature: Steven Schenk

(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
Northern Select Wrestling ("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. Steven Schenk
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.

• <u> </u> Date:	<u>05/11/2026</u>	I have checked one of the boxes above:	<u> </u> Requirement met
• <u> </u> Name of Contractor:	<u>Northern Select Wrestling</u>		
• <u> </u> Signature:	<u>Steven Schenk</u>		
• <u> </u> Print Name and Title:	<u>Steven Schenk - Coach</u>		

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
Northern Select Wrestling ("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.
- ☒ 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:	<u>05/11/2026</u>	I have checked one of the boxes above:	Requirement met
Contracting Party:	<u>Northern Select Wrestling</u>		
Signature:	<u>Steven Schenk</u>		
Print Name:	<u>Steven Schenk</u>		
Title:	<u>Coach</u>		

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ATTACHMENT "A"

Contracting Party's Personnel

Name/Company: Steven Schenk

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

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

END OF CERTIFICATION

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.

Supporting Documents



[Agreement w. Practi-cal](#)

SCHOOL-BASED MEDICAL BILLING & DOCUMENTATION AGREEMENT BETWEEN OROVILLE UNION HIGH SCHOOL DISTRICT AND PRACTI-CAL, INC.

WHEREAS, the **OROVILLE UNION HIGH SCHOOL DISTRICT** (hereinafter referred to as "DISTRICT") desires to contract for school-based medical billing services, documentation services, and/or related software access and support; and

WHEREAS, PRACTI-CAL, INC., (hereinafter referred to as "PRACTI-CAL") is willing to provide such services and software access subject to the terms of this AGREEMENT.

NOW, THEREFORE, in consideration of the mutual covenants, agreements, and definitions contained herein, the parties hereto agree as follows:

1. Definitions

- 1.1 "PRACTI-CAL" means PRACTI-CAL, INC., a California corporation. When used in the context of the performance of tasks, PRACTI-CAL includes its authorized employees, contractors, subcontractors, and designees performing duties in connection with this AGREEMENT, provided all such persons are bound by confidentiality and data protection obligations at least as protective as those set forth herein.
- 1.2 "DISTRICT" means the independent public school district, county office of education, Office of the County Superintendent of Schools, Special Education Local Plan Area, charter school, or community college district identified on the signature page.
- 1.3 "AGREEMENT" means this School-Based Medical Billing & Documentation Agreement, together with all exhibits (including but not limited to exhibits A and B attached hereto), schedules, addenda, and written amendments executed by the parties.
- 1.4 "SOFTWARE" means PRACTI-CAL's web-based software, tools, modules, workflows, forms, reports, interfaces, and related documentation made available under this AGREEMENT, including those originating from third party licensing parties or platforms, and any approved updates, enhancements, and added or integrated features provided by PRACTI-CAL during the term.
- 1.5 "DISTRICT DATA" means all data, files, records, reports, student information, protected health information, education records, and other information submitted to, stored in, or processed through the SOFTWARE by or on behalf of DISTRICT in connection with this AGREEMENT.
- 1.6 "CLAIMS" means reimbursement claims, submissions, supporting records, and related documentation prepared, processed, transmitted, corrected, or resubmitted through PRACTI-CAL's SOFTWARE or services in connection with school-based billing programs.

- 1.7 "CRCS" means the Cost and Reimbursement Comparison Schedule, together with any related forms, instructions, guidance, and reporting requirements issued by the California Department of Health Care Services (DHCS) in connection with the Local Educational Agency Medi-Cal Billing Option Program, as the same may be amended, replaced, supplemented, or renamed from time to time.
- 1.8 "LEA" means a Local Educational Agency participating, or seeking to participate, in the applicable school-based Medi-Cal billing and reimbursement program, including, as applicable under California law and program requirements, a school district, county office of education, community college district, charter school, special education local plan area, state special school, or other eligible public educational entity or governing body authorized to participate in such program.
- 1.9 "PAYER" means any governmental or third-party reimbursement source, payor, health plan, managed care plan, claims administrator, fiscal intermediary, or other entity responsible for receiving, processing, reviewing, adjudicating, coordinating, auditing, or reimbursing claims or encounter data submitted in connection with services documented, billed, or supported under this AGREEMENT, including Medi-Cal and any Medi-Cal managed care plan.

2. Commencement, Amendment, Renewal, Suspension, and Termination

- 2.1 The parties hereby enter into this AGREEMENT for an initial term of **three (3) years** beginning on **07/01/26**, unless earlier terminated as provided herein. Any extension or renewal of this AGREEMENT shall require a written renewal agreement or addendum executed by both parties.
- 2.2 This AGREEMENT may be amended only by the following methods, unless otherwise agreed in writing:
- (1) By a written instrument executed by both parties; and
 - (2) This AGREEMENT shall become subject to amendment in the event of any legislative, executive, judicial, or regulatory action, any court decision, any change in applicable law, regulatory guidance, payer requirements, or program rules, which, in the judgment of PRACTI-CAL, prohibits, modifies, conflicts with, overrides, or otherwise affects any services, provisions, or actions contemplated by this AGREEMENT. To the extent reasonably necessary in PRACTI-CAL's judgment to address any such change, PRACTI-CAL may amend operational procedures, security requirements, support processes, compliance requirements, software-related provisions, and exhibit details under this AGREEMENT; provided, however, that PRACTI-CAL shall endeavor to limit any such amendment to the extent reasonably necessary and, to the extent practicable, in a manner that does not materially diminish the core services purchased by DISTRICT absent the parties' further written agreement.
- 2.3 This AGREEMENT may be terminated by PRACTI-CAL in the event of any legislative, executive, judicial holdings, or regulatory action which, in the judgment of PRACTI-CAL, prohibits the expenditure of federal and/or state funds for the services or actions contemplated under this AGREEMENT or otherwise makes it impossible or impracticable for either party to receive the benefit of the bargain.
- 2.4 Either party may terminate this AGREEMENT without cause upon not less than **180** days' prior written notice to the other party before the end of the then-current term or renewal term.

- 2.5 Either party may terminate this AGREEMENT for cause if the other party materially breaches this AGREEMENT and fails to cure such breach within thirty (30) days after written notice describing the breach in reasonable detail, except that breaches involving unauthorized disclosure of DISTRICT DATA, misuse of confidential information, or unlawful use of the SOFTWARE may be subject to immediate suspension and, if not promptly cured upon notice, immediate termination.
- 2.6 PRACTI-CAL may suspend access to the SOFTWARE, in whole or in part, upon written notice if DISTRICT materially misuses the SOFTWARE, materially impairs the security or integrity of the SOFTWARE, or instructs PRACTI-CAL to take actions PRACTI-CAL reasonably believes would violate applicable law or payer requirements. PRACTI-CAL shall use commercially reasonable efforts to limit any suspension to the affected services and to restore access promptly after the underlying issue is cured.
- 2.7 Termination or expiration of this AGREEMENT shall not relieve DISTRICT of payment obligations accrued before the effective date of termination, nor shall it affect any provision that by its nature is intended to survive, including provisions regarding payment, confidentiality, data protection, ownership, indemnity, limitations of liability, and dispute resolution.

3. PRACTI-CAL Responsibilities

PRACTI-CAL is responsible for the duties specified in Exhibit A, incorporated by reference hereto, as provided to DISTRICT by internal staff, subcontractor, agent, or designee. PRACTI-CAL shall perform its services in a professional and commercially reasonable manner consistent with applicable law and industry practice for similar services. PRACTI-CAL does not, however, guarantee reimbursement amounts, claim acceptance, audit outcomes, eligibility determinations made by third parties, or uninterrupted operation of third-party networks or public internet services.

4. DISTRICT Responsibilities

DISTRICT is responsible for the duties specified in Exhibit B and for the accuracy, completeness, legality, and timeliness of the information, permissions, records, and instructions it provides to PRACTI-CAL.

5. Fees for Services

- 5.1 In consideration for all services rendered pursuant to this AGREEMENT, DISTRICT shall pay PRACTI-CAL an annual fee for access to the SOFTWARE, program-related support, training resources, and electronic claims processing. Fees for the first annual period are set forth in paragraph 5.4 below.
- 5.2 Based on eligible participation, Local Educational Agencies (LEA) may be eligible for program reimbursement based on the then-current Cost Reimbursement and Comparison Schedule (CRCS) report, as amended from time to time. Where eligible, LEA Reimbursement shall be based on the most recent year's CRCS report in determining the following year's reimbursement amount, in compliance with federal requirements.
- 5.3 PRACTI-CAL Fees for each renewal period may be adjusted by PRACTI-CAL to reflect changes in DISTRICT annual Program Valuation, as determined by changes under the CRCS report, *Worksheet A Summary, Total Medi-Cal Maximum Reimbursable Cost* row, changes in scope, add-on services selected by DISTRICT, changes required by applicable law or payer requirements, and/or changes in the cost of providing services to DISTRICT.

5.4 DISTRICT may choose to pay the current year's fee in one of the following periodic methods:

- (1) **When Paid Annually = \$26,014**
- (2) **When Paid Quarterly = \$7,024 (\$28,095 annually)**
- (3) **When Paid Monthly = \$2,341 (\$28,095 annually)**

Optional Services & Add-ons

- (1) Electronic Insurance Management & Consent Module Access: **\$1,500 annually**
- (2) **Third-Party Software Service/Claims Import (e.g., SIS, CRM, EHR): One-time setup fee of \$5,000 to configure data intake, mapping, validation rules, and claim-ready formatting for service records originating from systems not provided by PRACTI-CAL**

5.5 PRACTI-CAL reserves the right to collect all fees and charges accrued or owed for any period preceding the effective date of termination, and any fees for services, access, support, or committed billing periods already invoiced or earned before such effective date shall remain due and payable notwithstanding termination.

5.6 PRACTI-CAL shall invoice DISTRICT in accordance with the payment frequency selected above, unless otherwise stated in a written addendum or renewal agreement. Each invoice shall be due within thirty (30) days after the invoice date. Any amount not paid by the forty-fifth (45th) day after the invoice date shall be deemed overdue.

5.7 If any undisputed invoice balance remains unpaid after the forty-fifth (45th) day following the invoice date, then DISTRICT acknowledges that PRACTI-CAL will incur administrative and collection costs, internal personnel costs, cash-flow disruption, loss of use of funds, delayed ability to pay operating expenses, delayed ability to maintain, improve, and expand its software and related services, and other damages that would be impracticable or extremely difficult to ascertain with precision at the time this AGREEMENT is made. Accordingly, beginning on the forty-fifth (45th) day after the invoice date, any undisputed overdue invoice balance shall incur a late charge equal to the lesser of one and one-half percent (1.5%) per month, prorated on a per diem basis, calculated on the overdue balance, or the maximum amount permitted by applicable law, until paid in full. The parties agree that this late charge is a reasonable estimate of the damages likely to be incurred by PRACTI-CAL as a result of late payment and is not intended as a penalty.

5.8 DISTRICT shall notify PRACTI-CAL in writing of any good-faith dispute as to an invoice within fifteen (15) days after receipt of the invoice, identifying the specific amount disputed and the basis therefor, and late charges shall not accrue on any portion timely disputed in good faith unless and until the parties resolve the dispute and determine that such disputed amount is payable, or a court or arbitrator of competent jurisdiction determines that such disputed amount is payable.

6. Events of Default

Upon the occurrence of an event of default by either party, the non-defaulting party may exercise any rights or remedies available, up to and including termination, under this AGREEMENT or applicable law, subject to any applicable notice and cure periods. The following each constitute an event of default:

- 6.1 DISTRICT fails to make any undisputed payment when due and does not cure such delinquency within thirty (30) days after written notice to DISTRICT.
- 6.2 DISTRICT materially breaches any covenant, representation, warranty, confidentiality obligation, data protection obligation, license restriction, or other material obligation under this AGREEMENT and fails to cure within thirty (30) days after written notice, or sooner, as stated in notice, if the nature of the breach requires more immediate action.
- 6.3 PRACTI-CAL materially breaches any covenant, representation, warranty, confidentiality obligation, or other material obligation under this AGREEMENT and fails to cure within thirty (30) days after written notice from the DISTRICT to PRACTI-CAL.
- 6.4 Either party becomes insolvent, makes a general assignment for the benefit of creditors, admits in writing its inability to pay debts as they become due, or has a receiver, trustee, or similar custodian appointed for a substantial portion of its assets that is not discharged within sixty (60) days.

7. Errors and Omissions

- 7.1 No accidental errors or omissions by either party shall relieve the other party of its responsibilities under this AGREEMENT, provided such errors or omissions are reported promptly in writing after discovery and the parties cooperate in good faith to correct them.
- 7.2 Each party shall maintain commercially reasonable internal controls and review procedures designed to reduce processing, documentation, and reporting errors within the scope of its responsibilities under this AGREEMENT, including but not limited to the purposes of avoiding inaccurate or incomplete district-entered service data, missed documentation or reporting deadlines, claim submission problems caused by incorrect source information, and audit issues caused by poor recordkeeping or review procedures.

8. Confidentiality, Student Data, and Security

- 8.1 Confidentiality and Permitted Use: Each party may receive confidential, proprietary, personally identifiable, protected, or other non-public information from the other party in connection with this AGREEMENT. Each party shall keep such information confidential, use it only for purposes of performing this AGREEMENT, and disclose it only to its employees, contractors, or agents who have a legitimate need to know and who are bound by confidentiality obligations at least as protective as those contained herein. The confidentiality provisions herein shall continue even after this AGREEMENT has expired or been terminated for any reason.
- 8.2 DISTRICT Data Ownership and Control: As between the parties, DISTRICT DATA, including pupil records, education records, and protected health information provided by or on behalf of DISTRICT, remains the property of and under the control of DISTRICT. PRACTI-CAL may access, use, host, process, transmit, store, back up, and maintain DISTRICT DATA only as necessary to perform this AGREEMENT, comply with applicable law, support claims, audits, record retention, security, and related operational requirements. PRACTI-CAL shall not sell DISTRICT DATA, use it for targeted advertising, or use it for any purpose not authorized by this AGREEMENT or applicable law.
- 8.3 Security and Incident Notice: DISTRICT shall be responsible for obtaining any consents, notices, or authorizations required for DISTRICT's collection, disclosure, and use of DISTRICT DATA under applicable law and shall use commercially reasonable efforts to safeguard user

names, passwords, access credentials, and other security controls for the SOFTWARE and shall be responsible for the acts and omissions of its authorized users and for access using DISTRICT-controlled credentials. PRACTI-CAL shall maintain reasonable administrative, technical, and physical safeguards designed to protect DISTRICT DATA from unauthorized access, use, or disclosure. PRACTI-CAL shall notify DISTRICT without unreasonable delay after discovering any actual unauthorized access to or disclosure of DISTRICT DATA in PRACTI-CAL's possession or control where notice is required by applicable law, and shall reasonably cooperate with DISTRICT in responding to such incident, but shall not provide direct notice to parents, pupils or third parties without first consulting DISTRICT. PRACTI-CAL is not responsible for incidents caused by DISTRICT, third parties not under PRACTI-CAL's reasonable control, or misuse of DISTRICT-controlled credentials, except to the extent caused by PRACTI-CAL's own material breach, gross negligence, or willful misconduct.

- 8.4 Subcontractors; Access; Return or Retention of Data: PRACTI-CAL may use subcontractors or service providers in connection with this AGREEMENT, provided they are bound by written obligations materially consistent with this Section. During the term of this AGREEMENT, DISTRICT DATA shall be made reasonably available to authorized DISTRICT personnel through the SOFTWARE or other reasonable means. Upon expiration or termination of this AGREEMENT, and upon DISTRICT's written request, PRACTI-CAL shall return or securely destroy DISTRICT DATA to the extent reasonably feasible, except to the extent retention is required or permitted by applicable law, audit requirements, payer requirements, claims administration, backup or archival practices, litigation hold obligations, or record-retention requirements. Any retained DISTRICT DATA shall remain subject to the confidentiality and security obligations of this AGREEMENT.

9. Representations and Warranties

- 9.1 DISTRICT represents and warrants that this AGREEMENT is executed with full knowledge and understanding of its terms by a person duly authorized to bind DISTRICT.
- 9.2 DISTRICT represents and warrants that all information and records provided or otherwise supplied to PRACTI-CAL or its designee shall, to the best of DISTRICT's knowledge and belief, be true, accurate, complete, lawfully obtained, including any required consents, provider credentials, physician orders, service records, or other authorizations necessary for billing, documentation, submission, and audit support.
- 9.3 DISTRICT represents and warrants that the filing of CLAIMS through PRACTI-CAL pursuant to this AGREEMENT will not knowingly violate applicable law or any contract binding on DISTRICT, and that neither DISTRICT nor its employees shall knowingly submit duplicative claims for the same services outside of PRACTI-CAL during the term without prior written notice to PRACTI-CAL.
- 9.4 PRACTI-CAL represents and warrants that it has the authority to enter into this AGREEMENT and to provide the SOFTWARE and services contemplated herein.
- 9.5 Except as expressly set forth in this AGREEMENT, the SOFTWARE and services are provided on an "as available" basis. PRACTI-CAL does not warrant that the SOFTWARE will be uninterrupted or error free at all times, or that use of the SOFTWARE will guarantee reimbursement, compliance outcomes, or audit results. PRACTI-CAL disclaims any implied

warranties of merchantability, fitness for a particular purpose, title, and non-infringement to the maximum extent permitted by law.

