



Board of Trustees

Ron Zufall
Gregory Hartt
Jamie Vericker
Joseph Ayer
Constance Pepple

Student Board Member

Jackson Richards

Superintendent

Jim Cloney

**Shasta Union High School District
Board of Trustees Regular Meeting**

Board Room
Shasta Union High School District
2200 Eureka Way Suite B, Redding, CA 96001
November 8, 2022
5:30 p.m. – Call to Order
5:30 p.m. – Closed Session
6:30 p.m. – Open Session

Mission:

To inspire and prepare every student to succeed in high school and beyond.

Our Board and staff are committed to excellent education through academics, Career Technical Education, the arts, athletics and activities. Our students gain the confidence and skills to adapt in their ever-changing world. Together with our families, we develop responsible members of the community.

Vision:

Educating Every Student for Success

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact Board Secretary Jim Cloney at (530) 241-3261 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 2200 Eureka Way Suite B, Redding, CA during normal business hours.

Agenda

1. CALL PUBLIC SESSION TO ORDER
2. ROLL CALL
3. PUBLIC COMMENT – CLOSED SESSION

The public may comment on any closed session item that will be heard. The Board may limit comments to no more than three minutes pursuant to Board policy.

4. CLOSED SESSION
 - 4.1 Public Employee Discipline/Dismissal/Release/Complaint (G.C. 54957)
 - 4.2 Conference with Labor Negotiator (G.C. 54957.6) Agency designated representatives: Jim Cloney – Superintendent, David Flores – Chief Business Official, Jason Rubin – Associate Superintendent/H.R. and Leo Perez - Associate Superintendent/Instructional Services. Employee Organizations: Shasta Secondary Education Association (SSEA), Educational Support Professionals Association (ESP), California School Employees Association (CSEA) and Management/Supervisory/Confidential.
 - 4.3 Conference with Legal Counsel – Anticipated Litigation (G.C. 54956.9) One Case.

5. RECONVENE IN OPEN SESSION – OPENING BUSINESS

5.1 Pledge of Allegiance

5.2 Mission and Vision Statements

6. RECOGNITION OF STAFF AND/OR STUDENTS

7. PRESENTATIONS

7.1 District Department Chair Updates – Business Layne McLean, Counseling Deitra Smith, Mathematics Brian McIntire, Social Science John Waters, and Special Education Heather Godfrey

8. PUBLIC COMMENT

The public may comment on any specific agenda item or any item of interest to the public that is within the Board's jurisdiction. The Board may limit comments to no more than three minutes pursuant to Board policy. The maximum time allowed for each agenda item shall be 20 minutes. The Board President may further limit the speaking time allowed in order to facilitate the progress of the meeting.

9. APPROVAL OF AGENDA

10. APPROVAL OF CONSENT AGENDA

Items listed under the Consent Agenda are considered to be routine and are acted on by the Board of Trustees in one motion. There is no discussion of these items before the Board vote unless a member of the Board, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. It is understood that the Administration recommends approval on all Consent Items. Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

10.1 Administration

A. Approve minutes for the October 11, 2022 regular Board meeting

10.2 Business Services

A. Ratify Commercial Warrants and Payroll Distributions for October 2022

B. Accept Quarterly Report of Investments

10.3 Instructional Services

A. Approve Field Trip Requests

B. Approve a request to declare property as surplus (IT – computers and peripherals)

10.4 Human Resources

A. Approve Human Resources Action Report

11. REPORTS

11.1 Employee Associations

A. Shasta Secondary Education Association – Layne McLean, President

B. Educational Support Professionals Association – Rhonda Minch, President

C. California School Employees Association – David Martin, President

11.2 Principals

A. Alternative Education – Tim Calkins

B. Enterprise High School – Ryan Johnson

C. Shasta High School – Shane Kikut

D. Foothill High School – Kevin Greene

11.3 Superintendent

11.4 Board Members

12. BUSINESS

12.1 Administration

- A. Approve to set the regular Board Meeting of December 13, 2022 as the Annual Organizational Meeting of the Board of Trustees (*Action*)
- B. The Board will conduct the first reading of draft mandated and draft optional Board Policies and Administrative Regulations, as provided by CSBA (*Discussion/Action*)
- C. The Board will consider concerns regarding Board Policy 6161.11 Supplementary Instructional Materials (*Discussion/Action*)
- D. Approve minutes for the October 21, 2022 special Board meeting (*Action*)
- E. Excuse Trustee Pepple's absence from the October 21, 2022 special Board meeting (*Action*)
- F. Excuse Trustee Hart's absence from the October 21, 2022 special Board meeting (*Action*)

12.2 Budget, Finance, Facilities

- A. Monthly Financial Report (*Information*)

12.3 Instructional Services

- A. Approve the School Plans for Student Achievement (*Action*)
- B. Approve curriculum proposals - AP Music Theory, Advanced Manufacturing/Robotics Tech Lab, AP Computer Science Principles, AP Pre-Calculus (*Action*)
- C. Review CAASPP Test Scores (*Information*)

12.4 Human Resources

- A. Approve Site Safety Plans (*Action*)

13. ADVANCE PLANNING

13.1 Next Meeting Dates: Fall Study Session November 14, 2022 and Regular Meeting December 13, 2022

13.2 Suggested Future Agenda Items

14. ADJOURNMENT

14.1 The Board may reopen Public Comment.

14.2 The Board may adjourn to closed session to continue discussion on topics listed from the 5:30 p.m. session.

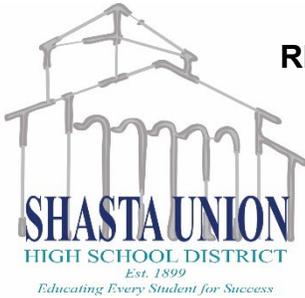
SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Minutes from October 11, 2022 regular Board Meeting

PREPARER: Jim Cloney, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:
Staff has reviewed the minutes and recommends approval as presented.



**SHASTA UNION HIGH SCHOOL DISTRICT
REGULAR MEETING OF THE GOVERNING BOARD
Board Room
2200 Eureka Way
Redding, CA 96001**

**October 11, 2022
UNADOPTED MINUTES**

A regular meeting of the Governing Board of the Shasta Union High School District was called to order at 5:30 p.m. by Trustee Zufall in the Shasta Union High School District Board Room.

ROLL CALL: Trustees Ron Zufall, Greg Hartt, Jamie Vericker, Joseph Ayer, and Constance Pepple were present. Also present: Superintendent Jim Cloney, Associate Superintendent of Human Resources Jason Rubin, Associate Superintendent of Instructional Services Leo Perez, and Chief Business Official David Flores.

There were no requests from the audience to speak to any items on the closed session agenda. The Board adjourned to closed session at 5:30 p.m. to discuss the following: 1) Public Employee Discipline/Dismissal/Release/Complaint (G.C. 54957); 2) Conference with Labor Negotiator (G.C. 54957.6) Agency designated representatives: Jim Cloney – Superintendent, David Flores – Chief Business Official, Jason Rubin – Associate Superintendent/H.R. and Leo Perez - Associate Superintendent/Instructional Services. Employee Organizations: Shasta Secondary Education Association (SSEA), Educational Support Professionals Association (ESP), California School Employees Association (CSEA) and Management/Supervisory/Confidential; and 3) Conference with Legal Counsel – Anticipated Litigation (G.C. 54956.9) One Case.

The Board reconvened into open session at 6:36p.m. Student Board Member Jackson Richards was present for the open session portion of the meeting. Trustee Zufall announced the Board voted unanimously in favor in closed session to authorize the Superintendent to sign a settlement and release agreement to settle a salary schedule dispute. Trustee Zufall led the pledge of allegiance and Trustee Hartt recited the mission and vision statements. This month's student artwork display is from Foothill High School.

RES. 22-206 That the Board authorize the Superintendent to sign a settlement and release agreement to settle a salary schedule dispute. (Motion Hartt, second Ayer, carried 5-0)

RES. 22-207 That the Board approve the agenda as presented, with the exception of tabling agenda item 12.1A – The Board will conduct the first reading of draft mandated and draft optional Board Policies and Administrative Regulations, as provided by CSBA. (Motion Hartt, second Ayer, carried 5-0. Student Board Member Richards: Aye)

RES. 22-208 That the Board approve the consent agenda, as presented. (Motion Ayer, second Hartt, carried 5-0. Student Board Member Richards: Aye)

RES. 22-209 That the Board approve the minutes for the September 13, 2022 regular Board meeting. (Motion Ayer, second Hartt, carried 5-0. Student Board Member Richards: Aye)

RES. 22-210 That the Board ratify commercial warrants in the amount of \$5,896,534.97 and payroll distributions in the amount of \$3,698,979.72 for the period of 9/01/2022 – 9/30/2022. (Motion Ayer, second Hartt, carried 5-0. Student Board Member Richards: Aye)

RES. 22-211 That the Board approve the public notice of the District's intent to filter Internet access in order to adhere to the Children's Internet Protection Act and to qualify for e-rate dollars. (Motion Ayer, second Hartt, carried 5-0. Student Board Member Richards: Aye)

- RES. 22-212 That the Board approve the Career and Technical Education District Advisory Committee. (Motion Ayer, second Hartt, carried 5-0. Student Board Member Richards: Aye)
- RES. 22-213 That the Board approve the 2022-23 Designation of CIF Representatives to League for EHS. (Motion Ayer, second Hartt, carried 5-0. Student Board Member Richards: Aye)
- RES. 22-214 That the Board approve the Human Resources Action Report, as follows: *Classified – (Hours-Decrease/Increase)*: Tanya Clary, Food Nutrition Specialist 6.25 hours/10 months (EHS), effective September 19, 2022; Rolene Crosbie, Food Nutrition Specialist 7 hours/10 months (FHS), effective September 19, 2022; Ashile Delzell, Food Nutrition Specialist 7 hours/10 months (SHS), effective September 19, 2022; Miranda Gonzalez, Instructional Para-SDCI 6 hours/10 months (FHS), effective September 1, 2022; Debra Parker, Bus Driver 7.5 hours/10 months (Transportation), effective September 13, 2022; and Sandra Shores, SH/Behavior Para 6.5 hours/10 months (EHS), effective August 15, 2022. (*New Hires*): Alyssa Burke, Instructional Para-SDCI 6.5 hours/10 months (EHS), effective September 8, 2022; Jordan D’Meza, Instructional Para-SDCI 6.5 hours/10 months (EHS), effective September 26, 2022; Efrain Marin, Custodian 8 hours/12 months (SLC), effective September 6, 2022; Ariel Pair, At-Risk Para 5.75 hours, 10 months (PHS-MS), effective September 26, 2022; Theresa Ritter Partsch, Instructional Para-SDCI 6.5 hours/10 months (FHS), effective September 15, 2022; Heather Rodriguez, Specialized Health Care Assistant (LVN) 7 hours/211 days, effective September 19, 2022; and Shana Wooten, Project Assistant-Workability 7 hours/10 months (PHS-MS), effective September 6, 2022. (*Position Change/Promotion*): Monica Hernandez, Bilingual Para 6.5 hours/10 months (EHS), effective October 1, 2022; Travis Thomas, Sr Tech Support Suprv 8 hours/12 months (IT), effective October 1, 2022; and Denise Yochum, Interpreter 7 hours/10 months, effective August 29, 2022. (*Resigned/Retired*): Christa Bates, At-Risk Para 6.5 hours/10 months (SHS), effective September 20, 2022; Julia David, Cal-Safe Prog Facilitator 6 hours/10 months (SCA), effective September 9, 2022; and Ariel Pair, At-Risk Para 5.75 hours/10 months (PHS-MS), effective September 28, 2022. (*Certificated – (Resignation)*): Alexandria Adkins, English 5/5 EHS), effective October 7, 2022. (*Unpaid Leave of Absence Request*): Katelyn Quon, 08/15/2022 to 06/30/2023, effective August 15, 2022. (Motion Ayer, second Hartt, carried 5-0. Student Board Member Richards: Aye)
- RES. 22-215 That the Board accept the Quarterly Report on the Williams Uniform Complaints for July 1, 2022 – September 30, 2022. (Motion Ayer, second Hartt, carried 5-0. Student Board Member Richards: Aye)
- RES. 22-216 That the Board approve Change Order Number 1 for Enterprise High School Field Replacement to be ratified for a net increase to the contract KYA Services, LLC, in the amount of \$4,004.14. (Motion Ayer, second Hartt, carried 5-0. Student Board Member Richards: Aye)
- RES. 22-217 That the Board approve the proposed negotiations and compensation between the District and the California School Employees Association (CSEA) for 2022-23, and the related AB 1200 Public Disclosure. (Motion Ayer, second Vericker, carried 5-0. Student Board Member Richards: Aye)
- RES. 22-218 That the Board approve the updated 2022-23 Local Control and Accountability Plan and Parent Budget Overview. (Motion Hartt, second Ayer, carried 5-0. Student Board Member Richards: Aye)
- RES. 22-219 That the Board approve the curriculum proposal, as follows: Animal/Plant Physiology. (Motion Pepple, second Ayer, carried 5-0. Student Board Member Richards: Aye)
- RES. 22-220 That the Board designate art, music, and drama classes as CTE when a CTE credentialed instructor is available. (Motion Hartt, second Ayer, carried 5-0. Student Board Member Richards: Aye)
- RES. 22-221 That the meeting adjourn. (Motion Pepple, second Ayer, carried 5-0. Student Board Member Richards: Aye)

RECOGNITION OF STAFF AND/OR STUDENTS:

The Board of Trustees and Administration recognized Foothill High School (FHS) teacher Ashley Fitzgerald, Enterprise High School (EHS) custodian Nathan Noonan, Pioneer Continuation High School (PHS) senior Alexis Alvarez, and Shasta High School (SHS) senior Dannon Stack.

PRESENTATION:

District Department Chair Updates: Family & Consumer Science Department Chair Ashley Marsh, Visual and Performing Arts Department Chair Tamara Watson, Physical Education Department Chair Annette Wilson, and Science Department Chair Katie Shoff each provided the Board with a brief update on their departments.

Trustee Zufall encouraged the Department Chairs to share their ideas and needs in order to improve student programs.

PUBLIC COMMENT:

Shaun Vega Sanchez stated that he reached out to the District to schedule a meeting to discuss the possible expansion of the FHS wrestling facility. He stated that he shared drawings of a wrestling facility from Oakdale High School and has reached out to Brian Dahle and Doug LaMalfa's office for funding. He invited the Board to attend the Brawl in the Mall and Senior Night.

Foothill High School teacher Alisson Gross provided the Board with a report on the Agriculture Department's activities, accomplishments, enrollment, courses, students, and leadership. She thanked the Board for the new facilities from Measure I, stating that they have provided a lot more opportunities for students. Ag students Ella Wilson and Audrianna Strawn provided the Board with an update on current community service activities and stated that the program has had an increase in enrollment.

REPORTS FROM SHASTA UNION HIGH SCHOOL DISTRICT ORGANIZATIONS:

ESP President Rhonda Minch commended EHS culinary teacher James Leedy and his students for their help in serving 900 dinners at Paesano Days. She stated that the District and ESP have signed an MOU allowing employees to receive up to \$1000 in the event they recruit a new employee for an ESP or CSEA position. Ms. Minch stated that she attended a CA Teachers' Association (CTA) conference in Reno over the weekend where she was able to share the successes of the District's health and benefits, specifically costs, site representatives, and the committee.

CSEA President David Martin stated that the Transportation Department has had continuous staffing issues. He reported that he attended a CSEA conference in Sacramento last weekend.

SSEA President Layne McLean stated that the first quarter ends Friday. He reported that he also attended the CTA Region 2 conference in Reno. He stated that the District is in a good place but could be better and looks forward to hearing back from the Board. Mr. McLean introduced new SSEA Vice President Dawn Coppolo. He stated that the sub shortage continues.

REPORTS FROM PRINCIPALS:

Alternative Education: Tim Calkins stated that PHS's most popular class is Erik White's Career Technical Education (CTE) woodshop. He shared with the Board a variety of pieces the students made using a CNC machine, 3-D machine, and laser printer.

Enterprise High School: Ryan Johnson stated that the WASC process is not as extensive as it has been in the past. He reported that they have twenty-four students assisting with the restorative justice program. This is the fifth year the program has been at EHS, and they have held twenty-five cases this year so far. Mr. Johnson was pleased to announce the varsity football team's win over Pleasant Valley High School.

Shasta High School: Shane Kikut stated that they have issued 690 deficiency notices which is down from 990 last spring. Mr. Kikut reported that SHS hosted a blood drive last week and invited the Board to attend an eighties music concert at the David Marr Theatre held by SHS students. He stated that public speaker Jared Scott will present to students on meeting challenges and overcoming adversity later this month and announced the upcoming Sadie Hawkins dance.

REPORTS FROM PRINCIPALS (continued):

Foothill High School: Kevin Greene reported that the Ag Department hosted an all day conference on campus for 160 students. A new shed is being constructed to house many of the CTE program's vehicles such as the firetruck, ambulance, and trailers. Mr. Greene commended senior Ian DeWalt who has been accepted into the National Merit Scholarship program. He commended those working on WASC. Mr. Greene stated that Mr. Johnson was a mentor for him while at EHS, and he would like to implement part of EHS's restorative justice program into FHS's cougar court.

Trustee Zufall expressed the need to improve math and English scores and encouraged staff to share where they think funding would be most value added.

REPORT FROM SUPERINTENDENT:

Jim Cloney reported that approximately 60% of staff have attended a Professional Learning Communities (PLC) training. Administration met today to discuss how more meeting times can be added into the schedule to better support the PLC process. Mr. Cloney stated that the District plans to train staff to administer narcan due to the the increase in fentanyl overdoses. He announced that the first Superintendent Student Advisory Council meeting is tomorrow where Student Board Member Jackson Richards and former Student Board Member Ava Gebhart will co-chair the meeting. Mr. Cloney stated that the District and associations signed an MOU that provides a financial incentive for staff to bring on new hires in CSEA and ESP positions. He invited the Board to attend this Friday's annual Rive Bowl at SHS.

TRUSTEE COMMENTS AND LIAISON REPORTS:

Trustee Hartt stated that the atmosphere and vibe has been great recently and that it has been wonderful to hear from everybody as we go about a normal school year.

Trustee Ayer reported that the attended an FHS football game and is interested in attending the Brawl in the Mall.