10. Ownership of Products, Intellectual Property, and License

- 10.1 As between the parties, DISTRICT retains all right, title, and interest in and to DISTRICT DATA and pupil records, and PRACTI-CAL retains all right, title, and interest in and to the SOFTWARE, all related source code, object code, interfaces, forms, templates, workflows, methodologies, trade secrets, know-how, documentation, reports, and all improvements, modifications, and derivative works thereof, whether developed before, during, or after the term of this AGREEMENT, excluding DISTRICT DATA.
- 10.2 Subject to DISTRICT's timely payment and compliance with this AGREEMENT, PRACTI-CAL grants DISTRICT a limited, non-exclusive, non-transferable, non-sublicensable right during the term to access and use the SOFTWARE solely for DISTRICT's internal school program administration, documentation, billing, and compliance purposes.
- 10.3 DISTRICT shall not, and shall not permit any third party to, copy, modify, reverse engineer, decompile, disassemble, create derivative works from, sell, lease, distribute, or make the SOFTWARE available to any person other than authorized DISTRICT users, except to the extent expressly permitted by law notwithstanding this restriction.
- 10.4 Nothing in this AGREEMENT transfers any ownership interest in PRACTI-CAL's intellectual property, and all rights not expressly granted are reserved by PRACTI-CAL.

11. Remedies, Notices, Venue, Dispute Resolution, and Arbitration

- 11.1 The parties acknowledge that a breach of confidentiality, data protection, license restrictions, or intellectual property obligations may cause irreparable harm for which monetary damages may be inadequate. In the event of such a breach or threatened breach, the non-breaching party may seek preliminary or permanent injunctive relief in addition to any other available remedy.
- 11.2 Before initiating formal legal proceedings, authorized representatives of the parties shall use good-faith efforts to discuss and resolve any dispute arising out of this AGREEMENT. If the dispute is not resolved within thirty (30) days after written notice of the dispute, either party may pursue any rights or remedies available under this AGREEMENT or applicable law.
- 11.3 All notices required by or relating to this AGREEMENT shall be in writing and shall be deemed given when delivered personally, sent by nationally recognized overnight courier, sent by certified mail return receipt requested, or transmitted by email with confirmation of successful transmission and receipt by the other party, in each case to the recipient's most recent address or email address designated in writing.

NOTICES TO PRACTI-CAL shall be sent to the following email address: lea@practi-cal.com,
or Mailing Address: **Practi-Cal, Inc. PO Box 1016, West Sacramento, CA 95691.**

- 11.4 This AGREEMENT shall be governed by the laws of the State of California, without regard to conflict of law principles. Subject to any mandatory venue requirements applicable to a public agency, the parties consent to venue in the state or federal courts located in Yolo County, California.

11.5 In any action or proceeding arising out of or relating to this AGREEMENT, including any action or proceeding to enforce or interpret this AGREEMENT or to enforce any judgment, the prevailing party shall be entitled to recover its reasonable attorneys' fees and costs, including fees and costs incurred before trial, at trial, on appeal, in arbitration, and in any post-judgment or judgment-enforcement proceeding, to the extent permitted by applicable law.

11.6 **ARBITRATION OF DISPUTES:** Any dispute, claim, or controversy arising out of or relating to this AGREEMENT, or the breach, termination, enforcement, interpretation, or validity thereof, shall be resolved by binding arbitration. The arbitration shall be administered by JAMS or, if JAMS is unavailable, by another mutually agreed arbitration provider, under its applicable commercial arbitration rules, except as modified herein. The arbitration shall be conducted before a single neutral arbitrator. The place of arbitration shall be Yolo County, California. Judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction. The arbitrator shall have authority to award any remedy or relief available under applicable law or this AGREEMENT, including injunctive relief and an award of attorneys' fees and costs to the prevailing party in accordance with Section 11.5. Nothing in this section prevents either party from seeking temporary, preliminary, or permanent injunctive relief in a court of competent jurisdiction to protect confidential information, intellectual property, data security, or other rights requiring immediate equitable relief.

12. Liability, Insurance, Indemnity, and No Personal Liability

12.1 During the term, each party shall maintain commercially reasonable insurance coverage appropriate to its business and obligations under this AGREEMENT. Upon reasonable written request, each party shall provide evidence of insurance customarily maintained for similar services, including applicable errors and omissions/professional liability.

12.2 PRACTI-CAL shall defend, indemnify, and hold harmless DISTRICT from and against third-party claims, damages, liabilities, judgments, and reasonable out-of-pocket costs arising directly from PRACTI-CAL's gross negligence, willful misconduct, or material breach of its confidentiality or data protection obligations under this AGREEMENT, except to the extent caused by DISTRICT, its users, or information supplied by DISTRICT.

12.3 To the extent permitted by law, DISTRICT shall defend, indemnify, and hold harmless PRACTI-CAL from and against third-party claims, damages, liabilities, judgments, and reasonable out-of-pocket costs arising directly from DISTRICT's gross negligence, willful misconduct, material breach of this AGREEMENT, inaccurate or unlawfully supplied DISTRICT DATA, failure to obtain required consents or authorizations, or claims submissions directed or approved by DISTRICT that violate applicable law or payer requirements.

12.4 EXCEPT FOR: (A) A PARTY'S GROSS NEGLIGENCE OR WILLFUL MISCONDUCT; (B) DISTRICT'S PAYMENT OBLIGATIONS; (C) A PARTY'S INDEMNIFICATION OBLIGATIONS; NEITHER PARTY SHALL BE LIABLE FOR ANY INDIRECT, INCIDENTAL, SPECIAL, EXEMPLARY, PUNITIVE, OR CONSEQUENTIAL DAMAGES, INCLUDING LOST PROFITS, LOST REVENUE, LOSS OF GOODWILL, OR LOSS OF ANTICIPATED REIMBURSEMENT.

12.5 EXCEPT FOR THE EXCLUDED MATTERS DESCRIBED IN SECTION 12.4, PRACTI-CAL'S AGGREGATE LIABILITY ARISING OUT OF OR RELATED TO THIS AGREEMENT SHALL NOT EXCEED THE TOTAL FEES PAID OR PAYABLE BY DISTRICT TO PRACTI-CAL UNDER

THIS AGREEMENT DURING THE TWELVE (12) MONTHS IMMEDIATELY PRECEDING THE EVENT GIVING RISE TO THE CLAIM.

12.6 DISTRICT'S SOLE RECOURSE UNDER THIS AGREEMENT SHALL BE AGAINST PRACTI-CAL, INC. AS THE CONTRACTING ENTITY. NO SHAREHOLDER, DIRECTOR, OFFICER, EMPLOYEE, AGENT, REPRESENTATIVE, CONSULTANT, AFFILIATE, OR SUBCONTRACTOR OF PRACTI-CAL SHALL HAVE ANY PERSONAL LIABILITY TO DISTRICT ARISING OUT OF OR RELATING TO THIS AGREEMENT.

13. Miscellaneous Provisions

13.1 The headings, titles, and subtitles in this AGREEMENT are inserted solely for convenience and shall not affect interpretation.

13.2 The parties are independent contractors. Nothing in this AGREEMENT creates any partnership, joint venture, fiduciary relationship, agency, or employment relationship between the parties.

13.3 Neither party may assign this AGREEMENT without the prior written consent of the other party, except that PRACTI-CAL may assign this AGREEMENT without DISTRICT's consent to an affiliate or in connection with a merger, acquisition, corporate reorganization, or sale of substantially all of its assets, provided the assignee assumes PRACTI-CAL's duties and obligations under this AGREEMENT.

13.4 Neither party shall be liable for any delay or failure in performance caused by events beyond its reasonable control, including acts of God, natural disasters, war, terrorism, labor disputes, internet or telecommunications failures, utility outages, governmental action, cyberattacks not caused by the affected party's breach of this AGREEMENT, or public health emergencies; provided the affected party uses commercially reasonable efforts to mitigate the impact and resume performance.

13.5 If any provision of this AGREEMENT is held to be invalid, illegal, or unenforceable, in whole or in part, such provision shall be enforced to the maximum extent permitted by applicable law, and the remaining provisions of this AGREEMENT shall remain in full force and effect. If any provision is held invalid, illegal, or unenforceable as applied to particular circumstances, it shall remain valid and enforceable in all other circumstances to the fullest extent permitted by law.

13.6 The waiver by either party of any breach or violation of any provision of this AGREEMENT shall not operate or be construed as a waiver of any subsequent breach or violation.

13.7 Because DISTRICT may be subject to public records laws, nothing in this AGREEMENT prevents DISTRICT from disclosing this AGREEMENT or other records as required by applicable law; provided, however, that DISTRICT shall use reasonable efforts, to the extent permitted by law, to notify PRACTI-CAL before disclosing PRACTI-CAL's information that is properly marked or identified as confidential.

13.8 This AGREEMENT may be executed in counterparts, each of which shall be deemed an original, and signatures exchanged electronically or in PDF format shall be deemed effective for all purposes.

13.9 This AGREEMENT, including all exhibits and written addenda, constitutes the entire agreement between the parties with respect to the subject matter hereof and supersedes all prior

or contemporaneous oral and written discussions, proposals, and understandings concerning that subject matter.

IN WITNESS WHEREOF, the parties hereto have caused this AGREEMENT to be duly executed as of the dates set forth below.

For the DISTRICT

By: _____

Name: _____

Title: _____

Date: _____

For PRACTI-CAL, INC.

By: _____

Name: _____

Title: _____

Date: _____

Exhibit A

PRACTI-CAL Responsibilities

- Provide access to our web-based HIPAA and FERPA compliant Electronic Health Records (EHR) claiming and special education service documentation system SpEdCare, including:
 - Health care plan writer
 - HIPAA compliant Telehealth module
 - Video IEP meeting module
 - CDE & Plan Implementation tracking and management for Medi-Cal & Non-Medi-Cal staff
 - Clinical documentation
 - Other approved modules, features or tools made available to DISTRICT during the term.
- Cost Reimbursement and Comparison Schedule preparation & submission
- Provide access to our data and task management system
- Provide financial and provider submission reports
- Assign an experienced consultant and administrative assistant for remote program support who will be available via: Phone, email, and/or live webinars
- Access to monthly newsletter with program updates
- Provide Program Check-Up virtual meetings
- Automated submission reminders for mandated reports
- Practitioner Trainings
 - Live customized webinar trainings (PC, Mobile device)
 - Recorded Trainings (PC, Mobile device)
- Live webinar annual planning and compliance meeting
- Live coordinator and business webinars to assist with program processes and Compliance
- Process and transmit claims resulting from services entered in SpEdCare
- Process the following uploaded paper claims:
 - Contracted providers
 - Transportation logs
 - Vision & Hearing Screens
- Process student data for the purposes of Medi-Cal eligibility
- Follow-up on denied Medi-Cal claims and re-file claims when appropriate
- Maintain secure digital copies of district submitted claims, forms, documents, progress/case notes, etc. for the purposes of audit support.
- Provide periodic visual program performance reports to district leadership

Exhibit B

DISTRICT Responsibilities

- Assign a district coordinator, with enough staff hours to:
 - Ensure maximum program participation.
 - Complete PRACTI-CAL's annual Compliance Certification
 - Attend monthly Program Check-in meetings with PRACTI-CAL
 - Review all released announcements in SpEdCare.
 - Provide RMTS coding results and TSP lists for the purposes of completing CRCS
 - Respond timely to data or information requests by DHCS, Conduent and PRACTI-CAL
 - Maintain RMTS Code 2A documentation as required by DHCS
 - Encourage practitioners to timely record services using PRACTI-CAL's online software
 - Timely provide PRACTI-CAL with the required data elements to complete the following:
 - Cost Reimbursement and Comparison Schedule (Refer to section 5.1)
 - Annual Report
 - Provider Participation Agreement (new provider or evergreen year)
 - Data Use Agreement
 - Complete PRACTI-CAL's LEA Billing Coordinator training program, to ensure coordinators understand the responsibilities of the role of coordinator, compliance requirements and using SpEdCare.
- Maintain service documentation related to reimbursed services and RMTS moments
- Enter all services related to medical billing and plan implementation into SpEdCare.
- Ensure DHCS, CMS, and Managed Care Plan compliance standards are met
- Provide to PRACTI-CAL:
 - Quarterly Certified TSP list from Cost Pool 1
 - Periodic student database and special education service files
 - Copy of signed Physician-Based Standards for Speech-Pathology
- Maintain active and approved LEA Billing Option provider status with DHCS
- Maintain active participation in the Random Moment Time Sampling (RMTS) program
- Provide PRACTI-CAL OHC / TPL providers when needed for the purpose of submitting reimbursable claims
- Update SpEdCare for students whose Parental Consent has been denied

12. K. Approval of Donations to LPHS Athletics and ASB Clubs

Supporting Documents



[4.13.26 Board Items for May.Athletics](#)



[4.13.26 Board Agenda Items May.ASB](#)



Las Plumas High School

Memorandum

DATE: April 9, 2026
TO: Mr. Doug Williams and the OUHSD Board of Trustees
FROM: Shanna Lee, Principal
SUBJECT: Donation to Las Plumas High School Athletics

Table Mountain Women's Golf Club donated a \$250 check to our Golf program.

Elizabeth Robertson donated \$14 to our Girls Soccer program.

Kristen McKillop and Ryan J. McKillop donated a \$200 check to our Track and Field program.

RCBS Precisioneered Reloading donated a \$500 check to our Softball program.

Brad and Tiffani Akers donated a \$100 check to our Cheerleading program.

Shanna Lee

Las Plumas High School
2380 Las Plumas Avenue
Oroville, CA 95966
(530) 538-2310 - ext. 2504

Las Plumas High School
2380 Las Plumas Avenue
Oroville, CA 95966
(530) 538-2310 - ext. 2504

Las Plumas High School
2380 Las Plumas Avenue
Oroville, CA 95966
(530) 538-2310 - ext. 2504

Account	Amount
Girls Soccer	\$14.00
SUBTOTAL	\$14.00
TAX	\$0.00
TOTAL	\$14.00

SOLD TO: Robertson,
Elizabeth

FOR DONATION

CASH TENDERED \$14.00

CR 3/20/2026 1:51:41 PM
-37540

Home of the
Thunderbirds!

Account	Amount
Golf	\$250.00
SUBTOTAL	\$250.00
TAX	\$0.00
TOTAL	\$250.00

SOLD TO: Table Mountain
Women's Golf Club

FOR DONATION

CHECK #1332 - T \$250.00

Table
Mountain
Women's
Golf Club

CR-37533 3/20/2026

COPY

Account	Amount
Track & Field	\$200.00
SUBTOTAL	\$200.00
TAX	\$0.00
TOTAL	\$200.00

SOLD TO: McKillop, Kristen

FOR DONATION

CHECK #3151 - K \$200.00

Kristen
McKillop
and
Ryan J.
McKillop

CR-37730 4/2/2026

COPY

Las Plumas High School
2380 Las Plumas Avenue
Oroville, CA 95966
(530) 538-2310 - ext. 2504

Home of the
Thunderbirds!

Las Plumas High School
2380 Las Plumas Avenue
Oroville, CA 95966
(530) 538-2310 - ext. 2504

Home of the
Thunderbirds!

Account	Amount
Softball	\$500.00
SUBTOTAL	\$500.00
TAX	\$0.00
TOTAL	\$500.00

SOLD TO: RCBS Precisioneered
Reloading

FOR DONATION

CHECK #012068 \$500.00

RCBS
Precisioneered
Reloading

CR-37691 4/1/2026

COPY

Home of the
Thunderbirds!

Account	Amount
Cheerleaders	\$100.00
SUBTOTAL	\$100.00
TAX	\$0.00
TOTAL	\$100.00

SOLD TO: Brad Akers and
Tiffani Akers

FOR DONATION

CHECK #5016 - B \$100.00

Brad Akers
and
Tiffani
Akers

CR-37640 3/27/2026

COPY

Home of the
Thunderbirds!



Las Plumas High School

Memorandum

DATE: April 9, 2026
TO: Mr. Doug Williams and the OUHSD Board of Trustees
FROM: Shanna Lee, Principal
SUBJECT: Donation to Las Plumas High School Clubs

Better Deal Exchange donated a \$100 check to our Carpe Diem club.

Staff members of the 20/20 Club donated a combined \$400 to The Movement-Youth Christian Group.

Butte County Cattlewomen donated a \$100 check to our FFA program.

Fairbanks Paving Co./Aiken & Fairbanks, Inc. donated a \$150 check to our Carpe Diem club.

Shanna Lee

Las Plumas High School
2380 Las Plumas Avenue
Oroville, CA 95966
(530) 538-2310 - ext. 2504

Las Plumas High School
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Oroville, CA 95966
(530) 538-2310 - ext. 2504

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Oroville, CA 95966
(530) 538-2310 - ext. 2504

Las Plumas High School
2380 Las Plumas Avenue
Oroville, CA 95966
(530) 538-2310 - ext. 2504

Account	Amount
The Movement - Youth Christian Group	\$20.00

Account	Amount
The Movement - Youth Christian Group	\$340.00

Account	Amount
The Movement - Youth Christian Group	\$20.00

Account	Amount
The Movement - Youth Christian Group	\$20.00

SOLD TO: Scofield, Rita

SUBTOTAL	\$340.00
TAX	\$0.00
TOTAL	\$340.00

SUBTOTAL	\$20.00
TAX	\$0.00
TOTAL	\$20.00

SUBTOTAL	\$20.00
TAX	\$0.00
TOTAL	\$20.00

FOR 20/20 CLUB DONATION AND ANYARDS

SOLD TO: Scofield, Rita

SOLD TO: Scofield, Rita

SOLD TO: Scofield, Rita

CR #4498 \$31.46

FOR 20/20 CLUB DONATION

FOR 20/20 CLUB DONATION

FOR DONATION FROM THE 20/20 CLUB

CR-37398 3/12/2026

CASH TENDERED \$340.00

CASH TENDERED \$20.00

CASH TENDERED \$20.00

COPY

CR 3/12/2026 2:38:58 PM -37399

CR 3/12/2026 2:49:02 PM -37403

CR-37465 3/17/2026

COPY

Home of the Thunderbirds!