Trustee Pepple thanked the Department Chairs for their reports and thanked Mr. Cloney for being proactive on the current fentanyl situation.

Trustee Richards reported that he attended the FHS homecoming dance where there were 900 attendees and that he also attended a football game at SHS. He stated that there will be representatives from all schools from different clubs and grades at tomorrow's Superintendent Student Advisory Council Meeting.

RECESS: 7:50p.m. – 7:56p.m.

DISCUSSION:

Monthly Financial Report: David Flores stated that the District is trending where it should be based on where we are at in the year. The adopted budget column has been updated to reflect the June 30 budget.

Change Order: David Flores stated that the District has requested to modify the logo on the new EHS field to make it larger than the original design.

PUBLIC HEARING - Proposed Negotiations and Compensation between the District and the California School Employees Association (CSEA): At 7:58 p.m., Trustee Zufall declared the meeting open to Public Hearing to provide interested parties an opportunity to speak regarding the proposed negotiations and compensation between the District and CSEA. There were no comments, and the public hearing was declared closed.

2022-23 Local Control and Accountability Plan (LCAP) Update: Leo Perez stated that the LCAP has been updated with minor changes as recommended by the Shasta County Office of Education as a result of the finalized state budget and clerical changes.

DISCUSSION (continued):

Curriculum Proposal: Leo Perez stated that he District would like to implement an Animal & Plant Physiology course as part of the Agriculture and Natural Resources Career CTE pathway. He stated that the agriculture program is growing at FHS. Students currently can finish the pathway as juniors. The new course would provide them an additional year and is recognized as A-G.

CTE Course: Leo Perez stated that the District would like to implement Arts, Media and Entertainment as a new CTE pathway. Part of the process of creating a new pathway is ensuring the Visual and Performing Arts teachers obtain a CTE credential. Once all teachers are credentialed, the District will be able to implement the new pathway. Mr. Perez emphasized the District's efforts to align CTE with A-G courses.

National Student Clearinghouse Data: Leo Perez presented data from the National Student Clearinghouse showing postsecondary enrollment and progress for high school graduates. The data is broken down by institutions/trade schools, four-year institutions, and two-year institutions. Mr. Perez stated that the District partners with Shasta College to articulate classes which allows student who obtain a B or higher in a college course to receive high school credit.

ADVANCE PLANNING:

Next Meeting Dates: October 11, 2022

Suggested Future Agenda Items: Trustee Pepple requested the Board review parent consent forms and cell phone policies.

ADJOURNMENT:

The meeting adjourned at 8:29 p.m.

Jamie Vericker, Clerk
Board of Trustees

Jim Cloney, Executive Secretary
Board of Trustees

Bd. Min. 10-11-22 //l

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Commercial Warrants and Payroll Distributions

PREPARER: David Flores, Chief Business Official

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:
Provided under separate cover are the monthly warrant registers for both commercial warrants and payroll distributions.

REFERENCES:
Education Code Section 42632 and 42633

SHASTA UNION HIGH SCHOOL DISTRICT
Governing Board Commercial Warrant Approval
for the period 10/01/22 - 10/31/22

| Subfund Totals - Accounts Payable | |
|--|--|
|--|--|

| Payroll Warrants | |
|-------------------------|--|
|-------------------------|--|

| | | |
|----|---------------------------------|--------------|
| 01 | General Fund | 1,577,572.64 |
| 02 | Farm Fund | 0.00 |
| 05 | Student Body Fund | 1,123.53 |
| 07 | Shasta Charter Academy | 82,059.09 |
| 08 | University Preparatory | 141,565.49 |
| 11 | Adult Education Fund | -218.93 |
| 12 | Child Development Fund | 0.00 |
| 13 | Cafeteria/Food Service Fund | 176,642.80 |
| 14 | Deferred Maintenance Fund | 0.00 |
| 15 | Pupil Transportation Eqmt Fund | 0.00 |
| 16 | Foundation Private Purpose Fund | 0.00 |
| 21 | Capital Building Bond Fund | 0.00 |
| 25 | Capital Facilities Fund | 0.00 |
| 35 | County School Facilities | 0.00 |
| 56 | Debt Service Fund | 0.00 |
| 76 | Warrant Passthrough | 0.00 |

| | |
|----------------|----------------|
| Salary | 3,719,077.58 |
| Supplemental | 62,884.43 |
| Manual Payroll | 396.06 |
| Voids | <u>-729.43</u> |

Total **\$1,978,744.62**

Total **\$3,781,628.64**

Total Accounts Payable 1,978,744.62

Total Payroll 3,781,628.64

GRAND TOTAL **\$5,760,373.26**

SHASTA UNION HIGH SCHOOL DISTRICT

Date _____

Signed: _____

Date _____

Signed: _____

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Quarterly Investment Report

PREPARER: David Flores, Chief Business Official

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

Although school districts are no longer required to prepare a quarterly investment report and present it to the governing board, current district policy calls for the report as it is a good business practice. The attached report comes from the Shasta County Pooled Investments for the period ending September 30, 2022.

REFERENCES:

Government Code Section 53646

SHASTA COUNTY POOLED INVESTMENT
September 30, 2022

09/30/22

| PURCHASE DATE | SECURITY TYPE | PAR AMOUNT | COST AMOUNT | % OF TOTAL | DISC | PREM | ACCRUED INTEREST | MATURITY | CUSIP | MOODY'S RATING | INT/DISC RATE | YIELD | BROKER | DAYS TO MAT | DAYS* COST | MARKET VALUE | UNREALIZED GAIN/LOSS | |
|---------------|---|-----------------------|-----------------------|---------------|--------------|------------|------------------|---------------|-----------|----------------|---------------|-------------|---------|-------------|-------------------|-----------------------|-----------------------|----------------|
| | Local Agency Investment Fund (max 75,000) | 20,000,000.00 | 20,000,000.00 | 2.84% | | | | 10/3/2022 | | not rated | 1.35 | 1.35 | LAIF | 3 | 60,000,000.00 | 20,104,882.68 | N/A | |
| | Repo Agreement (20% limit) | | | 0.00% | | | | | | | No Offer | No Offer | UBS | | 0.00 | | N/A | |
| | LIR Treasury Fund - Mutual Fund (5.00%max) | 34,000,000.00 | 34,000,000.00 | 4.82% | | | | 10/3/2022 | | | 2.93 | 2.93 | UBS | 3 | 102,000,000.00 | 34,000,000.00 | N/A | |
| **** | Total Inactive Public Deposits (7.5% limit) | 0.00 | 0.00 | 0.00% | | | | | | | | | | | | 0.00 | | |
| 06/29/21 | US Treasury Note | 5,000,000.00 | 5,025,365.08 | | | 25,365.08 | 0.00 | 5,025,365.08 | 01/15/23 | 912828229 | NA/NA | 1.50 | 0.16 | Wells Fargo | 107 | 537,714,063.56 | 4,972,200.00 | (53,165.08) |
| 02/05/20 | US Treasury Note | 5,000,000.00 | 5,000,000.00 | | | 0.00 | 0.00 | 5,000,000.00 | 01/31/23 | 912828P38 | NA/Aaa | 1.01 | 1.38 | Wedbush | 123 | 615,000,000.00 | 4,968,100.00 | (31,900.00) |
| 06/03/21 | US Treasury Note | 5,000,000.00 | 4,999,218.75 | | (781.25) | | 0.00 | 4,999,218.75 | 03/31/23 | 91282CBU4 | NA/Aaa | 0.13 | 0.13 | Wedbush | 182 | 909,857,812.50 | 4,908,200.00 | (91,018.75) |
| 10/31/19 | US Treasury Note | 5,000,000.00 | 4,958,203.13 | | (41,796.87) | | 0.00 | 4,958,203.13 | 06/30/23 | 912828S35 | NA/Aaa | 1.38 | 1.61 | Wedbush | 273 | 1,353,589,454.49 | 4,899,400.00 | (58,803.13) |
| 12/27/19 | US Treasury Note | 5,000,000.00 | 4,959,960.94 | | (40,039.06) | | 0.00 | 4,959,960.94 | 06/30/23 | 912828S35 | NA/NA | 1.38 | 1.61 | Union Banc | 273 | 1,354,069,336.62 | 4,899,400.00 | (60,569.94) |
| 10/21/21 | US Treasury Note | 10,000,000.00 | 9,956,250.00 | | (43,750.00) | | 0.00 | 9,956,250.00 | 07/31/23 | 91282CCN9 | NA/NA | 0.13 | 0.37 | UBS | 304 | 3,026,700,000.00 | 9,665,600.00 | (290,650.00) |
| 07/08/22 | US Treasury Note | 10,000,000.00 | 9,976,562.50 | | (23,437.50) | | 0.00 | 9,976,562.50 | 07/31/23 | 912828Y61 | NA/Aaa | 2.75 | 2.97 | UBS | 304 | 3,032,875,000.00 | 9,884,400.00 | (92,162.50) |
| 02/01/22 | US Treasury Note | 5,000,000.00 | 4,930,273.44 | | (69,726.56) | | 0.00 | 4,930,273.44 | 08/31/23 | 91282CCU3 | NA/NA | 0.13 | 1.02 | UBS | 335 | 1,651,641,602.40 | 4,814,650.00 | (115,623.44) |
| 03/31/22 | US Treasury Note | 10,000,000.00 | 9,695,703.13 | | (304,296.87) | | 0.00 | 9,695,703.13 | 10/15/23 | 91282CAP6 | NA/Aaa | 0.13 | 2.14 | Wedbush | 380 | 3,684,367,189.40 | 9,578,900.00 | (116,803.13) |
| 12/03/20 | US Treasury Note | 5,000,000.00 | 5,142,554.39 | | | 142,554.39 | 0.00 | 5,142,554.39 | 02/29/24 | 9128286G0 | NA/Aaa | 2.38 | 0.21 | Wedbush | 517 | 2,658,700,619.63 | 4,867,950.00 | (274,604.39) |
| 12/28/21 | US Treasury Note | 10,000,000.00 | 10,189,791.95 | | | 189,791.95 | 0.00 | 10,189,791.95 | 02/29/24 | 9128286G0 | NA/Aaa | 2.38 | 0.75 | Wedbush | 517 | 5,268,122,438.15 | 9,735,900.00 | (453,891.95) |
| 01/06/22 | US Treasury Note | 5,000,000.00 | 4,964,843.75 | | (35,156.25) | | 0.00 | 4,964,843.75 | 11/15/24 | 91282CDH1 | NA/Aaa | 0.75 | 1.00 | UBS | 777 | 3,857,883,593.75 | 4,646,100.00 | (318,743.75) |
| 04/08/22 | US Treasury Note | 10,000,000.00 | 9,951,171.88 | | (48,828.12) | | 0.00 | 9,951,171.88 | 01/31/25 | 912828W33 | NA/Aaa | 2.50 | 2.65 | Wedbush | 854 | 4,998,300,785.52 | 9,607,000.00 | (344,171.88) |
| 08/25/21 | US Treasury Note | 10,000,000.00 | 10,094,650.14 | | | 94,650.14 | 0.00 | 10,094,650.14 | 02/28/25 | 912828ZC7 | NA/Aaa | 1.13 | 0.52 | Wedbush | 882 | 8,903,481,423.48 | 9,286,700.00 | (807,950.14) |
| 07/07/21 | US Treasury Note | 10,000,000.00 | 9,862,500.00 | | (137,500.00) | | 0.00 | 9,862,500.00 | 06/30/25 | 912828W33 | NA/Aaa | 0.25 | 0.60 | Wedbush | 1004 | 9,901,950,000.00 | 8,975,400.00 | (887,100.00) |
| 06/22/21 | US Treasury Note | 5,000,000.00 | 4,914,843.75 | | (85,156.25) | | 0.00 | 4,914,843.75 | 07/31/25 | 91282CAB7 | NA/Aaa | 0.25 | 0.67 | Wedbush | 1035 | 5,086,863,281.25 | 4,469,150.00 | (445,693.75) |
| 08/20/21 | US Treasury Note | 5,000,000.00 | 4,930,468.75 | | (69,531.25) | | 0.00 | 4,930,468.75 | 08/31/25 | 91282CAJ0 | NA/Aaa | 0.25 | 0.60 | Wedbush | 1066 | 5,255,879,687.50 | 4,454,100.00 | (476,368.75) |
| 08/26/21 | US Treasury Note | 10,000,000.00 | 9,845,312.50 | | (154,687.50) | | 0.00 | 9,845,312.50 | 01/31/26 | 91282CBH3 | NA/Aaa | 0.38 | 0.73 | UBS | 1219 | 12,001,435,937.50 | 8,808,600.00 | (1,036,712.50) |
| 08/27/21 | US Treasury Note | 10,000,000.00 | 9,908,984.38 | | (91,015.62) | | 0.00 | 9,908,984.38 | 02/28/26 | 91282CBQ3 | NA/Aaa | 0.50 | 0.71 | Wedbush | 1247 | 12,396,503,521.86 | 8,823,800.00 | (1,085,184.38) |
| 06/30/22 | US Treasury Note | 10,000,000.00 | 9,185,937.50 | | (814,062.50) | | 0.00 | 9,185,937.50 | 06/30/26 | 91282CCJ8 | NA/Aaa | 0.88 | 3.05 | Wedbush | 1369 | 12,575,548,437.50 | 8,853,100.00 | (332,837.50) |
| **** | Total Treasury Bill (50% limit) | 150,000,000.00 | 148,492,595.96 | 21.05% | | | | | | | | 1.14 | | | | 141,118,650.00 | (7,373,945.96) | |
| **** | Total Negotiable Cert of Deposit (20% limit) | | | 0.00% | | | | | | | | | | | | | | |
| 08/29/22 | Barclay's Bank PLC Med Term Note | 10,000,000.00 | 10,000,000.00 | | | | 10,000,000.00 | 08/29/25 | 06748XLN9 | A/A1 | 4.15 | 4.15 | Alamo | 1064 | 10,640,000,000.00 | 9,622,500.00 | (377,500.00) | |
| **** | Total Medium Term Notes (20% limit/ 3% ea) | 10,000,000.00 | 10,000,000.00 | 1.42% | | | | | | | | 4.15 | | | | 9,622,500.00 | (377,500.00) | |
| 01/07/22 | Credit Agricole CP | 5,000,000.00 | 4,987,297.22 | | (12,702.78) | | 4,987,297.22 | 10/03/22 | 22533UK36 | A-1/P-1 | 0.34 | 0.34 | UBS | 3 | 14,961,891.66 | 5,000,000.00 | 12,702.78 | |
| 03/29/22 | Natixis NY CP | 10,000,000.00 | 9,867,741.67 | | (132,258.33) | | 9,867,741.67 | 12/23/22 | 63873MKP9 | A-1/P-1 | 1.77 | 1.79 | UBS | 84 | 828,890,300.28 | 9,916,100.00 | 48,358.33 | |
| 04/13/22 | Natixis NY CP | 10,000,000.00 | 9,860,788.89 | | (139,211.11) | | 9,860,788.89 | 01/06/23 | 63873KN60 | A-1/P-1 | 1.87 | 1.90 | UBS | 98 | 966,357,311.22 | 9,895,000.00 | 34,211.11 | |
| 04/19/22 | MUFG Bank CP | 5,000,000.00 | 4,932,255.56 | | (67,744.44) | | 4,932,255.56 | 01/12/23 | 62479MNC3 | A-1/P-1 | 1.82 | 1.85 | UBS | 104 | 512,954,578.24 | 4,944,150.00 | 11,894.44 | |
| 06/28/22 | MUFG Bank CP | 5,000,000.00 | 4,881,191.67 | | (118,808.33) | | 4,881,191.67 | 03/24/23 | 62479MQQ9 | A-1/P-1 | 3.18 | 3.28 | UBS | 175 | 854,208,542.25 | 4,897,300.00 | 16,108.33 | |
| 09/28/22 | MUFG Bank CP | 10,000,000.00 | 9,670,955.56 | | (329,044.44) | | 9,670,955.56 | 06/23/23 | 62479MTP8 | A-1/P-1 | 4.42 | 4.57 | UBS | 266 | 2,572,474,178.96 | 9,661,750.00 | (9,205.56) | |
| **** | Total Comm Paper (20% limit) | 45,000,000.00 | 44,200,230.57 | 6.27% | | | | | | | | 3.67 | | | | 44,314,300.00 | 114,069.43 | |
| 01/27/20 | Federal Farm Credit | 5,000,000.00 | 5,000,000.00 | | | 0.00 | 0.00 | 5,000,000.00 | 01/23/23 | 3133ELJH8 | AA+/Aaa | 1.60 | 1.51 | Wells Fargo | 115 | 575,000,000.00 | 4,966,750.00 | (33,250.00) |
| 04/13/20 | Federal Farm Credit | 5,000,000.00 | 5,035,418.89 | | | 35,418.89 | 0.00 | 5,035,418.89 | 06/05/23 | 3133EET67 | AA+/Aaa | 2.30 | 0.49 | Wedbush | 248 | 1,248,783,884.72 | 4,940,300.00 | (95,118.89) |
| 12/15/20 | Federal Farm Credit (Callable) | 10,000,000.00 | 10,000,000.00 | | | | 10,000,000.00 | 06/15/23 | 3133EMK66 | AA+/Aaa | 0.20 | 0.20 | Wedbush | 298 | 2,580,000,000.00 | 9,703,300.00 | (296,700.00) | |
| 08/10/20 | Federal Farm Credit (Callable) | 5,000,000.00 | 5,000,000.00 | | | | 5,000,000.00 | 08/10/23 | 3133EL3E2 | AA+/Aaa | 0.32 | 0.32 | UBS | 314 | 1,570,000,000.00 | 4,831,950.00 | (168,050.00) | |
| 09/15/20 | Federal Farm Credit (Callable) | 5,000,000.00 | 5,000,000.00 | | | | 5,000,000.00 | 09/14/23 | 3133EL6U3 | AA+/Aaa | 0.28 | 0.28 | UBS | 349 | 1,745,000,000.00 | 4,801,550.00 | (198,450.00) | |
| 10/19/20 | Federal Farm Credit (Callable) | 5,000,000.00 | 4,997,733.33 | | (2,500.00) | | 233.33 | 4,997,733.33 | 10/13/23 | 3133EMCQ3 | AA+/Aaa | 0.28 | 0.30 | UBS | 378 | 1,899,143,198.74 | 4,781,700.00 | (216,033.33) |
| 01/03/20 | Federal Farm Credit Bank | 5,000,000.00 | 5,000,000.00 | | | 0.00 | 0.00 | 5,000,000.00 | 01/02/24 | 3133ELFW9 | AA+/Aaa | 1.71 | 1.58 | Wedbush | 459 | 2,295,000,000.00 | 4,848,350.00 | (151,650.00) |
| 01/11/21 | Federal Farm Credit (Callable) | 5,000,000.00 | 4,993,000.00 | | (7,000.00) | | 4,993,000.00 | 01/11/24 | 3133EMMN9 | AA+/Aaa | 0.19 | 0.24 | UBS | 468 | 2,336,724,000.00 | 4,730,500.00 | (262,500.00) | |
| 01/15/21 | Federal Farm Credit (Callable) | 5,000,000.00 | 4,997,000.00 | | (3,000.00) | | 4,997,000.00 | 01/11/24 | 3133EMMN9 | AA+/Aaa | 0.19 | 0.21 | UBS | 468 | 2,338,596,000.00 | 4,730,500.00 | (266,500.00) | |
| 04/06/21 | Federal Farm Credit (Callable) | 5,000,000.00 | 4,996,250.00 | | (3,750.00) | | 4,996,250.00 | 04/05/24 | 3133EMV11 | AA+/Aaa | 0.33 | 0.35 | UBS | 553 | 2,762,926,250.00 | 4,693,950.00 | (302,300.00) | |
| 11/30/20 | Federal Farm Credit (Callable) | 5,000,000.00 | 5,000,000.00 | | | | 5,000,000.00 | 05/16/24 | 3133EMGF3 | AA+/Aaa | 0.35 | 0.35 | UBS | 594 | 2,970,000,000.00 | 4,673,800.00 | (326,200.00) | |
| 06/04/21 | Federal Farm Credit (Callable) | 5,000,000.00 | 5,000,000.00 | | | | 5,000,000.00 | 06/03/24 | 3133EME40 | AA+/Aaa | 0.33 | 0.33 | UBS | 612 | 3,060,000,000.00 | 4,671,550.00 | (328,450.00) | |
| 09/29/20 | Federal Farm Credit (Callable) | 5,000,000.00 | 5,000,000.00 | | | | 5,000,000.00 | 06/17/24 | 3133EMAB8 | Aaa/AA+ | 0.39 | 0.39 | UBS | 626 | 3,130,000,000.00 | 4,660,350.00 | (339,650.00) | |
| 08/21/20 | Federal Farm Credit (Callable) | 5,000,000.00 | 5,000,000.00 | | | 0.00 | 5,000,000.00 | 08/19/24 | 3133EL4J0 | AA+/Aaa | 0.47 | 0.46 | UBS | 689 | 3,445,000,000.00 | 4,635,700.00 | (364,300.00) | |
| 10/15/20 | Federal Farm Credit (Callable) | 5,000,000.00 | 5,000,000.00 | | | | 5,000,000.00 | 10/15/24 | 3133EMCY6 | AA+/Aaa | 0.43 | 0.43 | Wedbush | 746 | 3,730,000,000.00 | 4,602,950.00 | (397,050.00) | |
| 01/11/22 | Federal Farm Credit | 10,000,000.00 | 9,990,000.00 | | (10,000.00) | | 9,990,000.00 | 01/06/25 | 3133ENK58 | NA/NA | 1.13 | 1.16 | UBS | 829 | 8,281,710,000.00 | 9,311,500.00 | (678,500.00) | |
| 06/16/21 | Federal Farm Credit (Callable) | 5,000,000.00 | 5,000,000.00 | | | | 5,000,000.00 | 06/16/25 | 3133EMH47 | AA+/Aaa | 0.60 | 0.60 | | | | | | |