Home of the Thunderbirds!

Home of the Thunderbirds!

Home of the Thunderbirds!

Las Plumas High School
2380 Las Plumas Avenue
Oroville, CA 95966
(530) 538-2310 - ext. 2504

Las Plumas High School
2380 Las Plumas Avenue
Oroville, CA 95966
(530) 538-2310 - ext. 2504

Las Plumas High School
2380 Las Plumas Avenue
Oroville, CA 95966
(530) 538-2310 - ext. 2504

Account	Amount
Carpe Diem	\$100.00
SUBTOTAL	\$100.00
TAX	\$0.00
TOTAL	\$100.00

Account	Amount
Carpe Diem	\$150.00
SUBTOTAL	\$150.00
TAX	\$0.00
TOTAL	\$150.00

Account	Amount
Farm Fund	\$100.00
SUBTOTAL	\$100.00
TAX	\$0.00
TOTAL	\$100.00

SOLD TO: Better Deal Exchange

SOLD TO: Fairbanks Paving Co.

SOLD TO: Butte County Cattlewomen

FOR DONATION

FOR DONATION

FOR DONATION

CHECK #017994 - \$100.00
Better Deal Exchange
3/17/2026 1:26:01 PM
7463

CHECK #010997 - \$150.00
Fairbanks Paving Co. - Aiken & Fairbanks, Inc.
CR-37736 4/8/2026

CHECK #1397 - B \$100.00
Butte County Cattlewomen
CR-37696 4/1/2026

Home of the Thunderbirds!

CR-37736

COPY

COPY

12. L. Approval of Donations to OHS Athletics

Supporting Documents



[_OHS ATHLETICS DONATIONS](#)



April 14, 2026

Board of Directors

Subject: Donation to Track

Approval is requested for a donation made to the Track team. An anonymous patron has donated 260.00 following a sporting event.

Sincerely,
Amya Thomas
Student Storekeeper, OHS

A handwritten signature in blue ink, enclosed within a hand-drawn blue oval. The signature appears to be 'Amya'.



April 17, 2026

Board of Directors

Subject: Donation to Golf Fundraiser

Approval is requested for a donation made to the Golf team. The Table Mountain Women's Golf Club has donated \$250.00 following a fundraiser.

Sincerely,
Amya Thomas
Student Storekeeper, OHS

A handwritten signature in black ink, consisting of a stylized "A" followed by a cursive "T" and "H", all enclosed within a large, loopy oval.



April 21, 2026

Board of Directors

Subject: Donation to Cross Country Athletics

Approval is requested for a donation made to the Cross Country team. An anonymous donor has donated \$705.00 to the team.

Sincerely,
Amya Thomas
Student Storekeeper, OHS

A handwritten signature in blue ink, enclosed in a circular outline. The signature appears to be 'AT' or 'Amya Thomas' in a stylized, cursive script.

Supporting Documents



[_Math 1 Academic Support for board approval 3.19.26](#)

fFor Board Approval

Course Title: **Math 1 Academic Support**

Aeries Course #: tbd

CBEDS #: tbd

Course Length: One Year

Type of Credit(s): 5/semester

A-G Approved: tbd (modeled after an already approved course so it should be approved in a timely manner)

Approval Date: tbd

2+2 Credit: A

Dual Enrollment: NA

District
Certification:

Prerequisite: NA

Grade Level(s): 9

Primary
Textbook(s): NA

Supplemental
Materials: NA

Digital Resources: NA

Environment: Classroom-based

Honors: None

Subject: College-Preparatory Elective (G)

Discipline: Mathematics

Institution: Las Plumas High School (Oroville Union High School District)

Course Overview

Math 1 Academic Support is a full-year companion course designed to be taken concurrently with Math 1. The course provides targeted reinforcement, scaffolded instruction, and additional practice to help students develop the procedural fluency, conceptual understanding, and problem solving skills required for success in Math 1. Units are sequenced to directly align with the Math 1 curriculum, addressing foundational gaps while building confidence in equation solving, graphing, writing equations, systems, inequalities, exponents, functions, polynomials, and quadratic equations. Instruction emphasizes collaborative learning, error analysis, guided practice, and metacognitive strategies such as self-monitoring and reflection. Students are expected to show their reasoning, communicate mathematically, and make connections between multiple representations. This course does not replace Math 1 but provides essential academic support that strengthens student readiness and performance in Math 1 and prepares students for higher-level mathematics.

[Link to State Standards](#)

Board Approval Date: _____

12. N. Approval of New Dual Enrollment Course - LPHS Ag Mechanics I and II

Supporting Documents



[LPHS Dual Enroll Ag Mech I and II.pdf](#)



Las Plumas High School Memorandum

To: Oroville Union High School District Board of Trustees
From: Shanna Lee, Principal Las Plumas High School
Date: May 14, 2026
Re: Board Approval of Dual Enrollment Courses

I am requesting Board approval for the following new dual enrollment courses with Butte College:

- Las Plumas Ag Mechanics I dual enrolled with Butte College ITEC-55, Introduction to Industrial Trades
- Las Plumas Ag Mechanics II dual enrolled with Butte College AET-22, Natural Resources/Agri-Construction

These courses will allow students to earn both high school and college credit while gaining valuable career technical education experience.

Respectfully,

Shanna Lee

Course Title: **AGRICULTURAL MECHANICS I (831A)**

Aeries Course #:

CBEDS #: tbd

Course Length: One Year

Type of Credit(s): 5/semester

A-G Approved: yes

Approval Date: tbd

2+2 Credit:

Dual Enrollment: Yes - Butte College

ITEC-55 | Intro to Industrial Trades |

District Certification:

Prerequisite: NA

Grade Level(s): 9-12

Primary Textbook(s): NA

Supplemental Materials: NA

Digital Resources: NA

Environment: Classroom/shop

Honors: None

Subject: College-Preparatory Elective (G)

Discipline: Agriculture

Institution: Las Plumas High School (Oroville Union High School District)

Course Overview

Agricultural Mechanics I is the entry level course for the Agricultural Mechanics career path. The student is prepared for further experience and education by introducing the knowledge, skills, and attitudes associated with modern Agricultural Mechanics. Instructional units will include Oxy-fuel Welding & Cutting; Electric Welding Processes, Chains and Rope; Equipment Operation and Preventative Maintenance; Types of Engines; Agriculture Industry Employee/Employer Relations; Safety; Electrical Systems; Agricultural Structures; Record Keeping; Interpersonal Leadership Development; Supervised Agricultural Experience (SAE) Project; and Measurement, Tool Identification, Cold Metal, and Fabrication.

Course Title: **AGRICULTURAL MECHANICS II (832A)**

Aeries Course #:

CBEDS #: tbd

Course Length: One Year

Type of Credit(s): 5/semester

A-G Approved: yes

Approval Date: tbd

2+2 Credit:

Dual Enrollment: Yes - Butte College

AET-22 | Nat Res/Agri-Construct

District Certification:

Prerequisite: NA

Grade Level(s): 10-12

Primary Textbook(s): NA

Supplemental Materials: NA

Digital Resources: NA

Environment: Classroom/shop

Honors: None

Subject: College-Preparatory Elective (G)

Discipline: Agriculture

Institution: Las Plumas High School (Oroville Union High School District)

Course Overview

Prerequisite: Agricultural Mechanics I

Agricultural Mechanics II is the advanced level course for the Agricultural Mechanics career path. The student is prepared for further experience and education by refining the knowledge, skills, and attitudes associated with modern Agricultural Mechanics. Instructional units will include Oxy-fuel Welding & Cutting; Electric Welding Processes; Equipment Operation and Preventative Maintenance; Types of Engines; Agriculture Industry Employee/Employer Relations; Safety; Electrical Systems; Agricultural Structures; Record Keeping; Interpersonal Leadership Development; Supervised Agricultural Experience (SAE) Project; and Measurement, with an emphasis on Project Construction.

13. A. New Job Description and Salary Schedule, Director of Human Resources (Williams)

Quick Summary / Abstract

The proposed job description and salary schedule for the Director of Human Resources is being presented for Board review and approval to support the organizational and operational needs of the district. The position responsibilities and qualifications have been developed to align with current department functions and district priorities.

Recommend Approval

Supporting Documents



[_HR DIRECTOR JOB DESCRIPTION](#)



[_HR DIRECTOR SALARY SCHEDULE](#)

OROVILLE UNION HIGH SCHOOL DISTRICT

Job Description

JOB TITLE: DIRECTOR OF HUMAN RESOURCES

SALARY LEVEL:	Confidential/Sup Schedule	DIVISION:	Confidential
DEPARTMENT:	Human Resources	LOCATION:	District Office
REPORTS TO	Superintendent		
APPROVED BY:	Board of Trustees	DATE:	

SUMMARY: Under the administrative direction of the Superintendent, the Director of Human Resources plans, organizes, and administers the District's comprehensive Human Resources program. The Director serves as the District's primary resource for personnel administration and statutory compliance, and provides professional and technical support related to employment law, labor relations, workplace safety, and personnel governance. The Director of Human Resources is responsible for implementing and administering Board-approved policies, negotiated agreements, and applicable federal and state laws governing public school employment. The position supports District leadership by ensuring consistent, equitable, and legally compliant Human Resources practices while promoting organizational effectiveness, employee accountability, and continuity of operations.

REPRESENTATIVE DUTIES:

- Provides districtwide personnel consultative services; confers regularly with administrators and supervisors regarding staffing, employee performance, grievances, leave requests, and employee discipline to ensure consistent application of policy and practice.
- Administers a wide variety of personnel policies and programs, including orientation, contracts, and compensation-related processes, ensuring compliance with Board policy, negotiated agreements, and applicable laws.
- Supports the Superintendent in labor relations and collective bargaining activities, including preparation, documentation, contract administration, and implementation of negotiated agreements.
- Directs the annual production, distribution, and processing of wage documents, including contracts, wage notices, and letters of assurance, in accordance with Governing Board action.
- Directs districtwide compensation and benefits programs, including job classifications, salary placement, health benefits administration, and open enrollment processes.
- Prepares the Human Resources section and supporting documentation for the Governing Board agenda.
- Maintains and updates job descriptions for all personnel classifications; assists administrators with job description review and conducts comparable worth and salary survey analyses as appropriate.

- Advises administrators, managers, and supervisors on employment-related matters, including employee discipline, evaluation, grievances, and complaints.
- Performs confidential duties involving employer-employee relations, investigations, and personnel matters requiring discretion and professional judgment.
- Conducts and/or coordinates employee investigations and complaints; prepares written reports, findings, and documentation in accordance with due process requirements, including investigations conducted pursuant to Title IX and related regulations, as assigned by the District's Title IX Coordinator.
- Establishes and maintains effective working relationships with employees, administrators, bargaining unit leadership, outside agencies, and the public.
- Serves as Custodian of Records for employee background clearance and fingerprinting in accordance with legal requirements.
- Coordinates and monitors employment requirements, including credentials, licenses, certifications, assignments, and notifications.
- Oversees and administers the District's workers' compensation program, including claims coordination, investigations, injury reporting, and return-to-work processes in compliance with applicable laws.
- Directs and oversees employee leave programs, including FMLA, CFRA, workers' compensation leaves, and contractual leaves; ensures consistent application and legal compliance.
- Manages day-to-day Human Resources operational systems and procedures to ensure efficient and compliant processes.
- Directs districtwide recruitment, selection, hiring, and onboarding processes.
- Coordinates assignments, transfers, reductions in hours, and layoffs in consultation with District leadership.
- Maintains current knowledge of employment law, labor relations, and Human Resources best practices through professional development and participation in professional organizations.
- Monitors and supports employee evaluation processes, including improvement plans, to ensure compliance with policy, regulation, and due process requirements.
- Maintains governance of personnel and evaluation records to ensure compliance with retention, confidentiality, and due process requirements.
- Provide strategic guidance and support to staff and leadership to enable the effective fulfillment of their work responsibilities.
- Provide oversight, performance evaluation, and guidance to assigned Personnel Support Services staff.
- Oversees employee mandated training requirements, including compliance tracking, documentation, and reporting to ensure adherence to state and federal law.
- Directs and oversees the interactive process under ADA, FEHA, and related laws; evaluates accommodation requests and ensures legally compliant determinations.
- Coordinates employee investigations and works with legal counsel as appropriate.
- Serves as a member of the Superintendent's executive leadership team (Cabinet) and provides recommendations related to districtwide human resources strategy and compliance.
- Acts as the Superintendent's designee on assigned human resources and employment matters.
- Advise administrators, managers, and supervisors on personnel matters, employee relations, discipline, evaluations, and compliance issues.
- Serves as the District's designated administrator for workplace violence prevention, including coordination, implementation, and ongoing oversight of workplace violence

prevention procedures and plans in compliance with California law; supports incident response, documentation, and corrective actions as required.

- Develops, recommends, interprets, and administers Board Policies and Administrative Regulations related to Human Resources.
- Promotes consistent, equitable, and legally compliant application of personnel policies and practices across all sites and departments.
- Evaluates and improves Human Resources systems and processes to enhance efficiency, accuracy, and service delivery.

KNOWLEDGE OF:

- Principles, practices, and procedures of public-sector Human Resources administration, including personnel governance, compliance, risk management, and confidential employer-employee relations.
- Applicable federal and state laws and regulations, including the California Education Code, Title IX, ADA, FEHA, FMLA, CFRA, workers' compensation laws, Public Records Act requirements, and other statutes governing public school employment.
- Principles and practices of employee recruitment, selection, hiring, onboarding, classification, and compensation for certificated, classified, management, and confidential personnel.
- Labor relations principles and practices, including collective bargaining support, contract interpretation, administration, and implementation of negotiated
- Principles and practices of employee discipline, investigations, complaints, and due process, including preparation of investigative reports, findings, and documentation.
- Workers' compensation administration, including injury reporting, claims coordination, return-to-work practices, and regulatory compliance.
- Employee leave laws and regulations, including statutory and contractual leave administration and compliance requirements.
- Personnel recordkeeping, records retention, confidentiality, and disclosure requirements, including Public Records Act compliance.
- Basic research methods, data analysis, and report-writing techniques applicable to Human Resources administration.
- Modern office practices, procedures, and technology, including the use of computers, databases, and Human Resources information systems.
- Interpersonal skills, including tact, discretion, professionalism, patience, courtesy, and the ability to maintain confidentiality in sensitive matters.

ABILITY TO

- Exercise independent professional judgment in the administration of complex and sensitive Human Resources matters.
- Interpret, apply, and explain laws, regulations, Board policies, and administrative procedures related to personnel administration with sound judgment and consistency.
- Analyze complex personnel issues, assess risk, and develop effective, legally compliant courses of action.
- Conduct and coordinate employee investigations, including gathering facts, evaluating information, and preparing clear findings and documentation.
- Manage multiple priorities and deadlines in a dynamic environment involving confidential and high-risk matters.
- Communicate effectively, both orally and in writing, with the ability to prepare reports, findings, correspondence, and Board-related materials.

- Maintain the highest level of confidentiality and discretion in matters involving personnel records, investigations, and employer-employee relations.
- Establish and maintain effective working relationships with District leadership, employees, bargaining unit representatives, legal counsel, and outside agencies.
- Maintain accurate, complete, and legally compliant records and reports in accordance with District, state, and federal requirements.

EDUCATION AND EXPERIENCE: Bachelor's degree in Human Resources, Business Administration, Public Administration, or a related field is required. Five (5) years of increasingly responsible experience in Human Resources administration, preferably in a public education or public sector environment. A Master's degree is preferred. An equivalent combination of education and experience may be considered.

LICENSES: Valid California driver's license.

PHYSICAL DEMANDS:

The physical demands described are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, use hands to manipulate, handle or feel objects, tools, or controls; and talk or hear. The employee is frequently required to walk and reach with hands and arms. The employee is occasionally required to stand; climb or balance; and stoop, kneel, and crouch.

The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, and the ability to adjust focus.

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee occasionally works near moving mechanical parts. The noise level in the work environment is usually moderate.

OROVILLE UNION HIGH SCHOOL DISTRICT
CONFIDENTIAL/SUPERVISORY UNIT SALARY SCHEDULE
2026/2027

Position (Monthly Salary)	Paid Days	1	2	3	4	5/6	7/8/9	10/11/12	13/14/15	16/17/18	19/20/21	22/23/24	25/26/27	28/29/30	31
Director of Facilities, Information Technology & Transportation	260	8,875	9,318	9,784	10,272	10,786	11,111	11,444	11,787	12,142	12,505	12,880	13,267	13,665	14,076
Director of HR	260	8,452	8,875	9,319	9,785	10,274	10,582	10,900	11,227	11,563	11,910	12,268	12,636	13,015	13,405
Transportation Supervisor	260	7,051	7,405	7,772	8,163	8,567	8,823	9,088	9,362	9,641	9,930	10,228	10,534	10,851	11,175
Maintenance & Operations Supervisor	260	6,199	6,508	6,833	7,175	7,535	7,760	7,993	8,233	8,480	8,734	8,996	9,266	9,544	9,830
Technology Supervisor	260	5,737	6,025	6,325	6,642	6,974	7,184	7,399	7,621	7,850	8,085	8,329	8,578	8,836	9,101
Human Resources Manager	260	5,526	5,800	6,093	6,395	6,717	6,919	7,126	7,340	7,560	7,787	8,020	8,260	8,509	8,763
Executive Assistant	260	4,632	4,863	5,105	5,360	5,626	5,796	5,970	6,149	6,334	6,525	6,720	6,922	7,130	7,343
Sr. Budget & Accounting Technician	260	4,330	4,540	4,748	4,982	5,214	5,370	5,531	5,696	5,866	6,042	6,223	6,412	6,602	6,800
Senior Personnel Technician	260	3,887	4,107	4,308	4,528	4,751	4,892	5,039	5,188	5,345	5,506	5,671	5,842	6,017	6,199
Payroll Technician	260														
Acct Payable & Purchasing Technician	260														
Budget & Accounting Technician	260														
Educational Services Technician	260														
Administrative Technician	260														
Position (Hourly Rate)	Paid Days	1	2	3	4	5/6	7/8/9	10/11/12	13/14/15	16/17/18	19/20/21	22/23/24	25/26/27	28/29/30	31
Food Service Director	240	36.04	37.86	39.76	41.78	43.82	45.14	46.49	47.89	49.32	50.80	52.32	53.89	55.50	57.16

*Director of Facilities, Information Technology, and Transportation receives 20 Vacation days per year

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

Effective: 7/1/2026

Approved:

13. B. Increase Work Year for Educational Services Technician Position (Williams)

Quick Summary / Abstract

The District is requesting Board approval to increase the Educational Services Technician's work year from 240 days to 260 days to address increased workloads driven by new compliance requirements and a growing Special Education student population. This extension allows critical tasks to be completed during the summer months, ensuring the District remains compliant and fully prepared for the start of the school year. The estimated financial impact for this change is approximately \$6,000 annually, which will be covered by unrestricted funds.

Recommend Approval

Supporting Documents



[ED SERVICES TECH 260 INCREASE](#)



EDUCATION SERVICES DEPARTMENT
OROVILLE UNION HIGH SCHOOL DISTRICT

MEMO

To:	OUHSD Board of Trustees	Date:	May 5, 2026
From:	Jon Wood - Assistant Superintendent of Curriculum & Instruction		
Subject:	Increase Ed Services Technician Work Year		

Recommendation: APPROVAL

Background:

The District is requesting Board approval to increase the work year of the Educational Services Technician position from 240 days to 260 days.

This request is driven by recent changes in legislation that have increased compliance requirements and workload, as well as a continued rise in the Special Education student population. These factors have significantly expanded the scope and volume of work associated with this position.

Extending this position to a 260-day work year will allow critical Special Education tasks to be completed during the summer months, ensuring the District is prepared for the start of the school year and remains in compliance with all applicable requirements.

Financial Impact:

The estimated annual cost increase is approximately \$6,000 and will be funded through unrestricted funds.

13. C. Employment Contract for Assistant Superintendent/Curriculum & Instruction, 2026-2030 (Williams)

Quick Summary / Abstract

The District is seeking approval of a four-year contract for Jon Wood to serve as an Assistant Superintendent of Curriculum & Instruction, effective July 1, 2026 – June 30, 2030.

Recommend Approval

Supporting Documents



[_26.30 Jon Wood Contract_Redacted](#)

Oroville Union High School District

Assistant Superintendent/C&I

Employment Contract for 2026-2030

This Employment Agreement ("Agreement") is made and entered into effective as of May 20, 2026 by and between the Oroville Union High School District, a public-school district of the State of California ("District") and Jon Wood, an individual (referred to herein as "Assistant Superintendent/C&I").

WHEREAS, the District's Governing Board of Education ("Board") desires to employ the Assistant Superintendent/C&I as the Assistant Superintendent/C&I of the District, and the Assistant Superintendent/C&I desires to accept employment as the Assistant Superintendent/C&I of District upon the terms and conditions hereinafter set forth in this Agreement; NOW, THEREFORE, in consideration of the foregoing, and of the terms and conditions set forth herein, the parties hereto agree as follows:

1. Term

The term of this Agreement shall commence on July 1, 2026 and terminate on June 30, 2030, unless terminated earlier pursuant to the provisions of this Agreement, or unless extended as provided herein or as provided by law.

The District shall provide the Assistant Superintendent/C&I with at least sixty (60) days written notice prior to the expiration of this Agreement of the intention of the District not to renew the Agreement.

2. Employment Duties and Obligations

The Board hereby employs the Assistant Superintendent/C&I as a certificated administrator, Assistant Superintendent/C&I of the District, and the Assistant Superintendent/C&I accepts employment as the Assistant Superintendent/C&I of the District. In said capacity, the Assistant Superintendent/C&I shall do and perform all services, acts, or things, necessary or advisable, to manage and conduct the business of the District, under the overall direction of the governing Board and Superintendent. Without limiting the foregoing, the Assistant Superintendent/C&I (or Superintendent's designee) shall perform the following duties:

Professional Growth

Endeavor to maintain and improve the Assistant Superintendent/C&I's professional competence by a variety of means, including, without implied limitation, subscription to and reading of appropriate periodicals, and joining and participating in appropriate professional associations and their activities;

Credentials/Licenses

Obtain and maintain all licenses, credentials, certificates, permits and approvals of whatever nature that are legally required to fulfill the Assistant Superintendent/C&I's obligations as the Assistant Superintendent/C&I of the District;

Attend All Board Meetings

The Assistant Superintendent/C&I shall be entitled to attend all regular, special and (when necessary) closed session meetings of the Board, and shall serve as an ex officio member on any and all District committees and subcommittees, and shall be entitled to submit recommendations on any items related to Curriculum and Instruction considered by the Board or any committee or subcommittee of the District.

Assigned Other Duties

This is an agreement for the performance of professional services as the certificated Assistant Superintendent/C&I of the District. In recognition of the purposes of this Agreement, the Assistant Superintendent/C&I shall not be assigned to any other position or have his duties assigned to others without the Assistant Superintendent/C&I's consent. No policy or bylaw of the District shall diminish the Assistant Superintendent/C&I's statutory or contractual authority. All duties assigned to the Assistant Superintendent/C&I by the Superintendent shall be appropriate to and consistent with the professional role and responsibility of the Assistant Superintendent/C&I. The Assistant Superintendent/C&I shall be provided with such facilities, equipment, supplies, and clerical assistance as appropriate to the Assistant Superintendent/C&I's position and necessary for the adequate performance of his duties. The Assistant Superintendent/C&I will be provided with the appropriate technology that will assist him in the performance of the Assistant Superintendent/C&I's job duties and responsibilities. These are to include, by way of example but not by way of limitation, a laptop computer, iPad and internet access.

3. Obligations of District

The District shall provide the Assistant Superintendent/C&I with the compensation, incentives, benefits, and business expense reimbursements specified in this Agreement.

Salary

District shall pay the Assistant Superintendent/C&I an annual salary of \$206,586. The Assistant Superintendent/C&I shall receive such annual increases in salary as may be agreed to by the Assistant Superintendent/C&I and the Board and also included in this agreement. The Board may agree to provide the Assistant Superintendent/C&I with additional increases in the Board's sole discretion.

In an effort to maintain equity with other certificated and administrative personnel, the Assistant Superintendent/C&I shall receive a salary increase each year of this agreement no less than the same percentage increase given the administrative/management team.

Expense Allowance

The Assistant Superintendent/C&I shall receive a monthly expense allowance of \$50 to assist the Assistant Superintendent/C&I for such expenses as a cell phone and other expenses that naturally are incurred as the Assistant Superintendent/C&I conducts the District's business. The Assistant Superintendent/C&I shall not be required to provide documentation for this allowance.

Work Days/Vacation Days/Sick Days

The Assistant Superintendent/C&I's work year shall be 260 days. The Assistant Superintendent/C&I shall be entitled to 24 days of vacation, non-work time, each year without loss of compensation as well all statutory leaves and those days enjoyed by all other 12-month district employees (i.e. personal necessity, bereavement, etc.). Vacation shall be accrued at the rate of 2 days per month. At the conclusion of this Agreement, any unused vacation time shall be paid to the Assistant Superintendent/C&I at the Assistant Superintendent/ CIO's then existing daily rate of pay. The Assistant Superintendent/C&I may elect at the conclusion of each school year, ending June 30 annually, to be paid for any portion of his then accrued vacation time at the Assistant Superintendent/CIO's then existing daily rate of pay. The Assistant Superintendent/C&I may not carryover more than 10 days of paid vacation to the following fiscal year.

The Assistant Superintendent/C&I shall earn twelve (12) days of sick leave per contract year.

Positive Work Year

The Assistant Superintendent/C&I's work year shall be 12 months.

Health Benefits

The Governing Board shall provide the Assistant Superintendent/C&I and family with health, dental and vision insurance benefits under the Butte Schools Self-Funded Programs as administered by the Butte County JPA for which the premium paid by the District will not exceed \$12,685 annually. The Governing Board shall reimburse the Assistant Superintendent/C&I the difference if the combined insurance benefits cost is less than the annual cap of \$12,685.

Retirement Benefits

During each month of this contract, the board shall contribute three hundred dollars (\$300) on behalf of the superintendent to an annuity contract or custodial account which is tax qualified under IRC Section 403(b).

Miscellaneous Provisions: Upon retirement, the Assistant Superintendent/C&I shall be entitled to a paid family health plan provided by the District until he is eligible for benefits under Medicare (OASDI) providing he:

- Has attained age 55.
- Has completed 10 years of service within the Oroville Union High School District.

The family health plan granted under this article shall be equal to benefits available to other certificated management personnel at time of retirement of Assistant Superintendent/C&I, or to most recent plan available to Assistant Superintendent/C&I prior to retirement, whichever is greater, plus all extended benefits granted certificated management personnel after Assistant Superintendent/C&I's retirement. Assistant Superintendent/C&I shall receive any increases in insurance cap granted to other certificated management personnel.

Prof Association Dues/Service Club Expenses

District shall pay the Superintendent's expenses and dues for membership in professional organizations. The District shall also pay on behalf of the Assistant Superintendent/C&I expenses incurred in attendance for regional, state or national conferences, seminars, hearings or meetings which are devoted to matters that in the Superintendent's judgment relate to the benefit and welfare of the District.

Transportation

The Governing Board shall provide the Assistant Superintendent/C&I with a District allowance of \$250 per month for transportation in his own automobile in performance of his duties. The Assistant Superintendent/C&I shall pay fuel and maintenance expenses for said automobile and shall maintain liability insurance thereon. The District shall reimburse the Assistant Superintendent/C&I for school-business mileage outside of Butte County.

4. Professional Growth of the Assistant Superintendent/C&I

The Board supports the concept of lifelong learning and encourages the continuing professional growth of the Assistant Superintendent/C&I. The district is willing to support the Assistant Superintendent/C&I's professional growth and will be responsible for the expenses involved in such activity.

Evaluation of the Assistant Superintendent/C&I

The Superintendent and the Assistant Superintendent/C&I shall annually develop and agree upon performance goals and objectives that shall serve as the basis for an annual evaluation.

Within thirty (30) days after the commencement of the Agreement Term, the Superintendent and the Assistant Superintendent/C&I shall meet to discuss agreed upon goals and objectives for the purposes of the ensuing year's evaluation.

The Superintendent and the Assistant Superintendent/C&I shall agree upon a written evaluation

format which shall be used during the Agreement Term.

If the Superintendent concludes that the Assistant Superintendent/C&I's performance is unsatisfactory in any respect, the Superintendent shall identify in writing specific areas where improvement is required, provide written recommendations for improvement, and notify the Assistant Superintendent/C&I that another evaluation will be conducted within six (6) months. Such written recommendations and the specifications for improvement shall be provided within thirty (30) days of the date of the evaluation.

5. Outside Professional Activities

The Assistant Superintendent/C&I may serve as a consultant to other districts or educational agencies, lecture, engage in professional activities and speaking engagements, and engage in other activities which are of a short-term duration at the Assistant Superintendent/C&I's discretion. Any such activities which require the Assistant Superintendent/C&I to be absent from the District for more than three (3) consecutive full working days shall be reported in advance to the Superintendent and may be subject to Board approval. Any compensation received by the Assistant Superintendent/C&I for these outside professional activities shall belong to the Assistant Superintendent/C&I if they are completed on the Assistant Superintendent/C&I's vacation or non-work day.

6. Termination/Agreement Extension

- a. Agreement Extension: After completion of this Agreement, the Governing Board may elect to extend the Agreement.
- b. Mutual Consent: This Agreement may be amended or terminated at any time by written, mutual consent of the Governing Board and the Assistant Superintendent, which will be effective no sooner than thirty (30) days following such written, mutual consent.
- c. Non-Renewal: If the Governing Board decides not to reelect or reemploy the Assistant Superintendent at the expiration of this Agreement, the Governing Board shall notify the Assistant Superintendent in writing at least sixty (60) days before this Agreement or any extension or renewal of this Agreement expires.
- d. The Assistant Superintendent/C&I may terminate his obligations under this Agreement by giving the District at least sixty (60) days written notice.
- e. This Agreement shall terminate upon the occurrence of any of the following events:
 - Whenever the Assistant Superintendent/C&I and the District shall mutually agree to termination in writing.
 - Upon the death of the Assistant Superintendent/C&I.

Unable to Perform Duties

The Assistant Superintendent/C&I has been unable to perform all or substantially all of the Assistant Superintendent/C&I's duties due to illness or other disability for a period of four (4) consecutive months, and it is medically determined that the Assistant Superintendent/C&I is permanently disabled from performing all or substantially all of the duties of the Assistant Superintendent/C&I. Any time a question exists as to the Assistant Superintendent/C&I's ability to perform his duties, the Board may require the Assistant Superintendent/C&I undergo a comprehensive medical examination in accordance with the provisions of Section 6 of this Agreement. Such examination shall occur within two weeks of the date written notice is given to the Assistant Superintendent/C&I that the District is exercising its right to an examination as provided in this Section. If the Assistant Superintendent/C&I wishes to do so, he may, within one week of said examination, submit a separate report made by a physician chosen by the Assistant Superintendent/C&I and concerning all or part of the matters covered in said comprehensive

medical examination.

Termination With or Without Cause/Buyout

For Cause: The Governing Board may terminate the Agreement for cause, including but not limited to material breach of contract or any grounds constituting good cause. Notice of termination for cause shall be given in writing, and the Assistant Superintendent shall be entitled to appear before the Governing Board to discuss such causes. The Assistant Superintendent shall be afforded the right to be represented by counsel at his own expense, the right to present witnesses and evidence on his behalf and to cross-examine witnesses presented against him, and the right to a decision based on the matters at the hearing and stating the ground for any action. Such meeting shall be conducted in closed session unless specifically prohibited by state law. The Assistant Superintendent shall not be entitled to severance pay in the event of termination for cause.

Unilateral Termination by the Governing Board: The Governing Board may terminate the Agreement without cause upon ninety (90) days' written notice provided that the District shall pay the Assistant Superintendent, as severance pay, the base salary he would have earned under this Agreement to the date of termination, not to exceed eighteen (18) month's base salary. Base salary is the annual salary amount specified in section 3(b) above. This amount shall include the ninety day notice period. Pursuant to Government Code section 53261, in the event of termination of this Agreement for any reason, no non-cash benefit may be conferred in settlement except for employer-paid health benefits, which may be provided for a period not to exceed the period by which any cash settlement is measured. In any event, employer-paid health benefits shall be discontinued if and when the Assistant Superintendent obtains employment before the measuring period has expired.

Unilateral Termination by Assistant Superintendent/Notice of Application of Employment: The Assistant Superintendent may unilaterally terminate the Agreement provided that, unless otherwise waived by the Governing Board, the Assistant Superintendent shall give at least ninety (90) days advance written notice. Notwithstanding the provisions of section 3.d above, for each day less than ninety (90) days advance written notice, the Assistant Superintendent's unused vacation days shall be reduced by one day. Should the Assistant Superintendent become interested in a position elsewhere during the term of this Agreement, he shall advise the Superintendent of this interest before he is interviewed for such position.

Reimbursement By Assistant Superintendent to the District: If this Agreement is terminated, any cash settlement related to the termination that Assistant Superintendent may receive from the Governing Board shall be fully reimbursed to the Governing Board if Assistant Superintendent is convicted of a crime involving an abuse of his office or position as defined by Government Code Section 53243.4.

If any express or implied provision of this Agreement, the Bylaws of the Governing Board, or any policy or practice of the Governing Board provide paid leave salary to Assistant Superintendent pending an investigation, said paid leave salary shall be fully reimbursed by the Assistant Superintendent to the Governing Board if Assistant Superintendent is convicted of a crime involving an abuse of his office or position as defined by Government Code Section 53243.4.

If any express or implied provision of this Agreement, the Bylaws of the Governing Board, or any policy or practice of the Governing Board provide for payment of funds for the legal criminal defense of Assistant Superintendent, said funds paid for his legal criminal defense shall be fully reimbursed by the Assistant Superintendent to the Governing Board if Assistant Superintendent is convicted of a crime involving an abuse of his office or position as defined by Government Code Section 53243.4.

7. **Delivery of Notices**

All notices permitted or required under this Agreement shall be given to the respective parties at

the following address, or at such other address as the respective parties may provide in writing for this purpose:

Jon Wood
Assistant Superintendent/C&I



Such notice shall be deemed received when personally delivered or when mailed, forty-eight (48) hours after deposit in the U.S. Mail, first class postage prepared and addressed to the party at its applicable address. Actual notice shall be deemed adequate notice on the date actual notice occurred, regardless of the method of service.

8. **Conflict of Laws**

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

9. **Integration**

This Agreement contains the entire agreement of the parties with respect to the subject matter hereof, and supersedes all prior negotiations, understandings or agreements. Neither of the parties has relied upon any oral or written representation or written information given to the party by any representative of the other party.