| | | | | | | | | | | | | | | | | | |
|----------------------------|---|-----------------------|-----------------------|----------------|-----------------------|-------------------|------------------|-----------|------------|---------|------|------|-------------|---------------------------|-----------------------|------------------------|----------------|
| 08/30/21 | Federal Home Loan Bank (Callable) | 10,000,000.00 | 10,000,000.00 | | | 10,000,000.00 | 08/27/25 | 3130ANW48 | NA/NA | 0.73 | 0.73 | UBS | 1062 | 10,620,000,000.00 | 8,961,200.00 | (1,038,800.00) | |
| 10/01/21 | Federal Home Loan Bank (Callable) | 10,000,000.00 | 9,988,000.00 | (12,000.00) | | 0.00 | 9,988,000.00 | 08/29/25 | 3130AP3F0 | AA+/Aaa | 0.70 | 0.73 | UBS | 1064 | 10,627,232,000.00 | 8,951,300.00 | (1,036,700.00) |
| 10/14/20 | Federal Home Loan Bank | 5,000,000.00 | 4,986,890.00 | (13,110.00) | | 0.00 | 4,986,890.00 | 09/12/25 | 3130AJXA2 | AA+/Aaa | 0.38 | 0.43 | Wells Fargo | 1078 | 5,375,867,420.00 | 4,465,750.00 | (521,140.00) |
| 11/25/20 | Federal Home Loan Bank (Callable) | 5,000,000.00 | 5,000,000.00 | | | 0.00 | 5,000,000.00 | 11/25/25 | 3130AKGD2 | AA+/Aaa | 0.57 | 0.57 | UBS | 1152 | 5,760,000,000.00 | 4,418,700.00 | (581,300.00) |
| 04/20/22 | Federal Home Loan Bank (Callable) | 10,000,000.00 | 9,235,000.00 | (765,000.00) | | 0.00 | 9,235,000.00 | 02/25/26 | 3130ALEM2 | AA+/Aaa | 0.79 | 2.91 | UBS | 1244 | 11,488,340,000.00 | 8,827,300.00 | (407,700.00) |
| 04/07/21 | Federal Home Loan Bank (Callable) | 10,000,000.00 | 10,000,000.00 | | | 0.00 | 10,000,000.00 | 03/30/26 | 3130ALTR5 | AA+/Aaa | 1.01 | 1.01 | UBS | 1277 | 12,770,000,000.00 | 8,871,800.00 | (1,128,200.00) |
| 06/30/21 | Federal Home Loan Bank (Callable) | 5,000,000.00 | 5,000,000.00 | | | 0.00 | 5,000,000.00 | 06/30/26 | 3130AMSS2 | NA/NA | 1.05 | 1.05 | UBS | 1369 | 6,845,000,000.00 | 4,409,000.00 | (591,000.00) |
| 04/27/22 | Federal Home Loan Bank (Callable) | 10,000,000.00 | 10,000,000.00 | | | 0.00 | 10,000,000.00 | 04/27/26 | 3130ARXS0 | NA/NA | 2.97 | 2.97 | UBS | 1305 | 13,050,000,000.00 | 9,453,600.00 | (546,400.00) |
| 08/30/21 | Federal Home Loan Bank (Callable) | 10,000,000.00 | 10,000,000.00 | | | 0.00 | 10,000,000.00 | 08/26/26 | 3130ANVS6 | NA/NA | 1.00 | 1.00 | UBS | 1426 | 14,260,000,000.00 | 8,760,100.00 | (1,239,900.00) |
| ***** | Total Federal Home Loans (20% limit) | 145,000,000.00 | 143,805,697.77 | 20.39% | | | | | | | | | | | 133,459,600.00 | (10,346,097.77) | |
| 10/16/18 | Federal National Mtge Note | 5,000,000.00 | 4,812,355.00 | (187,645.00) | | 0.00 | 4,812,355.00 | 10/05/22 | 3135GOTT8 | AA+/Aaa | 2.00 | 3.01 | Wedbush | 5 | 24,061,775.00 | 4,999,600.00 | 187,245.00 |
| 12/13/21 | Federal National Mtge Note | 10,000,000.00 | 10,080,300.00 | | 80,300.00 | 0.00 | 10,080,300.00 | 01/19/23 | 3135GOT94 | AA+/Aaa | 2.38 | 0.34 | Wedbush | 111 | 1,118,913,300.00 | 9,959,500.00 | (121,800.00) |
| 10/22/20 | Federal National Mtge Note | 5,000,000.00 | 5,000,000.00 | | | 0.00 | 5,000,000.00 | 05/22/23 | 3135G04Q3 | AA+/Aaa | 0.25 | 0.23 | Wells Fargo | 234 | 1,170,000,000.00 | 4,879,950.00 | (120,050.00) |
| 11/19/20 | Federal National Mtge Note | 5,000,000.00 | 5,000,000.00 | | | 0.00 | 5,000,000.00 | 07/10/23 | 3135G05G4 | AA+/Aaa | 0.25 | 0.21 | UBS | 283 | 1,415,000,000.00 | 4,850,350.00 | (149,650.00) |
| 12/04/19 | Federal National Mtge Note | 5,000,000.00 | 5,000,000.00 | | | 0.00 | 5,000,000.00 | 09/12/23 | 3135G0U43 | AA+/Aaa | 2.88 | 1.62 | Wells Fargo | 347 | 1,735,000,000.00 | 4,928,350.00 | (71,650.00) |
| 10/23/19 | Federal National Mtge Note | 5,000,000.00 | 5,000,000.00 | | | 0.00 | 5,000,000.00 | 07/02/24 | 3135G0V75 | AA+/Aaa | 1.75 | 1.66 | Wells Fargo | 641 | 3,205,000,000.00 | 4,787,100.00 | (212,900.00) |
| 08/12/20 | Federal National Mtge Note (Callable) | 5,000,000.00 | 5,000,000.00 | | | 0.00 | 5,000,000.00 | 08/12/24 | 3136G4J38 | AA+/Aaa | 0.41 | 0.41 | Wedbush | 682 | 3,410,000,000.00 | 4,633,700.00 | (366,300.00) |
| 08/13/20 | Federal National Mtge Note (Callable) | 5,000,000.00 | 5,000,000.00 | | | 0.00 | 5,000,000.00 | 08/12/24 | 3136G4J38 | AA+/Aaa | 0.41 | 0.41 | Wedbush | 682 | 3,410,000,000.00 | 4,633,700.00 | (366,300.00) |
| 08/27/20 | Federal National Mtge Note (Callable) | 5,000,000.00 | 5,000,000.00 | | | 0.00 | 5,000,000.00 | 08/19/24 | 3136G4P31 | AA+/Aaa | 0.45 | 0.45 | Wedbush | 689 | 3,445,000,000.00 | 4,633,900.00 | (366,100.00) |
| 02/19/20 | Federal National Mtge Note | 5,000,000.00 | 5,000,000.00 | | 0.00 | 0.00 | 5,000,000.00 | 01/07/25 | 3135G0X24 | AA+/N/A | 1.63 | 1.46 | Wedbush | 830 | 4,150,000,000.00 | 4,717,300.00 | (282,700.00) |
| 10/14/20 | Federal National Mtge Note | 5,000,000.00 | 5,000,000.00 | | 0.00 | 0.00 | 5,000,000.00 | 06/17/25 | 3135G04Z3 | AA+/Aaa | 0.50 | 0.40 | UBS | 991 | 4,955,000,000.00 | 4,519,050.00 | (480,950.00) |
| 08/25/20 | Federal National Mtge Note (Callable) | 5,000,000.00 | 5,000,000.00 | | | 0.00 | 5,000,000.00 | 02/25/25 | 3136G4T52 | AA+/Aaa | 0.52 | 0.52 | Wells Fargo | 879 | 4,395,000,000.00 | 4,546,500.00 | (453,500.00) |
| 07/31/20 | Federal National Mtge Note (Callable) | 5,000,000.00 | 5,000,000.00 | | 0.00 | 0.00 | 5,000,000.00 | 07/29/25 | 3136G4D75 | NA/NA | 0.60 | 0.60 | UBS | 1033 | 5,165,000,000.00 | 4,483,500.00 | (516,500.00) |
| 08/18/20 | Federal National Mtge Note (Callable) | 5,000,000.00 | 5,000,000.00 | | | 0.00 | 5,000,000.00 | 08/18/25 | 3136G4G72 | AA+/Aaa | 0.60 | 0.60 | Wedbush | 1053 | 5,265,000,000.00 | 4,473,800.00 | (526,200.00) |
| 08/19/20 | Federal National Mtge Note (Callable) | 5,000,000.00 | 5,000,000.00 | | | 0.00 | 5,000,000.00 | 08/19/25 | 3136G4H63 | AA+/Aaa | 0.55 | 0.55 | UBS | 1054 | 5,270,000,000.00 | 4,466,700.00 | (533,300.00) |
| 12/09/20 | Federal National Mtge Note | 5,000,000.00 | 4,974,875.00 | (25,125.00) | | 0.00 | 4,974,875.00 | 08/25/25 | 3135G05X7 | AA+/Aaa | 0.38 | 0.48 | Wells Fargo | 1060 | 5,273,367,500.00 | 4,470,750.00 | (504,125.00) |
| 10/28/20 | Federal National Mtge Note (Callable) | 5,000,000.00 | 5,000,000.00 | | | 0.00 | 5,000,000.00 | 10/28/25 | 3136G46S7 | NA/NA | 0.56 | 0.56 | UBS | 1124 | 5,620,000,000.00 | 4,436,250.00 | (563,750.00) |
| ***** | Total Federal National Mtge. (20% limit) | 90,000,000.00 | 89,867,530.00 | 12.74% | | | | | | | | | | | 84,419,000.00 | (5,448,530.00) | |
| 06/29/21 | Federal Home Loan Mtge | 5,000,000.00 | 5,000,000.00 | | 0.00 | 0.00 | 5,000,000.00 | 05/05/23 | 3137EAER6 | AA+/Aaa | 0.38 | 0.21 | UBS | 217 | 1,085,000,000.00 | 4,888,900.00 | (111,100.00) |
| 12/12/19 | Federal Home Loan Mtge | 5,000,000.00 | 5,000,000.00 | | 0.00 | 0.00 | 5,000,000.00 | 06/19/23 | 3137EAEN5 | AA+/Aaa | 2.75 | 1.65 | Wedbush | 262 | 1,310,000,000.00 | 4,945,650.00 | (54,350.00) |
| 08/21/20 | Federal Home Loan Mtge | 5,000,000.00 | 5,000,000.00 | | 0.00 | 0.00 | 5,000,000.00 | 06/26/23 | 3137EAES4 | AA+/Aaa | 0.25 | 0.23 | Wedbush | 269 | 1,345,000,000.00 | 4,859,400.00 | (140,600.00) |
| 12/09/20 | Federal Home Loan Mtge | 5,000,000.00 | 5,000,000.00 | | 0.00 | 0.00 | 5,000,000.00 | 08/24/23 | 3137EAUV7 | AA+/Aaa | 0.25 | 0.22 | UBS | 328 | 1,640,000,000.00 | 4,826,550.00 | (173,450.00) |
| 01/25/21 | Federal Home Loan Mtge. | 5,000,000.00 | 5,000,000.00 | | 0.00 | 0.00 | 5,000,000.00 | 09/08/23 | 3137EAUV5 | AA+/Aaa | 0.25 | 0.16 | Wedbush | 343 | 1,715,000,000.00 | 4,813,850.00 | (186,150.00) |
| 09/30/20 | Federal Home Loan Mtge (Callable) | 5,000,000.00 | 5,000,000.00 | | 0.00 | 0.00 | 5,000,000.00 | 03/29/24 | 3134GWXC5 | NA/NA | 0.35 | 0.35 | Wedbush | 546 | 2,730,000,000.00 | 4,698,050.00 | (301,950.00) |
| 09/30/20 | Federal Home Loan Mtge (Callable) | 5,000,000.00 | 5,000,000.00 | | 0.00 | 0.00 | 5,000,000.00 | 06/28/24 | 3134GWU00 | NA/Aaa | 0.38 | 0.38 | Wells Fargo | 637 | 3,185,000,000.00 | 4,653,850.00 | (346,150.00) |
| 09/10/20 | Federal Home Loan Mtge (Callable) | 5,000,000.00 | 5,000,000.00 | | 0.00 | 0.00 | 5,000,000.00 | 09/10/24 | 3134GWL79 | NA/Aaa | 0.40 | 0.40 | Wedbush | 711 | 3,555,000,000.00 | 4,621,950.00 | (378,050.00) |
| 09/30/22 | Federal Home Loan Mtge (Callable) | 10,000,000.00 | 9,956,250.00 | (55,000.00) | | 11,250.00 | 9,956,250.00 | 09/20/24 | 3134GX2E3 | AA+/Aaa | 4.05 | 4.34 | UBS | 721 | 7,178,456,250.00 | 9,923,200.00 | (33,050.00) |
| 04/08/22 | Federal Home Loan Mtge (Callable) | 10,000,000.00 | 9,980,000.00 | (20,000.00) | | 0.00 | 9,980,000.00 | 10/08/24 | 3134GXQE7 | AA+/Aaa | 2.50 | 2.58 | UBS | 739 | 7,375,220,000.00 | 9,603,000.00 | (377,000.00) |
| 12/01/21 | Federal Home Loan Mtge | 5,000,000.00 | 5,037,258.33 | | 37,258.33 | 0.00 | 5,037,258.33 | 02/12/25 | 3137EAEP0 | AA+/Aaa | 1.50 | 0.93 | Wedbush | 866 | 4,362,265,713.78 | 4,685,800.00 | (351,458.33) |
| 10/20/20 | Federal Home Loan Mtge (Callable) | 5,000,000.00 | 5,000,000.00 | | 0.00 | 0.00 | 5,000,000.00 | 03/28/25 | 3134GAVX35 | NA/Aaa | 0.45 | 0.45 | Wedbush | 910 | 4,550,000,000.00 | 4,520,350.00 | (479,650.00) |
| 07/02/21 | Federal Home Loan Mtge | 5,000,000.00 | 4,921,340.00 | (78,660.00) | | 0.00 | 4,921,340.00 | 09/23/25 | 3137EAEX3 | Aaa/AA+ | 0.38 | 0.75 | Wells Fargo | 1089 | 5,359,339,260.00 | 4,459,300.00 | (462,040.00) |
| ***** | Total Fed HM LN Mtge. Corp Disc Note (20%) | 75,000,000.00 | 74,894,848.33 | 10.62% | | | | | | | | | | | 71,499,850.00 | (3,394,998.33) | |
| TOTAL | | 709,000,000.00 | 705,262,804.85 | 100.00% | (4,399,565.03) | 643,942.11 | 18,427.77 | | | | | | | | 669,398,682.68 | | |
| Cost of Investments | | 705,262,804.85 | 653,108,408.10 | US BANK | | | | | | | | | | 471,883,475,070.49 | | | |
| Cash in Treasury | | 9,530.70 | 20,000,000.00 | LAIF | | 662,369.88 | | | | | | | | 705,262,804.85 | | | |
| Cash in US Bank | | 135,065.96 | | REPO | | | | | | | | | | | | | |
| Shasta Lake LAIF | | 274,320.80 | 34,000,000.00 | LIR | | | | | | | | | | | | | |
| Active Deposits | | 24,281,994.58 | | | | | | | | | | | | DAYS | 669.09 | | |
| Adjustments | | | | | (1,845,603.25) | | | | | | | | | YEARS | 1.86 | | |
| Balance in Treasury | | 729,963,716.69 | 707,108,408.10 | | | | | | | | | | | | | | |