10. **Severability**

If one or more of the provisions of this Agreement are hereafter declared invalid or unenforceable by judicial, legislative or administrative authority of competent jurisdiction, then the parties hereto agree that the invalidity or unenforceability of any of the provisions shall not in any way affect the validity or enforceability of any other provisions of this Agreement.

11. **Modification**

No change or modification of the terms or provisions of this Agreement shall be deemed valid unless set forth in writing and signed by both parties.

12. **Construction of Agreement**

This Agreement will be liberally construed to effectuate the intention of the parties with respect to the transaction described herein. In determining the meaning of, or resolving any ambiguity with respect to, any word, phrase or provision of this Agreement, neither this Agreement nor any uncertainty or ambiguity herein will be construed or resolved against either party (including the party primarily responsible for drafting and preparation of this Agreement), under any rule of construction or otherwise, it being expressly understood and agreed that the parties have participated equally or have had equal opportunity to participate in the drafting hereof.

13. **Waiver**

No waiver of any default shall constitute a waiver of any other default or breach, whether of the same or other covenant or condition. No waiver, benefit, privilege, or service voluntarily given or performed by a party shall give the other party any contractual rights by custom, estoppel, or otherwise.

14. **Attorneys' Fees**

In the event of any action or proceeding to enforce or construe any of the provisions of this Agreement, the prevailing party in any such action or proceeding shall be entitled to attorneys' fees and costs.

15. **Further Assurances**

Each of the parties hereto shall execute and deliver any and all additional papers, documents and other assurances, and shall do any and all acts and things reasonably necessary in connection

with the performance of their obligations hereunder and to carry out the intent and agreements of the parties hereto.

16. **Assignment**

Since this Agreement is for the employment of the Assistant Superintendent/C&I and the Assistant Superintendent/C&I's specific knowledge and talents, both parties acknowledge that neither party shall assign this Agreement or any interest therein. Any such attempt to assign this Agreement is null, void and of no effect.

17. **Counterparts**

This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which shall constitute one and the same instrument.

18. **Indemnity**

In accordance with the provisions of Government Code §825 and 995, the District shall defend the Assistant Superintendent/C&I from any and all demands, claims, suits, actions, and legal proceedings brought against the Assistant Superintendent/C&I in Assistant Superintendent/C&I's individual capacity, or official capacity as an agent and employee of the District, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while the Assistant Superintendent/C&I was acting within the scope of employment.

Upon retirement or separation from the district, the Assistant Superintendent/C&I will continue to be indemnified for any actions taken against him/her related to his/her role as the Assistant Superintendent/C&I.

19. **Safety**

In the event of public controversy or threats, if the Board or the Assistant Superintendent/C&I deems it necessary, the Board will at District expense provide appropriate security measures for the safety of the Assistant Superintendent/C&I and Assistant Superintendent/C&I's family.

IN WITNESS WHEREOF, this Agreement has been executed this 20th day of May 2026.

Jon Wood, Assistant Superintendent/CI

Date

Doug Williams, Superintendent

Date

Amber England, Board President

Date

13. D. Employment Contract for Assistant Superintendent/CBO, 2026-2030 (Williams)

Quick Summary / Abstract

The District is seeking approval of a four-year contract for Dale Carey to serve as an Assistant Superintendent/ CBO, effective July 1, 2026 – June 30, 2030.

Recommend Approval

Supporting Documents



[26.30 Dale Carey Contract_Redacted](#)

Oroville Union High School District

Assistant Superintendent/CBO

Employment Contract for 2026-2030

This Employment Agreement ("Agreement") is made and entered into effective as of May 20, 2026 by and between the Oroville Union High School District, a public school district of the State of California ("District") and Dale Carey, an individual (referred to herein as "Assistant Superintendent/CBO").

WHEREAS, the District's Governing Board of Education ("Board") desires to employ the Assistant Superintendent/CBO as the Assistant Superintendent/CBO of the District, and the Assistant Superintendent/CBO desires to accept employment as the Assistant Superintendent/CBO of District upon the terms and conditions hereinafter set forth in this Agreement;

NOW, THEREFORE, in consideration of the foregoing, and of the terms and conditions set forth herein, the parties hereto agree as follows:

1. Term

The term of this Agreement shall commence on July 1, 2026 and terminate on June 30, 2030, unless terminated earlier pursuant to the provisions of this Agreement, or unless extended as provided herein or as provided by law.

The District shall provide the Assistant Superintendent/CBO with at least forty-five (45) days written notice prior to the expiration of this Agreement of the intention of the District not to renew the Agreement.

2. Senior Management

The Assistant Superintendent/CBO position is a Senior Management position of the classified service pursuant to Education Code section 45100.5. The Assistant Superintendent/CBO shall not have any property interest in the position that would entitle the Assistant Superintendent/CBO to permanent status in a Senior Management position; his employment rights are as provided in Education Code sections 45104.5 and 35031.

3. Employment Duties and Obligations

The Board hereby employs the Assistant Superintendent/CBO as the Assistant Superintendent/CBO of the District, and the Assistant Superintendent/CBO accepts employment as the Assistant Superintendent/CBO of the District. In said capacity, the Assistant Superintendent/CBO shall do and perform all services, acts, or things, necessary or advisable, to manage and conduct the business of the District. Without limiting the foregoing, the Assistant Superintendent/CBO (or Superintendent's designee) shall perform the following duties:

Professional Growth

Endeavor to maintain and improve the Assistant Superintendent/CBO's professional competence by a variety of means, including, without implied limitation, subscription to and reading of appropriate periodicals, and joining and participating in appropriate professional associations and their activities;

Credentials/Licenses

Obtain and maintain all licenses, credentials, certificates, permits and approvals of whatever nature that are legally required to fulfill the Assistant Superintendent/CBO's obligations as the Assistant Superintendent/CBO of the District.

Attend All Board Meetings

The Assistant Superintendent/CBO shall be entitled to attend all regular, special and (when necessary) closed session meetings of the Board, and shall serve as an ex officio member on any and all District committees and subcommittees, and shall be entitled to submit recommendations on any items of business considered by the Board or any committee or subcommittee of the District.

Assigned Other Duties

This is an agreement for the performance of professional services as the Assistant Superintendent/CBO of the District. In recognition of the purposes of this Agreement, the Assistant Superintendent/CBO shall not be assigned to any other position or have his duties assigned to others without the Assistant Superintendent/CBO's consent. No policy or bylaw of the District shall diminish the Assistant Superintendent/CBO's statutory or contractual authority. All duties assigned to the Assistant Superintendent/CBO by the Board shall be appropriate to and consistent with the professional role and responsibility of the Assistant Superintendent/CBO. The Assistant Superintendent/CBO shall be provided with such facilities, equipment, supplies, and clerical assistance as appropriate to the Assistant Superintendent/CBO's position and necessary for the adequate performance of his duties. The Assistant Superintendent/CBO will be provided with the appropriate technology that will assist him in the performance of the Assistant Superintendent's CBO job duties and responsibilities. These are to include, by way of example but not by way of limitation, a laptop computer, iPad and internet access.

4. Obligations of District

The District shall provide the Assistant Superintendent/CBO with the compensation, incentives, benefits, and business expense reimbursements specified in this Agreement.

Salary

District shall pay the Assistant Superintendent/CBO an annual salary of \$206,586. The Assistant Superintendent/CBO shall receive such annual increases in salary as may be agreed to by the Assistant Superintendent/CBO and the Board and also included in this agreement. The Board may agree to provide the Assistant Superintendent/CBO with additional increases in the Board's sole discretion.

In an effort to maintain equity with other certificated and administrative personnel, the Assistant Superintendent/CBO shall receive a salary increase each year of this agreement equal to the same percentage increase given the administrative/management team.

Expense Allowance

The Assistant Superintendent/CBO shall receive a monthly expense allowance of \$50 to assist the Assistant Superintendent/CBO for such expenses as a cell phone and other expenses that naturally are incurred as the Assistant Superintendent/CBO conducts the District's business. The Assistant Superintendent/CBO shall not be required to provide documentation for this allowance.

Work Days/Vacation Days/Sick Days

The Assistant Superintendent/CBO's work year shall be 260 days. The Assistant Superintendent/CBO shall be entitled to 24 days of vacation, non-work time, each year without loss of compensation as well all statutory leaves and those days enjoyed by all other 12-month district employees (i.e. personal necessity, bereavement, etc.). Vacation shall be accrued at the rate of 2 days per month. At the conclusion of this Agreement, any unused vacation time shall be paid to the Assistant Superintendent/CBO at the Assistant Superintendent/CBO's then existing daily rate of pay. The Assistant Superintendent/CBO may elect at the conclusion of each school year, ending June 30 annually, to be paid for any portion of his then accrued vacation time at the Assistant Superintendent/CBO's then existing daily rate of pay. The Assistant Superintendent/CBO may not carry over more than 10 days of paid vacation to the following fiscal year.

The Assistant Superintendent/CBO shall earn twelve (12) days of sick leave per contract year.

Positive Work Year

The Assistant Superintendent/CBO's work year shall be 12 months.

Health Benefits

The Governing Board shall provide the Assistant Superintendent/CBO and family with health, dental and vision insurance benefits under the Butte Schools Self-Funded Programs as administered by the Butte County JPA for which the premium paid by the District will not exceed \$12,685 annually. The Governing Board shall reimburse the Assistant Superintendent/CBO the difference if the combined insurance benefits cost is less than the annual cap of \$12,685.

Retirement Benefits:

During each month of this contract, the board shall contribute five hundred fifty dollars (\$550) on behalf of the superintendent to an annuity contract or custodial account which is tax qualified under IRC Section 403(b).

Miscellaneous Provisions:

Upon retirement, the Assistant Superintendent/CBO shall be entitled to a paid family health plan provided by the District until he is eligible for benefits under Medicare (OASDI) providing he:

- Has attained age 55.
- Has completed 10 years of service within the Oroville Union High School District.

The family health plan granted under this article shall be equal to benefits available to other certificated management personnel at time of retirement of Assistant Superintendent/CBO, or to most recent plan available to Assistant Superintendent/CBO prior to retirement, whichever is greater, plus all extended benefits granted certificated management personnel after Assistant Superintendent/CBO's retirement. Assistant Superintendent/CBO shall receive any increases in insurance cap granted to other certificated management personnel.

Prof Association Dues/Service Club Expenses

District shall pay the Superintendent's expenses and dues for membership in professional organizations and maintaining CGFM and CBO Certifications. The District shall also pay on behalf of the Assistant Superintendent/CBO expenses incurred in attendance for regional, state or national conferences, seminars, hearings or meetings which are devoted to matters that in the Superintendent's judgment relate to the benefit and welfare of the District.

Professional Growth of the Assistant Superintendent/CBO

The Board supports the concept of lifelong learning and encourages the continuing professional growth of the Assistant Superintendent/CBO through participation in maintaining his CGFM/CBO Certifications. The district is willing to support the Assistant Superintendent/CBO's professional growth and will be responsible for the expenses involved in such activity.

5. Evaluation of the Assistant Superintendent/CBO

The Superintendent and the Assistant Superintendent/CBO shall annually develop and agree upon performance goals and objectives that shall serve as the basis for an annual evaluation.

Within thirty (30) days after the commencement of the Agreement Term, the Superintendent and the Assistant Superintendent/CBO shall meet to discuss agreed upon goals and objectives for the purposes of the ensuing year's evaluation.

The Superintendent and the Assistant Superintendent/CBO shall agree upon a written evaluation format which shall be used during the Agreement Term.

If the Superintendent concludes that the Assistant Superintendent/CBO's performance is unsatisfactory in any respect, the Superintendent shall identify in writing specific areas where improvement is required, provide written recommendations for improvement, and notify the Assistant Superintendent/CBO that another evaluation will be conducted within six (6) months. Such written recommendations and the specifications for improvement shall be provided within thirty (30) days of the

date of the evaluation.

7. Outside Professional Activities

The Assistant Superintendent/CBO may serve as a consultant to other districts or educational agencies, lecture, engage in professional activities and speaking engagements, and engage in other activities which are of a short-term duration at the Assistant Superintendent/CBO's discretion. Any such activities which require the Assistant Superintendent/CBO to be absent from the District for more than three (3) consecutive full working days shall be reported in advance to the Superintendent and may be subject to Board approval. Any compensation received by the Assistant Superintendent/CBO for these outside professional activities shall belong to the Assistant Superintendent/CBO if they are completed on the Assistant Superintendent/CBO's vacation or non-work day.

8. Termination/Agreement Extension

- a. Agreement Extension: After completion of this Agreement, the Governing Board may elect to extend the Agreement.
- b. Mutual Consent: This Agreement may be amended or terminated at any time by written, mutual consent of the Governing Board and the Assistant Superintendent/CBO, which will be effective no sooner than thirty (30) days following such written, mutual consent.
- c. Non-Renewal: If the Governing Board decides not to reelect or reemploy the Assistant Superintendent/CBO at the expiration of this Agreement, the Governing Board shall notify the Assistant Superintendent/CBO in writing at least sixty (60) days before this Agreement or any extension or renewal of this Agreement expires.
- d. The Assistant Superintendent/CBO may terminate his obligations under this Agreement by giving the District at least sixty (60) days written notice.
- e. This Agreement shall terminate upon the occurrence of any of the following events:
 - Whenever the Assistant Superintendent/CBO and the District shall mutually agree to termination in writing.
 - Upon the death of the Assistant Superintendent/CBO.

Unable to Perform Duties

The Assistant Superintendent/CBO has been unable to perform all or substantially all of the Assistant Superintendent/CBO's duties due to illness or other disability for a period of four (4) consecutive months, and it is medically determined that the Assistant Superintendent/CBO is permanently disabled from performing all or substantially all of the duties of the Assistant Superintendent/CBO. Any time a question exists as to the Assistant Superintendent/CBO's ability to perform his duties, the Board may require the Assistant Superintendent/CBO undergo a comprehensive medical examination in accordance with the provisions of Section 6 of this Agreement. Such examination shall occur within two weeks of the date written notice is given to the Assistant Superintendent/CBO that the District is exercising its right to an examination as provided in this Section. If the Assistant Superintendent/CBO wishes to do so, he may, within one week of said examination, submit a separate report made by a physician chosen by the Assistant Superintendent/CBO and concerning all or part of the matters covered in said comprehensive medical examination.

Termination With or Without Cause/Buyout

For Cause: The Governing Board may terminate the Agreement for cause, including but not limited to material breach of contract or any grounds constituting good cause. Notice of termination for cause shall be given in writing, and the Assistant Superintendent/CBO shall be entitled to appear before the Governing Board to discuss such causes. The Assistant Superintendent/CBO shall be afforded the right to be represented by counsel at his own expense, the right to present witnesses and evidence on his behalf and to cross-examine witnesses presented against his, and the right to a decision based on the matters at the hearing and stating the ground for any action. Such meeting shall be conducted in closed session unless specifically prohibited by state law. The Assistant Superintendent/CBO shall not be entitled to severance pay in the event of termination for cause.

Unilateral Termination by the Governing Board: The Governing Board may terminate the Agreement without cause upon ninety (90) days' written notice provided that the District shall pay the Assistant Superintendent/CBO, as severance pay, the base salary he would have earned under this Agreement to the date of termination, not to exceed eighteen (18) month's base salary. Base salary is the annual salary amount specified in section 3(b) above. This amount shall include the ninety-day notice period. Pursuant to Government Code section 53261, in the event of termination of this Agreement for any reason, no non-cash benefit may be conferred in settlement except for employer-paid health benefits, which may be provided for a period not to exceed the period by which any cash settlement is measured. In any event, employer-paid health benefits shall be discontinued if and when the Assistant Superintendent/CBO obtains employment before the measuring period has expired.

Unilateral Termination by Assistant Superintendent/CBO/Notice of Application of Employment: The Assistant Superintendent/CBO may unilaterally terminate the Agreement provided that, unless otherwise waived by the Governing Board, the Assistant Superintendent/CBO shall give at least ninety (90) days advance written notice. Notwithstanding the provisions of section 3.d above, for each day less than ninety (90) days advance written notice, the Assistant Superintendent/CBO's unused vacation days shall be reduced by one day. Should the Assistant Superintendent/CBO become interested in a position elsewhere during the term of this Agreement, he shall advise the Superintendent of this interest before he is interviewed for such position.

Reimbursement by Assistant Superintendent/CBO to the District: If this Agreement is terminated, any cash settlement related to the termination that Assistant Superintendent/CBO may receive from the Governing Board shall be fully reimbursed to the Governing Board if Assistant Superintendent/CBO is convicted of a crime involving an abuse of his office or position as defined by Government Code Section 53243.4.

If any express or implied provision of this Agreement, the Bylaws of the Governing Board, or any policy or practice of the Governing Board provide paid leave salary to Assistant Superintendent/CBO pending an investigation, said paid leave salary shall be fully reimbursed by the Assistant Superintendent/CBO to the Governing Board if Assistant Superintendent/CBO is convicted of a crime involving an abuse of his office or position as defined by Government Code Section 53243.4.

If any express or implied provision of this Agreement, the Bylaws of the Governing Board, or any policy or practice of the Governing Board provide for payment of funds for the legal criminal defense of Assistant Superintendent/CBO, said funds paid for his legal criminal defense shall be fully reimbursed by the Assistant Superintendent/CBO to the Governing Board if Assistant Superintendent/CBO is convicted of a crime involving an abuse of his office or position as defined by Government Code Section 53243.4.

9. **Delivery of Notices**

All notices permitted or required under this Agreement shall be given to the respective parties at the following address, or at such other address as the respective parties may provide in writing for this purpose:

Dale Carey
Assistant Superintendent/CBO

[REDACTED]
[REDACTED]

Such notice shall be deemed received when personally delivered or when mailed, forty-eight (48) hours after deposit in the U.S. Mail, first class postage prepared and addressed to the party at its applicable address. Actual notice shall be deemed adequate notice on the date actual notice occurred, regardless of the method of service.