I certify that this report accurately reflects the County Treasurers investments, and is in conformance with the adopted County Investment Policy Statement.
 Furthermore, I certify to the best of my knowledge, sufficient investment liquidity, and anticipated revenues are available to meet the County's budgeted expenditure requirements for the next six months.
 PAR + DISC + PREM + ACC INT = COST

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Field Trip Request

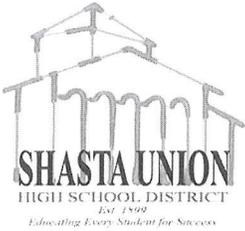
PREPARER: Leo Perez
Associate Superintendent of Instructional Services

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

Field Trips

| Date of trip | School/ Group | Mode of travel | School Days Missed | Destination | Number of Students/Chaperones |
|----------------------|------------------------------------|---------------------------|-----------------------------------|-----------------------------|--|
| April 19-26, 2023 | EHS Chef Prep/ Culinary Arts | Car/Air | | Disney World Orlando, FL | 18/2 |
| April 20-25, 2023 | FHS Culinary Arts | Car/Air | | Disney World Orlando, FL | 37/6 |



Field Trip Request

Requested by: James Leedy School: Enterprise High School

Name of Club, Group or Department: Chef Prep 1/Culinary Arts Today's Date: 10/6/2022

FIELD TRIP

Departure Date: 4/19/23 Time: 6:00 a.m. # of Students: 18 # of Chaperones: 2

Return Date: 4/26/23 Time: 4:30 p.m. # of Substitutes Required: 1 Date(s): 4/19-4/26/23

Destination: Disneyworld Staff Member(s): 2 Parent(s): _____

City/State: Orlando, FL James Leedy _____

Outside of California, Oregon, Nevada or Arizona? Andra D'Amico _____

N Y* (If Yes, must have Board Approval)

Purpose: Cooks Around the World International Culinary Competition

****Attach Itinerary ****

Local, In-State, Oregon, Nevada or Arizona day trips must have Administrative approval at least **10 days prior** to departure.

Overnight trips outside California and out-of-country trips must have Board approval at least **2 months prior** to departure.

TRANSPORTATION

A separate Transportation Request form must be submitted to the Transportation Department. *12 business days prior for local trips; 20 business days for out of area trips* Mode of Transportation: None Required
Date Submitted: _____

FUNDING

| Budget Code or ASB Account | Amount |
|----------------------------|--------|
| Substitute _____ | _____ |
| Transportation _____ | _____ |
| Meals _____ | _____ |
| Lodging _____ | _____ |
| Other Expenses _____ | _____ |

By signing this form, I acknowledge that I have read all District Board Policies/Administrative Regulations related to school sponsored trips and I agree to abide by such policies.

Signature: [Signature] Date: 10/6/22

APPROVALS

Principal: _____ Date: _____

Associate Superintendent Instructional Services: [Signature] Date: 10/11/22

Superintendent: [Signature] Date: 10/12/22

*Trips outside of California, Oregon, Nevada and Arizona

Board Approval Date: _____

Enterprise High School

April 20 - April 25 2023

Disney's Pop Century Resort Orlando, FL

Cook Around The World is a World Class Vacations by WorldStrides Event (WCV). WCV is the Top Overall Producer in Student Travel for the Walt Disney World@Resort



PRICING INCLUDES:

- **Five (5) Night Resort Accommodations at Disney's Pop Century Resort** (or similar Disney property)
- **Four (4) Day Disney Park Hopper@Ticket** to All Four (4) Disney Theme Parks
- **Hands-On Culinary Improv Competition** in Epcot® (Enjoy Lunch/Dinner Prepared by competing students)
 - Learn from a Top 'Celebrity Chef' and some of the World's Best Chefs and Culinary Instructors
 - Choose whether your team wants their food adjudicated as part of the competition or cook for fun!
- **International Gala Dinner & Career Forum with Special Guest Speakers**
 - Hear from Speakers such as Disney's Resort Management Team, Culinary Professionals and our 'Celebrity Chef'
 - Includes Open Q&A discussion with each speaker
 - Visit with representatives from the top Hospitality/Restaurant Management Colleges
- **Trip Cancellation Protection-** Cancel with a full refund less \$75 per person initial deposit, up until seven (7) days prior to departure day; covers medical issues, injury, or illness, which prevents trip participation (Medical Doctor Verification Required) COVID-19 and Pandemic Coverage with 100% Refund Guarantee (ask for details)
- **All transportation in Orlando** between airport (if applicable), resort, and all seminars, sessions, events, and theme parks per trip itinerary
- **Cook Around The World Chef Coat**
- **Services of Our Event Staff**
- **All packages are inclusive of Taxes and Service Fees**

Final documents, including Disney Park Hopper® Ticket and Disney Resort Reservation Numbers, will be available at least 30 days prior to traveling. A park reservation will be required for park admission

| PACKAGE COST | QUAD | TRIPLE | DOUBLE | SINGLE |
|-----------------|--------|--------|--------|--------|
| PER PERSON RATE | \$1344 | \$1430 | \$1594 | \$2113 |

PAYMENT SCHEDULE

Checks or Money Orders are payable to "World Class Vacations" | 7540 Windsor Drive, Suite 202, Allentown, PA 18195 | 1.800.222.4432

Note: Parking fees may apply at your resort

- **FIRST DEPOSIT** (check or money order) of \$75.00 per person is due in our office no later than **October 14, 2022**. Refundable until December 9, 2022 'For Any Reason'
- **SECOND DEPOSIT** of \$375.00 per person is due in our office no later than **December 9, 2022**
- **FINAL BALANCE** due in our office no later than **February 10, 2023**

All changes and/or add-ons must be done in writing and emailed to cook@wcv.com by February 10, 2023

CANCELLATION POLICY

ALL Cancellations must be received in writing - Please email cook@wcv.com - Travel Insurance/ TCP could apply (<https://www.wcv.com/TCP/>)

- Notice of cancellation received in our office prior to **December 9, 2022** will incur NO PENALTY
- Notice of cancellation received in our office between **December 9, 2022** and **February 10, 2023** will incur a \$450.00 PER PERSON PENALTY
- Notice of cancellation received in our office between **February 10, 2023** and departure date will incur a full penalty of package cost and receive NO REFUND

TERMS AND CONDITIONS The trip is under the operation and management of World Class Vacations by WorldStrides (Travel Provider), who will be responsible for supplying all the services outlined in this agreement, except to the extent that supplying such services as outlined cannot be supplied due to causes beyond the control of World Class Vacations. In the absence of negligence by World Class Vacations, School and their participants waive any claims for any damages, loss of property, or injury due to acts of negligence of any resort or any other person or company rendering services for this trip. The same understanding would apply for any optional air transportation provided by any airline. Should World Class Vacations not be able to supply trip inclusions as outlined in this agreement, an appropriate refund will be provided for services not delivered to trip participants. Walt Disney World has the right to change venues and itinerary at their discretion. World Class Vacations reserves the right to cancel the 'Cook Around The World' event should their required participation minimum not be reached by December 9, 2022, in which case, all monies collected will be returned in full and World Class Vacations will have no further obligation.

Enterprise High School

COOK AROUND THE WORLD ROOM RESERVATION FORM 2022 (One Form Per Person)

RESERVATION FORM MUST BE SIGNED & RETURNED TO SCHOOL WITH INITIAL DEPOSIT

(PLEASE MAKE A COPY OF THIS COMPLETED FORM FOR YOUR RECORDS)

NOTE: List full name and date of birth as it appears on photo ID (if under age 18, list full name as shown on birth certificate). This information is required for each participant

TRAVELER INFORMATION

| | | | |
|--------------------------------|-------------------|----------------------|----------------|
| STUDENT FIRST NAME | | PARENT FIRST NAME | |
| STUDENT LAST NAME | | PARENT LAST NAME | |
| DOB (MM/DD/YYYY) | | PARENT E-MAIL | |
| CHEF COAT SIZE (CIRCLE ONE) | | PARENT CELL PHONE | |
| XS (Chest 32-34) | L (Chest 44-46) | 3XL (Chest 56-58) | STREET ADDRESS |
| S (Chest 36-38) | XL (Chest 48-50) | | |
| M (Chest 40-42) | 2XL (Chest 52-54) | | |
| | | CITY, STATE, ZIPCODE | |
| MEMO/MISC | | | |

PAYMENT SCHEDULE

Checks or Money Orders are payable to "World Class Vacations" | 7540 Windsor Drive, Suite 202, Allentown, PA 18195 | 1.800.222.4432

Note: Parking fees may apply at your resort

- **FIRST DEPOSIT** (check or money order) of \$75.00 per person is due in our office no later than **October 15, 2021** - Refundable until December 10, 2021 'For Any Reason'
 - **SECOND DEPOSIT** of \$375.00 per person is due in our office no later than **December 10, 2021**
 - **FINAL BALANCE** due in our office no later than **February 8, 2022**
- All changes and/or add-ons must be done in writing and emailed to cook@wcv.com by February 8, 2022

CANCELLATION POLICY

ALL Cancellations must be received in writing - Please email cook@wcv.com - Travel Insurance could apply (www.wcv.com/cookaroundtheworld)

- Notice of cancellation received in our office prior to **December 10, 2021** will incur NO PENALTY
- Notice of cancellation received in our office between **December 10, 2021** and **February 8, 2022** will incur a \$450.00 PER PERSON PENALTY
- Notice of cancellation received in our office between **February 8, 2021** and departure date will incur a full penalty of package cost and receive NO REFUND

IMPORTANT: Final documents, including Disney Park Hoppers and Disney Resort Reservation Numbers, will be available at least 30 days prior to traveling

TERMS AND CONDITIONS The trip is under the operation and management of World Class Vacations (Travel Provider), who will be responsible for supplying all the services outlined in this agreement, except to the extent that supplying such services as outlined cannot be supplied due to causes beyond the control of World Class Vacations. In the absence of negligence by World Class Vacations, School and their participants waive any claims for any damages, loss of property, or injury due to acts of negligence of any resort or any other person or company rendering services for this trip. The same understanding would apply for any optional air transportation provided by any airline. Should World Class Vacations not be able to supply trip inclusions as outlined in this agreement, an appropriate refund will be provided for services not delivered to trip participants. Walt Disney World has the right to change venues and itinerary at their discretion. World Class Vacations reserves the right to cancel the 'Cook Around The World' and 'Hospitality Around The World' event should their required participation minimum not be reached by December 10, 2021, in which case, all monies collected will be returned in full and World Class Vacations will have no further obligation.

I acknowledge that I have read and accept the payment and cancellation policy, plus terms and conditions of this reservation and information flyer:

| | | |
|----------------------|---|----------------|
| Parent/Guardian Name | Parent/Guardian Signature | Date |
| November 8, 2022 | World Class Vacations 7540 Windsor Drive, Suite 202, Allentown, PA 18195 Shasta Union High School District | 1.800.222.4432 |

Rules of Conduct: Trip to Disney World Orlando, FL.

The trip to visit Disney World to experience the Global Hospitality and Tourism Expo at Epcott center is a district sponsored trip. It is the utmost concern of the trip organizers that the safety and security of students on the field trip shall be protected at all times. To ensure that this goal is achieved, the following general rules of conduct are promulgated and must be signed by students and their parents/guardians and returned to the school prior to the trip.

- 1) All school rules will be in effect from school through return to school and will be followed throughout the entire trip. Students are subject to the authority of the teacher/chaperones at all times and must comply with rules and codes of conduct of Shasta Union High School District along with perspective school of attendance, and rules of conduct promulgated specifically for this trip.
- 2) No student will be permitted to participate in this field trip until the permission form signed by student's parent/guardian has been received prior to the trip.
- 3) Students are expected to travel in attire that follows the guidelines set forth in the student handbook. The exception is that students **are allowed to wear a hat** (to protect them from the sun or rain).
- 4) Prior to the trip, all students will be given an itinerary listing all events and times; students are expected to be **prompt and present** for all events listed.
- 5) **On this trip, students are not allowed to purchase any weapon.** "Weapon" means anything readily capable of lethal use or of inflicting serious bodily injury. "Weapon" includes, but is not limited to, all firearms, knives, swords, dangerous instruments intended to inflict harm, components that can be readily assembled into a weapon, explosive devices, and imitation firearms. No firecrackers, sparklers, or any other pyrotechnic devices are allowed to be purchased or used throughout the trip.
- 6) On this trip, students will be assigned into small groups of 3-4 with 1 chaperone in each group. All participants in the group will travel together while participating in all planned activities on the itinerary and **must remain together** except upon specific instructions from the trip supervisor.
- 7) Before leaving bus and hotel rooms, students must check to see that no litter or personal belongings have been left behind. Shasta Union High School District and teacher/chaperones will not be held responsible for any loss or damage to personal property.

8) Any student taking medication of any kind must report this to the supervisor before leaving the school by means of providing written approval from a parent or guardian.

9) A student guilty of a serious violation of school policy will be dealt with according to the student handbook.

NO ALCOHOLIC BEVERAGES, TOBACCO, OR CONTROLLED SUBSTANCES OF ANY KIND WILL BE TOLERATED. POSSESSION, PURCHASE AND/OR DRINKING OF ALCOHOLIC BEVERAGES OF ANY KIND, PURCHASE OR POSSESSION OF TOBACCO IN ANY FORM, AS WELL AS POSSESSION AND/OR USE OF DRUGS OTHER THAN THOSE PREVIOUSLY REPORTED BEFORE LEAVING THE SCHOOL FOR MEDICAL PURPOSES, WILL REQUIRE DISCIPLINARY ACTION AS DESCRIBED IN THE STUDENT HANDBOOK. THIS PERTAINS TO ALL STUDENTS, REGARDLESS OF AGE, GOING ON THE TRIP.

10) In the case of an accident, the parent/guardian will be notified as quickly as possible. Should it be necessary that a student require hospitalization, it will be the responsibility of the parent/guardian to go to the hospital and/or make arrangements for transportation home. Financial responsibility for any transportation (student and chaperone) required, will rest with the parent of the student involved.

11) Curfew will be strictly enforced. Each student must be in his or her room by 10:30 pm every night. No one will be permitted to leave his or her room after that time. Specifically, **boys are not to be in the girls' rooms or girls in the boys' rooms at any time.** Also, **OUTSIDERS** (those not directly involved with the trip) **ARE NOT PERMITTED IN ANY STUDENT'S ROOM AT ANY TIME.** In the hotel room students are forbidden to view any inappropriate materials (eg. through pay-to-view TV programs or internet). Hotel room lights should be out no later than 11:00 pm.

12) All rooms in the hotel have been prepaid. Any charges incurred as a result of watching pay-to-view TV programs, using hotel room phone or internet service and/or other hotel amenities are the responsibility of the room occupants unless the responsible person or persons assume the responsibility.

13) Prior to leaving the hotel the last day, each room will be inspected by the supervisor and/or chaperones. All students sharing a room will be held responsible for missing items or any damage to the room or furnishings. Cost will be shared equally by those who occupy the room unless the responsible person or persons assume the responsibility.

14) Trip supervisors are not permitted to make on-site alterations to a trip itinerary, except where the health, safety or welfare of students is imperiled or where changes or substitutions beyond the control of the trip supervisor have frustrated the purpose of the trip. Parent requests cannot supersede trip itineraries.

15) A student guilty of a serious violation of school policy, such as a drug or alcohol incident, may face the following consequences:

A chaperone will accompany the student home.

Appropriate travel arrangements will be made and the student's parents will be notified of the incident and of the travel arrangements.

Both the student and the chaperone will be returned home at the parents' expense.

Students on field trips remain under the supervision of the school and are subject to its rules and regulations. A student who violates rules or disregards the authority of supervisors on the trip significantly endangers the safety of other students and may be summarily dismissed from the trip. The teaching staff member in charge will make arrangements for the dismissed student's transportation to home or school as appropriate. The cost of any such transportation will be borne by the parents of the student. The school reserves the right to take further disciplinary measures in accordance with school policy.

PLEASE SIGN, DETACH AND RETURN NEXT PAGE TO SCHOOL NO

**Rules of Conduct:
Trip to
Disney World Orlando, Fl.**

For Students

I have read and understood all the rules of conduct that I must adhere to as stated above. I understand and accept that it is my responsibility to observe these rules of conduct at all times on the trip to visit Disney World in Orlando, Fl.

Student Name Signature Date
(Please Print)

For Parents/Guardians

I have read, understood and agreed to the above stated rules of conduct that my child will be held to while participating in this field trip. As the parent/guardian, I am aware my child will adhere to the guidelines and behavioral expectations or be subject to an early return and face disciplinary actions upon returning to school.

Parent/Guardian Signature Date



Field Trip Request

Board of Trustees
 Constance Pepple
 Mike Wharton, Jr.
 Salvador J. Valdivia
 Ron Zufall
 James M. Schwerdt

Superintendent
 Jim Cloney

Requested by: Ashley Marsh School: Foothill High School
 Name of Club, Group or Department: Culinary Arts Today's Date: 9/26/22

FIELD TRIP

Departure Date: April 20, 2023 Time: 9:00 am # of Students: 37 # of Chaperones: 6
 Return Date: April 25, 2023 Time: 6:00 pm # of Substitutes Required: 1 Date(s): 4/20-4/21-4/24-4/25
 Destination: Disney World-Epcot Staff Member(s): _____ Parent(s): _____
 City/State: Orlando, Florida Ashley Marsh Jason Marsh
Annette Wilson Luke