10. **Conflict of Laws**

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

11. **Integration**

This Agreement contains the entire agreement of the parties with respect to the subject matter hereof, and supersedes all prior negotiations, understandings or agreements. Neither of the parties has relied upon any oral or written representation or written information given to the party by any representative of the other party.

12. **Severability**

If one or more of the provisions of this Agreement are hereafter declared invalid or unenforceable by judicial, legislative or administrative authority of competent jurisdiction, then the parties hereto agree that the invalidity or unenforceability of any of the provisions shall not in any way affect the validity or enforceability of any other provisions of this Agreement.

13. **Modification**

No change or modification of the terms or provisions of this Agreement shall be deemed valid unless set forth in writing and signed by both parties.

14. **Construction of Agreement**

This Agreement will be liberally construed to effectuate the intention of the parties with respect to the transaction described herein. In determining the meaning of, or resolving any ambiguity with respect to, any word, phrase or provision of this Agreement, neither this Agreement nor any uncertainty or ambiguity herein will be construed or resolved against either party (including the party primarily responsible for drafting and preparation of this Agreement), under any rule of construction or otherwise, it being expressly understood and agreed that the parties have participated equally or have had equal opportunity to participate in the drafting hereof.

15. **Waiver**

No waiver of any default shall constitute a waiver of any other default or breach, whether of the same or other covenant or condition. No waiver, benefit, privilege, or service voluntarily given or performed by a party shall give the other party any contractual rights by custom, estoppel, or otherwise.

16. **Attorneys' Fees**

In the event of any action or proceeding to enforce or construe any of the provisions of this Agreement, the prevailing party in any such action or proceeding shall be entitled to attorneys' fees and costs.

17. **Further Assurances**

Each of the parties hereto shall execute and deliver any and all additional papers, documents and other assurances, and shall do any and all acts and things reasonably necessary in connection with the performance of their obligations hereunder and to carry out the intent and agreements of the parties hereto.

18. Assignment

Since this Agreement is for the employment of the Assistant Superintendent/CBO and the Assistant Superintendent/CBO's specific knowledge and talents, both parties acknowledge that neither party shall assign this Agreement or any interest therein. Any such attempt to assign this Agreement is null, void and of no effect.

19. Counterparts

This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which shall constitute one and the same instrument.

20. Indemnity

In accordance with the provisions of Government Code §825 and 995, the District shall defend the Assistant Superintendent/CBO from any and all demands, claims, suits, actions, and legal proceedings brought against the Assistant Superintendent/CBO in Assistant Superintendent/CBO's individual capacity, or official capacity as an agent and employee of the District, provided that the incident giving rise to any such demand, claim, suit, action, or legal proceeding arose while the Assistant Superintendent/CBO was acting within the scope of employment.

Upon retirement or separation from the district, the Assistant Superintendent/CBO will continue to be indemnified for any actions taken against him related to his role as the Assistant Superintendent/CBO.

21. Safety

In the event of public controversy or threats, if the Board or the Assistant Superintendent/CBO deems it necessary, the Board will at District expense provide appropriate security measures for the safety of the Assistant Superintendent/CBO and Assistant Superintendent/CBO's family.

IN WITNESS WHEREOF, this Agreement has been executed this 20th day of May, 2026.

Dale Carey, Assistant Superintendent/CBO

Date

Douglas Williams, Superintendent

Date

Amber England, Board President

Date

Quick Summary / Abstract

The District is seeking approval of a four-year contract for Doug Williams to serve as Superintendent of Schools for OUHSD, effective July 1, 2026 – June 30, 2030.

Recommend Approval

Supporting Documents



[26.30 Doug Williams Contract](#)

EMPLOYMENT AGREEMENT FOR SUPERINTENDENT
Oroville Union High School District

Employment Contract for 2026-2030

This Employment Agreement for Superintendent ("Agreement") is entered into on the date of approval by the governing Board, between the Governing Board (hereinafter "the Board") of and on behalf of the Oroville Union High School District (hereinafter "the District") and Douglas Williams (hereinafter "the Superintendent").

1. TERM

The term of this Agreement is from the date of July 1, 2026 through June 30, 2030.

2. QUALIFICATIONS AND EMPLOYMENT STATUS

2.1 The Superintendent warrants and represents that he currently possesses an administrative credential issued by the State of California, and that such credential has not been suspended or revoked. Any suspension or revocation of such administrative credential shall constitute cause for termination of this Agreement.

2.2 The Superintendent shall perform all services, acts, and functions necessary or advisable as assigned by the governing Board, subject at all times to state and federal laws and the policies, rules, and direction of the Board. The Superintendent is the leader of the Administrative Team and agrees to work effectively as a member of the team. Together, the Administrative Team plans, directs, and coordinates the operations of the District. Superintendent's employment rights and status shall be determined solely by this Agreement and California law that does not conflict with the terms hereof.

3. DUTIES AND RESPONSIBILITIES

3.1 The Superintendent shall serve as the chief executive officer of the District.

3.2 The Superintendent shall perform the duties prescribed by the laws of the State of California, Board Policy, the job description and Education code section 35035. The Superintendent shall function as Secretary to the Board as described in Education Code section 35025. The Superintendent, as the chief executive officer, shall: (1) review all policies adopted by the Board and make appropriate recommendations to the Board; (2) periodically evaluate or cause to be evaluated all District employees; (3) advise the Board of sources of funds that might be available to implement present or contemplated District programs; (4) assume responsibility for those duties specified in Education Code section 35250; (5) endeavor to maintain and improve his professional competence by all available means, including subscription to and reading of appropriate professional journals; (6) establish and maintain positive community, staff and Board relations; (7) serves as liaison to the Board with respect to all matters of employer-employee relations and make recommendations to the Board concerning those matters; (8) recommend District goals and objectives to the Board; and (9) provide timely information to Board members about important issues affecting or that may affect the District.

3.3 The Superintendent is directly responsible to the Board. The Superintendent will be held responsible for recommending, establishing, and implementing programs and services, and for managing the District to meet the Board's expectations as established by Board policy. The Board, by exercising its governance and policy-making role, can be assured that it determines what it is the District should accomplish and whether, in fact, the District is accomplishing it.

3.4 The Superintendent facilitates communication and information among the administrators, the Board, staff, parents, and community, and sets a positive tone for the District. The Superintendent has the authority to direct and supervise the activities of all District employees, programs, and functions to ensure the effective administration of the entire District.

3.5 The Superintendent shall have primary responsibility in making recommendations to the Board regarding all personnel matters, including employment, assignment, transfer, and dismissal of employees, consistent with Board Policies.

4. BOARD-SUPERINTENDENT RELATIONS

4.1 The Superintendent will work with the Board in developing and maintaining a spirit of cooperation and teamwork in which the Board will accept responsibility for formulating and adopting policy and for taking action on matters which, by law, require Board action. Administrative responsibility and commensurate authority for administering the school system will be delegated by the Board to the Superintendent.

4.2 The Board recognizes that it is a collective body, and each Board member recognizes that a Board member's authority is derived from the collective deliberation and actions of the Board as a whole in a duly-constituted meeting. Except as permitted by Board bylaw, policies, protocols or other authority, individual Board members will not give direction to the Superintendent or any staff member regarding the management of the District or the solution of specific problems.

4.3 The Board, individually and collectively, will refer promptly to the Superintendent any criticism, complaint or suggestion brought to the attention of the Board or any member thereof, pursuant to Board bylaws and protocols. The Superintendent will take appropriate action and/or respond and notify the Board President.

4.4 The Board shall provide the Superintendent with periodic opportunities to discuss Board-Superintendent relationships as they relate to the Board's governance and the effectiveness of the Superintendent's leadership. As a part of this process, when it is deemed necessary by either the Board or the Superintendent, the District may retain an outside advisor to facilitate this process.

4.5 The Board shall hold the Superintendent accountable to manage the District consistent with the approved policies and goals, which establish what the Board expects the District and the schools within the District to accomplish.

5. PERFORMANCE OBJECTIVES AND EVALUATION

On or prior to July of each year, the parties shall meet to establish the superintendent's performance objectives for the succeeding school year. Performance objectives shall be reduced to writing and shall be based upon the duties and responsibilities set forth in this contract and any other criteria mutually agreed upon by the Superintendent and Governing Board.

The performance objectives shall be a basis for evaluation of the Superintendent.

Prior to April 1 of each year, the Governing Board shall evaluate the performance of the Superintendent according to mutually agreed upon and specified performance objectives.

In the event the Governing Board determines that the performance of the Superintendent is satisfactory, the Governing Board shall so state in writing by May 15 of each year. In the event that the Governing Board determines that the performance of the Superintendent is less than satisfactory, the Governing Board shall describe in written detail the unsatisfactory performance including specific instances where appropriate. Each area ranked less than satisfactory shall be supplemented with recommendations for improvement and Governing Board-developed plan for accomplishing said improvement.

The President of the Governing Board shall deliver a copy of the written unsatisfactory evaluation to the Superintendent within ten (10) days of its completion. The Superintendent shall have the right to make a written response to the Governing Board with respect to the evaluation. Within thirty (30) days of the delivery of the written unsatisfactory evaluation to the Superintendent, the Governing Board shall meet with the Superintendent to discuss the evaluation.

If more than 50 percent of the evaluation areas have received less than satisfactory performance evaluation, a six (6) month probationary period shall commence. During the probationary period the improvement plan developed by the Governing Board shall be implemented. At the end of the probationary period and assuming that the improvement plan has been fully operative for at least five (5) to six (6) months, the Governing Board shall reevaluate the Superintendent's performance.

5.1 Each year of the Agreement, the Board and Superintendent shall establish by mutual agreement the Superintendent's performance objectives and benchmarks for the next school year.

5.2 During the first year of this Agreement, initial performance objectives and benchmarks shall be put in writing no later than August 15, 2024, and shall be based on the duties and responsibilities set forth in this Agreement. The Board will schedule evaluation check-ins with the Superintendent at the end of the first three, six, nine and twelve (12) months of employment to acknowledge progress toward performance objectives and/or identify performance objective areas requiring support or correction.

5.3 During the remaining years of this Agreement, performance objectives and benchmarks outlined in the timetable listed below shall be put in writing no later than October 15th, and shall be based on the duties and responsibilities set forth in this Agreement:

October 15	Superintendent and Board establish performance goals and evaluation criteria.
February	Review of the Superintendent's performance and effectiveness, and progress towards achievement of the objectives jointly established for that school year. Modifications to those performance objectives may occur from time to time as the parties may agree and shall be reduced to writing by the Superintendent. A summary of the midyear discussion(s) may also be reduced to writing by the Board.
	No later than May 1 st of each year, the Superintendent shall notify the Board of its evaluation responsibilities; provide the Board with copies of this Agreement and the superintendent's current performance objectives; and schedule a meeting for the Superintendent and Board to review the Board's completed written evaluation of the Superintendent.

May 1 — June 30	Board meets to prepare evaluation, then entire Board or Board subcommittee meets with Superintendent to deliver evaluation. At Superintendent's or Board's request, Superintendent and Board will meet in closed session to discuss the evaluation process or the evaluation itself.
June 30	Evaluation with Superintendent's response, if any, placed in Superintendent's personnel file and a copy of that same document provided to the Superintendent.

5.4 Evaluations shall be based upon the achievement of the mutually agreed upon performance goals for the year in question, the Superintendent's effectiveness at discharging his duties as defined in the Agreement and Board Policies, and job description, if any. If the Board deems it appropriate, it will provide written recommendations for strengthened performance to the Superintendent.

5.5 In the event the Board determines that the performance of the Superintendent is unsatisfactory in any respect, the Board may, if it deems appropriate, describe in writing the unsatisfactory performance, and indicate what objective(s) must be accomplished and the date by which it should be accomplished in order for the Superintendent's performance to be deemed satisfactory.

6. COMPENSATION

6.1 The Superintendent's base annual salary, effective July 1, 2026, shall be \$ 230,597. This annual base salary amount includes recognition for any graduate degrees and other certifications and licenses, workdays, vacation, and holidays.

6.2 The Superintendent shall receive any increases given to certificated management employees as a result of negotiations.

7. FRINGE BENEFITS

7.1.1 Health and Welfare Benefits: The Governing Board shall provide the Superintendent with health, dental and vision insurance benefits under the Butte Schools Self-Funded Programs as administered by the Butte County JPA for which the premium paid by the District will not exceed \$12,685 annually. The Governing Board shall reimburse the Superintendent the difference if the combined insurance benefits cost is less than the annual cap of \$12,685.

7.1.2 Fringe benefits in the nature and extent granted, during employment or retirement, to other certificated employees of the District which includes medical, dental, vision and life insurance.

7.1.3 Payment of the Superintendent's membership dues for ACSA.

7.1.4 Membership dues and expenses for a community service organization selected by the Superintendent and approved by the Board.

7.2 The Superintendent shall not be entitled to cash in lieu of any fringe benefits provided for in this section.

7.3 Transportation: The Governing Board shall provide the Superintendent with a District allowance of \$300 per month for transportation in his own automobile in performance of his duties. Superintendent shall pay fuel and maintenance expenses for said automobile and shall maintain liability insurance thereon. The District shall reimburse the Superintendent for school-business mileage outside of Butte County.

8. EXPENSE REIMBURSEMENT/ALLOWANCES

8.1 The District shall reimburse the Superintendent for all actual, necessary, and reasonable expenses which are incurred within the scope of employment, pursuant to Board Policy 3350. The Superintendent shall provide expense records which the District normally requires for reimbursement. The Superintendent shall be responsible for providing his own automobile and appropriate levels of automobile insurance. Mileage reimbursement for District related travel outside the county, or outside district boundaries and/or the greater Oroville area, will be paid in accordance with Board policy.

9. DISTRICT PROVIDED TECHNOLOGY DEVICES

9.1 A District laptop shall be provided to the Superintendent during the term of this Agreement.

9.2 A District cell phone shall be provided to the Superintendent during the term of this Agreement unless he elects to use his personal cell phone for District business, in which case he will receive a \$50 per month stipend.

10. WORK YEAR AND VACATION

10.1 The Superintendent is a twelve-month employee with a work year of 260 days, inclusive of 24 days of vacation, and 14 days of federal, state, or local district holidays. Holidays are to be the same as all other twelve (12) month District employees. Vacation shall accrue in equal increments on a monthly basis in accordance with District policy for full time employees.

10.2 The Superintendent shall submit to the Board a proposed work year calendar each year before July 31. The Superintendent shall notify the Board in advance of any changes he plans to make to his work calendar. The Superintendent shall take vacation during the year in which it is earned unless the Board gives written approval to carry over unused days. No later than June 30th of each school year, the Superintendent may elect to receive compensation, at the Superintendent's existing daily rate, for any accrued, but unused vacation time up to ten (10) days per fiscal year. In no event shall the Superintendent accrue more than 34 days of paid vacation at one time.

10.3 In the event of termination or expiration of this Agreement, the Superintendent shall be entitled to compensation for unused accrued vacation up to a maximum of 34 days at the then current salary rate.

11. SICK LEAVE

11.1 Superintendent shall be entitled to one (1) sick day per month for a total of twelve (12) days per year. Earned, unused, sick leave may be accumulated without limitation. Upon separation from the District, Superintendent may transfer his accumulated sick leave to another district pursuant to Education Code Section 44978. The Superintendent may also use personal necessity and business leave days in accordance with District policy for full time certificated employees.

12. OUTSIDE PROFESSIONAL ACTIVITIES

- 12.1 The Superintendent's professional priority is the District during the term of this Agreement and any extensions that may occur. The Superintendent may serve as a consultant, speaker, lecturer or engage in other activities on a short-term basis.
- 12.2 Any such activities that require the Superintendent to be absent from the District on workdays per the Agreement work year calendar shall be reported to the Board President and subject to Board approval.
- 12.3 Any compensation received by the Superintendent for these outside professional activities shall belong to the Superintendent if the activities are completed on the Superintendent's vacation or non-workdays.

13. EXTENSION OF AGREEMENT

- 13.1 At the discretion of the Board and upon the Superintendent's receipt of a satisfactory overall evaluation, the Board may offer to extend this Agreement for a period of one (1) additional year on the same terms and conditions set forth herein.
- 13.2 If the Superintendent is agreeable to the extension, then the extension shall be ratified by the Board at the next regularly scheduled Board meeting following the date of the evaluation, during open session and memorialized in writing delivered to the Superintendent.

14. TERMINATION OF AGREEMENT

This Agreement may be terminated prior to its expiration by any of the following methods:

- 14.1 Mutual Agreement. At any time, the parties may mutually agree to terminate the Agreement.
- 14.2 Disability. Should the Superintendent be unable to serve in his position due to physical and/or mental condition, and upon expiration of the Superintendent's sick leave and disability entitlement as provided by statute or Board policies, after submission of a written evaluation by a licensed physician selected by the Board, which evaluation indicates the Superintendent's inability to carry out the duties of the position of Superintendent, this Agreement may be terminated by the Board.
- 14.3 Unilateral Termination by Superintendent. The Superintendent may terminate this Agreement by providing the Board with a written notice of intent to terminate. This notice shall be provided no less than ninety (90) days prior to the effective date of termination. The Superintendent and the Board may mutually agree to a termination notice of less than ninety (90) days.
- 14.4 Unilateral Termination by Board. The Governing Board may determine not to continue the employment of the Superintendent as of June 30 of any year during this Agreement if at least 80% of the members of the Governing Board vote to terminate this Agreement without cause, and provide the Superintendent with ninety (90) days written notice thereof. If the Board elects this option to terminate the Agreement, the District shall pay the Superintendent severance pay, at the election of the Superintendent, in one lump-sum payment or equal monthly payments beginning no later than the effective date of termination, the base salary the Superintendent would have earned for the remainder of this Agreement, not to exceed eighteen (18) months of salary. The Superintendent shall also receive the same District paid medical, dental, and vision

insurance for the same period of time in accordance with Government Code 53261. If the Agreement is terminated under this provision, any cash settlement related to the termination that Superintendent may receive from the District shall be fully reimbursed to the District if the Superintendent is convicted of a crime involving an abuse of office or position.

15. ENTIRE AGREEMENT

15.1 This Agreement contains the entire Agreement and understanding between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement.

16. APPLICABLE LAW

16.1 This Agreement shall be construed in accordance with and governed by the laws of the State of California; should any provision of this Agreement be invalid; the remainder of this Agreement shall nevertheless be binding and effective.

17. VENUE

17.1 This Agreement is made and entered into in the State of California and shall in all respects be interpreted, enforced, and governed by the laws of that State. Venue of any action to enforce this Agreement shall be in Butte County, California.

18. AMENDMENTS

18.1 The parties agree that the terms of this Agreement cannot be changed or supplemented orally and may be modified or superseded only by a written instrument executed by all parties.

19. EXECUTION IN COUNTERPARTS

19.1 This Agreement may be executed in two or more counterparts which, taken together, shall constitute the whole Agreement between the parties. A fax, electronic, or "pdf" signature shall be as valid as an original signature. A copy of this document shall be as valid as the original.

20. EFFECTIVE DATE

20.1 The effective date of this Agreement shall be July 1, 2026.

21. NON-WAIVER

21.1 Failure to insist upon strict performance of any requirement of this Agreement shall not be construed as a waiver of any other or future performance hereunder.

22. INDEMNITY AND DEFENSE OF SUPERINTENDENT

22.1 The District shall indemnify, save, hold harmless and defend the Superintendent from any claim, demand, suit, action and proceeding of any kind and in any forum wherein the Superintendent is alleged to have acted in any way related to his duties as Superintendent or related to the District.

22.2 The District's obligation to indemnify shall be excused only as to liability for damages awarded against the Superintendent upon exhaustion of all appeals from any finding by a court of competent jurisdiction that the Superintendent's action was outside the scope of his employment, intentionally violated a criminal law of California or constituted intentional fraud with malice without reversal of such finding.

22.3 Upon retirement or final separation from the District, the Superintendent will continue to be indemnified for any actions taken against him related to his role as Superintendent.

23. NO ASSIGNMENT

23.1 The Superintendent may not assign or transfer any rights granted or obligations assumed under this Agreement.

Dated : May 20, 2026

Douglas Williams
Superintendent

Dated:

Amber England
Governing Board President

Dated:

Ray Seahorn
Governing Board Member

Dated:

Bonnie King
Governing Board Member

Dated:

Tyler Smith
Governing Board Member

Dated:

Maria Webber
Governing Board Member

Dated

13. F. Declaration of Need for Fully Qualified Educators (Williams)

Quick Summary / Abstract

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

Recommend Approval

Supporting Documents



[26.27 DON](#)



State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026/2027

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Oroville Union High School District District CDS Code: 04

Name of County: Butte County CDS Code: 61515

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 5/20/2026 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Douglas Williams Superintendent
Name Signature Title

530-538-2308 530-538-2300 05/20/2026
Fax Number Telephone Number Date

2211 Washington Ave. Oroville CA 95966
Mailing Address

dwilliams@ouhsd.net
Email Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**
Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	Signature	Title
_____	_____	_____
Fax Number	Telephone Number	Date

Mailing Address		

E-Mail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	5
Bilingual Authorization (applicant already holds teaching credential)	5
List target language(s) for bilingual authorization: Spanish	
Resource Specialist	5
Teacher Librarian Services	1
Emergency Transitional Kindergarten (ETK)	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	16
Special Education	10
TOTAL	26

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture	0	Mathematics	2
Art	1	Music	1
Business	0	Physical Education	1
Dance	0	Science: Biological Sciences	2
English	2	Science: Chemistry	1
Foundational-Level Math	0	Science: Geoscience	0
Foundational-Level Science	0	Science: Physics	0
Health	2	Social Science	3
Home Economics	0	Theater	0
Industrial & Technology Education	0	World Languages (specify)	1 (Spanish)

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☐ Yes ☒ No

If no, explain. University Intern Program will suffice.

Does your agency participate in a Commission-approved college or university internship program?

☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 3

If yes, list each college or university with which you participate in an internship program.

CSU, Chico

National University

If no, explain why you do not participate in an internship program.

Quick Summary / Abstract

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

Recommend Approval

Supporting Documents



[26.27 SON](#)



ANNUAL STATEMENT OF NEED 30-DAY SUBSTITUTE and DESIGNATED SUBJECTS CAREER TECHNICAL EDUCATION 30-DAY SUBSTITUTE TEACHING PERMITS

INSTRUCTIONS TO THE EMPLOYER

This statement of need must be filed at the school district office each school year when employing holders of Emergency 30-Day Substitute Permits. The employing agency will complete a single statement of need form (below) and retain the form at the school district office.

The form must be completed annually, indicating that either no credentialed person is available or that those available are not deemed qualified for substitute teaching and details of the circumstances that necessitate the use of emergency permit holders rather than fully credentialed teachers.

This statement of need form does not require listing specific employees or their positions. The form must be signed by the superintendent of the employing school district. It does not need to be co-signed by the county superintendent of schools.

A copy of the form does not need to be submitted to the county or the Commission with each Emergency 30-Day Substitute Teaching Permit application; however, the county superintendent of schools, whose responsibilities include areas such as district payroll or district substitute placement, may request a copy of the district's statement of need form to accurately fulfill these duties.

County superintendent of schools offices employing holders of the Emergency 30-Day Substitute Teaching Permit are also required to annually file, at their office, this completed statement of need form. The county superintendent of schools will sign the form.

The Commission does not require that the school board approve the statement of need. The individual school district may establish its own policy regarding this matter.

References: California Education Code, Sections 44225 and 44300 and California Code of Regulations, Title 5, Sections 80023, 80025 and 80026

This form must be signed by either:

- ☒ The district superintendent of schools and filed at the school district office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a public school operated by a school district.

OR

- ☐ The county superintendent of schools and filed at the county superintendent of schools' office if the holder of any Emergency 30-Day Substitute Teaching Permit will be employed as a substitute in a county-operated school.

Certification and Authorized Signature

The district superintendent of schools or the county superintendent of schools has reviewed the information contained in this statement of need and certifies one the following:

- ☒ Either a credentialed person is not available or one or more credentialed persons are available, but are not deemed qualified by the district or county, as applicable, to serve as a day-to-day substitute teacher.

OR

- ☐ The situation or circumstances that necessitate the use of an emergency permit holder are as follows:
(Attach additional sheets, if necessary.)

I hereby certify that all of the information contained in this statement of need is true and correct.

<hr/>	<hr/>	<hr/>
<i>Signature of the District Superintendent</i>	<i>District</i>	<i>Date</i>
<hr/>	<hr/>	<hr/>
<i>Signature of the County Superintendent of Schools</i>	<i>County</i>	<i>Date</i>

It is not necessary to submit this form to the Commission on Teacher Credentialing.

Quick Summary / Abstract

The OUHSD Nutrition Services Department conducted procurement processes in compliance with all applicable federal, state, and local regulations for the 2026–2027 school year. Proposals from Gold Star Foods, ProPacific Fresh, Bimbo Bakeries USA, Crystal Creamery, Shehadey Family Foods, and Unipack Corp. were evaluated based on pricing, product specifications, service, and overall value to the district. In addition, the department issued an RFQ for locally sourced fruits and vegetables, and North Valley Food Hub was determined to meet all requirements to provide local and seasonal produce for the district.

It is recommended the Board award contracts to Gold Star Foods, ProPacific Fresh, Bimbo Bakeries USA, Crystal Creamery, and Shehadey Family Foods for food and non-food items, and award the RFQ for local fruits and vegetables to North Valley Food Hub for the 2026–2027 school year.

Recommend awarding of bids as presented.

Supporting Documents



[RFP - Board Memorandum](#)



[RFQ - Board Memorandum](#)



To: Oroville Union High School District Board of Trustees

From: Nanci Miramontes, Food Service Director

Date: May 20, 2026

Subject: Oroville Union High School District Food and Non-Food Items Request for Proposal (RFP)

Background Information:

In order to remain in compliance with all applicable federal, state and local procurement regulations, the Nutrition Services Department issued a Request for Proposal (RFP) for the procurement of food and non-food items for the 2026-2027 school year.

Please note that the method of award utilized for this RFP is based on a line-item award process. Under this method, each product is evaluated independently based on the individual product pricing, product specifications, and other criteria outlined in the RFP. As a result, multiple vendors may be awarded products within the same bid. Our goal is to ensure that the district selects the best products, pricing, and services for the upcoming school year.

The Nutrition Services Department carefully reviewed and evaluated all proposals received from; Gold Star Foods, Pro Pacific Fresh, Bimbo Bakeries USA, Crystal Creamery, Shehadey Family Foods, and Unipack Corp.

All proposals were evaluated in the best interest of the district using the criteria outlined in the RFP. Please refer to the attached evaluation criteria and scoring sheets for additional details.

After a thorough review process, the Nutrition Department recommends awarding contracts to the following vendors:

- Gold Star Foods
- ProPacific Fresh
- Bimbo Bakeries USA
- Crystal Creamery
- Shehadey Family Foods

Fiscal Impact:

Funding for these purchases is included within the approved 2026-2027 Nutrition Services budget.

Recommendation:

It is recommended that the Board of Trustees approve the award of contracts to the vendors listed above to provide food and non-food items for the Oroville Union High School District Nutrition Services Department during the 2026-2027 school year.



To: Oroville Union High School District Board of Trustees

From: Nanci Miramontes, Food Service Director

Date: May 20, 2026

Subject: Oroville Union High School District Local Fruits and Vegetables
Request for Quotation (RFQ)

Background Information:

As part of the Nutrition Services Department's goal to expand the procurement of local and seasonal products for the 2026-2027 school year, the department issued a Request for Quotation (RFQ), a simplified acquisition method of procurement, for local fruits and vegetables.

The Nutrition Services Department is pleased to report that a qualified proposal was received from North Valley Food Hub. After review of the proposal and vendor qualifications, North Valley Foods Hub was determined to meet all requirements outlined in the RFQ and is qualified to provide locally sourced fruits and vegetables for the district during the 2026-2027 school year.

This procurement supports the district's commitment to increasing access to fresh, local and seasonal products while supporting regional agricultural partners and enhancing the quality of meals served to students.

Fiscal Impact:

Funding for these purchases is included within the approved 2026-2027 Nutrition Services budget.

Recommendation:

It is recommended that the Board of Trustees approve the award of contract to North Valley Food Hub to provide local fruits and vegetables to the Oroville Union High School District Nutrition Services Department during the 2026-2027 school year.

13. I. Out-of-State Travel Approval – ASCA Annual Conference (Williams)

Quick Summary / Abstract

Approval requested for four Las Pluams High School staff members (Danielle Lopez, Christina Chavez, Amy Steele, and Shanna Lee) to attend the 2026 American School Counselor Association (ASCA) Annual Conference in New Orleans, LA, July 11–14, 2026, to support professional learning aligned with student achievement, counseling program implementation, and school improvement goals.

Total cost- \$2,600 per person (approx)

Recommend Approval

Supporting Documents



[_Out of State.LP ACSA Counseling.New Orleans](#)



Las Plumas High School

Memo

To: OUHSD Board of Trustees
From: Shanna Lee-Principal at LPHS
cc: Jaymie Martinez
Date: 4/27/26
Re: Out of State Travel

Danielle Lopez, Christina Chavez, Amy Steele and Shanna Lee would like to attend ASCA 2026 Conference in New Orleans, LA from July 11th-July 14th.

Shanna Lee

Professional Development Request

1. Participant Names:

Danielle Lopez	Christina Chavez	Amy Steele	Shanna Lee

2. Name of Conference: ASCA 2026

3. Conference Location: New Orleans, LA

****Out of state conference must be submitted 6 weeks in advance for board approval prior to making any reservations and payments.***

4. Conference description: *How does this conference contribute to our goals/SPSA? How does it align with one or more of the four pillars?*

This conference will allow us to attend four days' worth of breakout sessions, general sessions, and keynote addresses that will allow us to enhance our school counseling knowledge, improve our school counseling program and provide opportunities for school counselors to discover best practices in the field.

After reviewing the conference materials, I have selected a number of educational sessions that will allow me to further my knowledge and understanding of school counseling – which in turn will help our students improve their academic achievement. Some of the sessions that I will attend include:

- Change the Anxiety Conversation
- Build Student College and Career Success
- Growing Student Leaders
- Restorative Change in Schools
- From First Gen to Future Ready
- Future Careers in a Changing World
- Support Homeless Students

Registration includes all educational sessions and keynote addresses during the conference, lunch on three days and access to representatives from colleges and universities, school counseling publishing companies, careers, software tools and more.

5. Dates of Conference: Start Date 07/11/2026 End Date 07/14/2026

6. Start/End Time of Conference: First Session 9:00 AM Last Session 12:00 PM

****First session and last session as documented on conference program***

Please attach all conference information.

Steele's
TSA needs
entered
for flight

Professional Development Request

7. Approximate Cost to attend Conference: *Include registration, meal reimbursement, hotel, transportation, parking, etc. Additional information listed below.*

Total Cost: \$2,600 per person,
approximately

8. Does this conference meet the following Title 1 expenditure guidelines?

	<i>Included in SPSA</i>
	<i>Included in SSC approved budget</i>
Yes	<i>Aligned to State academic content standards</i>
	<i>Evidenced based educational strategy</i>
	<i>Cost is reasonable and necessary</i>
	<i>Aligned with one or more of the four basic PLC questions</i>

Admin Signature: *Shanna Lee*

Date: 05/04/2026

Assistant Superintendent: *Jon Wood*

Date: 05/04/2026

Travel information can be found under board policies BP 3350 (a-c)

Employees must use whatever mode of transportation is the most reasonable and least expensive. If the employee chooses an alternative option the district will pay only the cost of the most reasonable and least expensive option and the difference between the two options will be considered the employee's personal expense. Any additional lodging and meal expenses due to the employee's selection will also be considered a personal expense.

*Lodging: The evening preceding or subsequent to the conference is covered when the employee would have to travel at unreasonably early or late hours to reach the destination. *Employees are expected to share a room with other employees attending the same event when possible.*

Employees can receive a meal reimbursement if the conference does not include meals. If the cost of the conference includes meals and the employee chooses to

Professional Development Request

purchase an alternative option, the cost of the meal will be considered a personal expense and not be reimbursed by the district.

*Meal reimbursements are capped at the current rates:

- Breakfast: \$13.00
- Lunch: \$15.00
- Dinner: \$26.00
- First and last day of travel total cap is: \$44.25

*The airline/flight with the lowest cost must be selected. The flight must be refundable.

The district will not pay personal expenses, to include in-room movies, spas and gyms, events in connection with a conference, laundry or other miscellaneous items of a personal nature.

The district will not pay for any expenses of another person who accompanies an employee on business travel, unless that individual is also a district employee and is authorized to participate.

Reimbursement requests for travel expenses must be submitted within 60 days of attending the event or by June 30, whichever comes first.

Home

Schedule at a Glance

Full Schedule

Exhibitors

Hotels and Location

Sponsors

CEUs, Contact Hours and Graduate Credit

Future Conferences

Past Conferences

Privacy Policy

Code of Conduct

Register Now →

Friday, July 10

- **3:00 PM - 7:30 PM CDT**
 - Registration

Saturday, July 11

- **8:00 AM - 8:45 AM CDT**
 - State Coordinators Meeting
- **8:00 AM - 5:00 PM CDT**
 - Registration
- **9:00 AM - 10:00 AM CDT**
 - Level Meetup
- **10:30 AM - 12:00 PM CDT**
 - Opening General Session
- **12:00 PM - 1:30 PM CDT**
 - Lunch in Exhibit Hall
- **12:00 PM - 4:30 PM CDT**
 - Exhibit Hall Open
- **2:00 PM - 3:00 PM CDT**
 - Breakout Sessions
- **3:00 PM - 3:30 PM CDT**
 - Exclusive Exhibit Hall Time
- **3:30 PM - 4:30 PM CDT**
 - Breakout Sessions

Sunday, July 12

- **7:00 AM - 8:00 AM CDT**
 - Yoga
- **8:00 AM - 5:00 PM CDT**
 - Registration
- **9:00 AM - 10:00 AM CDT**
 - Breakout Sessions

- **9:30 AM - 4:30 PM CDT**
 - Exhibit Hall Open
- **10:00 AM - 11:00 AM CDT**
 - Exclusive Exhibit Hall Time
- **11:00 AM - 11:20 AM CDT**
 - Express Learning Sessions
- **11:00 AM - 12:00 PM CDT**
 - Breakout Sessions
- **11:30 AM - 12:30 PM CDT**
 - Breakout Sessions
- **11:35 AM - 11:55 AM CDT**
 - Express Learning Sessions
- **12:00 PM - 1:30 PM CDT**
 - Lunch in the Exhibit Hall
- **12:10 PM - 12:30 PM CDT**
 - Express Learning Sessions
- **1:30 PM - 2:30 PM CDT**
 - Breakout Sessions
- **2:30 PM - 3:30 PM CDT**
 - Exclusive Exhibit Hall Time
- **3:30 PM - 4:30 PM CDT**
 - Breakout Sessions
- **5:00 PM - 6:30 PM CDT**
 - College/University Faculty Reception

Monday, July 13

- **8:00 AM - 5:00 PM CDT**
 - Registration
- **8:30 AM - 9:30 AM CDT**
 - Breakout Sessions

- **9:00 AM - 2:00 PM CDT**
 - Exhibit Hall Open
- **10:00 AM - 11:30 AM CDT**
 - General Session: eXperiencED
- **11:30 AM - 1:00 PM CDT**
 - Lunch in the Exhibit Hall
- **1:00 PM - 1:20 PM CDT**
 - Express Learning Sessions
- **1:00 PM - 2:00 PM CDT**
 - Breakout Sessions
- **1:40 PM - 2:00 PM CDT**
 - Express Learning Sessions
- **2:30 PM - 3:30 PM CDT**
 - Breakout Sessions
- **4:00 PM - 5:00 PM CDT**
 - Breakout Sessions
- **7:00 PM - 9:30 PM CDT**
 - RAMP Awards (ticketed event)

Tuesday, July 14

- **8:00 AM - 12:00 PM CDT**
 - Registration
- **8:30 AM - 8:50 AM CDT**
 - Express Learning Sessions
- **8:30 AM - 9:30 AM CDT**
 - Breakout Sessions
- **9:10 AM - 9:30 AM CDT**
 - Express Learning Sessions
- **9:45 AM - 10:45 AM CDT**
 - Breakout Sessions

- **11:00 AM - 12:00 PM CDT**
 - Closing General Session

13. J. Out-of-State Travel Approval- National FFA Convention, Indianapolis, IN (Williams)

Quick Summary / Abstract

Approval is requested for LPHS Ag staff members Robert Daley and Janie Ford to attend the 2026 National FFA Convention and Expo in Indianapolis, Indiana, from October 19–24, 2026.

Recommend Approval

Supporting Documents



[10.19.26-10.24-26 Fall Out of State travel for FFA](#)

OROVILLE UNION HIGH SCHOOL DISTRICT
2211 WASHINGTON AVE
OROVILLE, CA 95966

REQUEST FOR FIELD TRIP

Please refer to BP 6153 for deadline to submit this form for approval. Do not take your students away from school without getting prior permission from the office. Parents or guardian permissions is required for all students.

Activity: National FFA Convention and Expo

Date(s): October 19th-24th, 2026 Hours: All Day

Location: Indianapolis, Indiana; Lucas oil Stadium

Funding Source(s): Ag

Teacher Responsible for Supervision/First Aid: Jannie Ford and Robert Daley

Name Students Attending Activity (attach list if large group): TBD

Chaperones: Jannie Ford and Robert Daley

Pre-Trip Activities: Ag Curriculum

Trip Activities: Leadership Development, Career Exploration and Ag Industry Tours

Post-Trip Activities: Ag Curriculum

Additional Information: _____

Permission Slip Completed for Each Student? ☒ Yes ☐ No

Transportation: ☐ School Bus* ☒ Van/Suburban* ☐ Charter Bus**

☐ Employee Vehicle*** ☐ Volunteer Vehicle*** ☒ Rental Vehicle***

Teacher's Signature: _____ Date: 4/27/26

Principal's Signature: _____ Date: 4.27.26

Superintendent's Signature: _____ Date: _____

Note: The principal's signature verifies that all district requirements for the field trip have been met.

*Submit appropriate form to the transportation department

**Company must be on board approved list

***Attach Employee/Volunteer Personal Vehicle Use Form



Las Plumas High School

Memo

To: OUHSD Board of Trustees
From: Shanna Lee-Principal at LPHS
cc: Jaymie Martinez
Date: 4/27/26
Re: Out of State Travel

Robert Daley and Jannie Ford would like to attend the National FFA Convention and Expo in Indianapolis, Indiana at the Lucas Oil Stadium in October.

Shanna Lee

13. K. Resolution to Transfer Monies between Funds Through the Use of Temporary Borrowings #9-25/26 (Carey)

Quick Summary / Abstract

Approval is requested for temporary interfund transfers between the General Fund, Adult Education Fund, Food Services Fund, and Capital Facilities Fund for fiscal year 2025-26, as permitted by Education Code Section 42603, to prevent cash deficits due to potential funding delays. Transfers must be approved by the Superintendent or designee and repaid per code requirements.

Recommend Approval

Supporting Documents



[_Res 9-25.26 Temporary Borrowing](#)

OROVILLE UNION HIGH SCHOOL DISTRICT

**Resolution to Establish Temporary Interfund Transfers of
Special or Restricted Fund Monies**

Resolution # 9-25/26

WHEREAS, the Governing Board of any school district may direct that monies held in any fund or account may be temporarily transferred to another fund or account of the district for payment of obligations as authorized by Education Code Section 42603; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following year if the transfer takes place within the final 120 calendar days of a fiscal year;

NOW, THEREFORE BE IT RESOLVED, that the Board of Trustees of the Oroville Union High School District, in accordance with the provisions of the Education Code section 42603 adopts the following authorization for fiscal year 2025-26 to temporarily transfer funds between the following funds provided that all transfers are approved by the Superintendent of his designee:

General Fund (01), Adult Education Fund (11), Food Services Fund (13) and Capital Facilities Fund (25),

PASSED AND ADOPTED by the Governing Board on May 20, 2026, by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA
BUTTE COUNTY

I, Doug Williams, Clerk of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

WITNESSED, my hand this 20th day of May, 2026

Attest: _____
Doug Williams, Clerk, Board of Trustees

13. L. Authorization for Year-End Budget Transfers (Carey)

Quick Summary / Abstract

As part of the year-end process of closing the books, one of the items that auditors review is the excess of expenditures over appropriations. To assure the major object code areas are not overspent, the Assistant Superintendent/CBO requires board authorization to make the necessary transfers.

Recommend Approval

Quick Summary / Abstract

The Hall of Fame Committee recommends the approval of the following individuals as the Class of 2026.

Ronnie Belser	Robert "Duke" Sherwood
Pam Mark Hall	Mark Karr
Wayne Wilson	Lee Mastellotto
Scott Roberts	

A brief biography for each nominee is included.
We recommend approval of the 2026 Hall of Fame Class.

Supporting Documents

 [_Bio Briefs w. photos.2026](#)

Oroville Union High School District

Hall of Fame

Bio- Briefs for Class of 2026

	<p>Ronnie Lee Belser, Las Plumas High School, 1988. Played three sports, baseball, his favorite, and was a member of Block LP. Took over 60 units in Criminal Justice and Behavior at Butte College, with a certificate of Academic Distinction on the Honors List. Received his BS degree in Criminal Justice Management from Union Institute and University. His lifelong career in law enforcement began in 2001, serving on the Oroville and Paradise Police Departments and the Butte County Interagency Narcotics Task Force. He created the Municipal Law Enforcement, City Works, and Code Enforcement programs for the City of Oroville, currently serving as head of Code Enforcement. He was Butte County Police Officer of the Year in 2012 and 2015 and received numerous commendations throughout his career.</p>
	<p>Pam Mark Hall, Oroville High School, 1969. Very active as a cheerleader and in ASB activities, including student council, band, Tiger Tales newspaper, pep club, and won the Veterans Speech contest in her senior year. She was highly active in the community, performing with musical groups and touring nationally with Up With People at age 16. She received her BS degree from Chico State and became a critically acclaimed singer, songwriter, and artist, with songs appearing on more than six Grammy-nominated and Billboard-charting albums. In 1977, she was recognized as the Top New Female Artist of the Year by Record World Magazine. She received a Grammy Award nomination in 1986 and had a lifelong devotion to the Oroville community.</p>
	<p>Wayne Wilson, Oroville High School, 1973. Was a two-sport athlete, member of Block O, and the International Thespian Society. Earned his BA degree in Anthropology from CSU Chico, graduating Magna Cum Laude. He had a distinguished 33-year career in fire service in Butte County and was a staff archaeologist at CSU, Chico, and the USFS Mendocino National Forest in Willows. Started his highly successful photography business, Wayne Wilson Artworks Photography, in 2013, and his work has been featured in many businesses and galleries throughout the north state. In 2018, he co-authored the book <i>Spillway Emergency</i> with the late Bill Sager, CAL Fire Unit Chief. His community service has been extensive over many years. Makes his home with his wife, Lisa, in Montana.</p>
	<p>Scott Charles Roberts, Oroville High School, 1969. Was a member of the National Honor Society and very active in ASB activities, including the Electronic, Radio, and Library clubs. Also active as a member of the Tiger Tales and Nugget Yearbook staffs. Earned his AA degree from Butte College and an Associate of Science Degree from Mission College. Had a long and successful career in media services and technology with radio stations, Lockheed Missiles and Space, and Butte College. Did research and provided technical support for the book, <i>The Building of the Oroville Dam</i>, authored by his friend, Larry Matthews, and co-authored <i>The Lost Communities of Lake Oroville</i>, with Matthews. Has teamed with Matthews on numerous lectures in the north state.</p>

Oroville Union High School District

Hall of Fame

Bio- Briefs for Class of 2026

	<p>Mark Karr, Oroville High School, 1973. Outstanding student, track athlete, and school 440 record holder. Qualified for the CIF State Championships as a junior and senior. A noted Thespian all four years at OHS. BA degree from Chico State, and a successful 33-year career in insurance claims with Maryland Insurance Company, serving in Director and Manager roles at the home office. Extensive and passionate service over many years, and to this day, to the Butte County Historical Society as a speaker and contributor to the development of historical markers and signage in the Oroville area.</p>
	<p>Lee Patrick Mastelotto, Oroville High School, 1973. Played freshman football and was a member of the Key Club. Immersed himself in playing with area bands throughout his OHS years. Played with Chico State bands at age 15. At the age of 18, played in bands throughout Northern California. Spent 30 years as the drummer for King Crimson, one of the top four progressive bands in history. As well as a world-class drummer, Pat is a pioneer and continuing developer of mixed acoustic and electronic drumming. He also works as a producer, engineer, and mixer, working extensively with digital audio workstations.</p>
	<p>Robert "Duke" Sherwood, Las Plumas High School, 1968. Played three sports, was a Block LP member, and Student Body president and key club member his senior year. For over five decades, he has owned and operated Duke Sherwood Construction, specializing in earth moving and underground work, being a major part of the growth in Oroville. He also spent many years in public safety with the Oroville Fire Department. He has been a major supporter of many youth activities associated with the Future Farmers of America and the Junior Livestock Auction at the Butte County and Silver Dollar Fairs. He also served as president of the Butte County Cattlemen's Association.</p>

Submitted by Ray Sehorn, Chairman, OUHSD Hall of Fame Committee, to the OUHSD Board of Trustees for approval meeting on May 20, 2026.

13. N. Approval of Global Adoption of Revised Board Policies: Series 0000 through 9000 (Williams)

Quick Summary / Abstract

One of the major functions of the Board of Education is to determine policies of operation for the Oroville Union High School District (OUHSD). OUHSD has had several outdated policies that needed revision. OUHSD worked in partnership with the California School Boards Association (CSBA) during this past year to develop and propose the attached revised policies which are the most current and compliant according to legal code and best practices in the state of California for public school systems.

In formulating policies, the board, acting through its executive officer, the superintendent of schools, solicits the assistance of staff to develop and revise policies. Proposals or amendments of board policy are adopted only after a thorough review. They were first introduced in writing (called “first reading”) during the school board meeting on Wednesday, 04/15/2026.

The attached policies represent a cooperative study by the board, administration, and appropriate school personnel. The board assumes sole responsibility and authority for the enclosed policies. These policies stand as written until proposals or amendments are approved by the board.

All of these policies have been developed in terms for the purposes of the OUHSD. It is the aim in policy development to continue the improvement of the program of instruction and school district performance toward better meeting the educational needs of our students. The goal is that these policies will serve as a guide to all the personnel of the OUHSD schools.

Recommend Approval of these CBSA vetted policies.

Supporting Documents

-  [_0000 Oroville UHSD](#)
-  [_1000 Oroville UHSD](#)
-  [_2000 Oroville UHSD](#)
-  [_3000 Oroville UHSD](#)
-  [_4000 Oroville UHSD](#)
-  [_5000 Oroville UHSD](#)
-  [_6000 Oroville UHSD](#)
-  [_7000 Oroville UHSD](#)
-  [_9000 Oroville UHSD](#)

13. Q. Personnel Assignment Order

Quick Summary / Abstract

Approval is requested for the attached Personnel Assignment Order

Supporting Documents



[_PAO 05-20-26](#)

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

May 20, 2026

PERSONNEL ASSIGNMENT ORDER

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

Certificated

Classified

Christopher Berg
Art Teacher- OHS
Resignation effective 04/21/2026

Extra Duty Assignment Spring of 25/26

Rachel Ramirez – Drama - \$2,182

6/5 option for 2026/2027 School Year

Diana Castillo

Kailey Newkirk
English Teacher – LPHS
Request for .8 for 2026/27 SY

Kailey Newkirk
English Teacher- LPHS
Request for PL/ FMLA/CFRA
Effective 08/06/2026- 01/03/2027

Heather Thornwood
Art Teacher – OHS
7hrs/ day; 184 days/ year
Step/Column 15/IV \$99,484 p/year.
*Pending on experience / education verification
Effective 08/06/2026

2026/27 Fall Coaches

LPHS

Football

Blake Frieze - Head Varsity Football Coach - PD
Phillip Lawrence - Assistant Varsity Coach - PD
Joe Hothan - Assistant Varsity Coach - PD
Ricky Kelly - Assistant Varsity Coach - PD
Brian Riley - Assistant Varsity Coach - PD
Cuauhtemoc Gutierrez - Assistant Varsity Coach - PD
Nehemiah Broadway - Assistant Football Coach - PD
Tyler Collins - Assistant Football Coach - PD
Trevor Rickson- Head Junior Varsity Football Coach - PD
Aron Stogsdill - Assistant Junior Varsity Coach - PD
Marc Goff - Assistant Junior Varsity Coach - PD

Girls Volleyball

Amy Grundy - Head Varsity Volleyball Coach - PD
Miranda Johnson - Junior Varsity Coach - PD
Amanda Corona - Freshman Volleyball Coach - PD
Kendahl Costa - Assistant Volleyball Coach – PD
Brittany Franklin - Assistant Volleyball Coach - PD
Mikayla Merrifield - Assistant Coach - PD

Cross Country

Gene Wilson - Head Boys Varsity Cross Country Coach - PD
Byanna Delucia - Head Girls Varsity Cross Country Coach - PD

Cheer

Alisha Nine - Head Varsity Cheer Coach - PD
Melanie Ripley - Assistant Cheer Coach - PD

Alicia Delgadillo
VAPA Paraeducator- LPHS
Request for unpaid leave of absence w/out benefits
Effective 08/10/2026- January 4, 2026

Shameka Williams
Targeted Case Manager- CDS
Request for unpaid leave of absence w/out benefits
Effective 09/08/2026- 05/17/2027

Shameka Williams
Targeted Case Manager – CDS
Request for FMLA/CFRA
04/21/2026- 07/21/2026

Kyle Forrester
Food Service Worker – LPHS
Resignation effective 05/08/2026

Carol Harris
Paraeducator- ATC
Correction to start date: 05/11/2026

Christine Latouche
Paraeducator- OHS
Retirement effective 06/05/2026

Aaron Pike
Paraeducator- LPHS
Request for FMLA/CFRA leave
05/10/2026 - 11/07/2026

Akela Holder
Supplemental Education Technician- LPHS
8hrs/ day; 195 days/ year
Step / Column: 13/02 \$20.98/hr.
Effective 08/10/2026

Certificated**Classified**

Nichella Atterberry - Assistant Cheer Coach - NP
Lia Vang - Assistant Cheer Coach - NP

Girls Tennis

Jessica Coon - Head Varsity Tennis Coach - PD
Rob Rodney - Assistant Varsity Coach - NP
Mark Coleman - Assistant Varsity Coach - NP

Swimming

Alyssa Belser - Head Varsity Swim Coach - PD

Boys Basketball

Josh Osborn - Head Varsity Coach - PD
Chris Bridges - Assistant Basketball Coach - PD
James Jones - Assistant Basketball Coach - PD
Johnny Holmes - Head JV Coach - PD
Trent Thompson - Head Frosh Coach - PD
(D.J.) David Johnson - Assistant Basketball Coach - PD

Girls Soccer

Dave Gnesda - Head Varsity Soccer Coach - PD
Kailey Newkirk - Assistant Soccer Coach - PD
Jose Garcia - Assistant Soccer Coach - PD
Ron Lorimor - Assistant Soccer Coach - NP
Samantha Ross - Assistant Soccer Coach - NP
Bryanna Delucia - Head JV Soccer Coach - PD

OHS***Football***

Rick Villanueva - Varsity Head Coach - PD
Rob Anderson - Varsity Asst Coach - PD
Jesus Gomez - Varsity Asst Coach - PD
Ronnie Phillips - Varsity Asst Coach - PD
Geoff Carlson - JV Asst Coach - PD
Jared Shanahan - JV Asst Coach - PD
Josh Johnston - JV Asst Coach - PD
Shyloh Lontayao - JV Asst Coach - PD
Chris Haka - JV Asst Coach - PD

Girls Volleyball

Shawna O'Rourke - Varsity Head Coach - PD
Tim O'Rourke - Varsity Asst Coach - NP
Julia Hardin - JV Head Coach - PD
Alexis Kearney- Frosh Head Coach - PD
Emily Xiong - Frosh Asst Coach - NP

Cross Country

Patrick Cleary - Head Boys Coach - PD
Garrett Louis - Head Girls Coach - PD

Swimming

Alyssa Belser - Swim Coach - PD

Girls Tennis

Wayne Hill - Tennis Coach - PD

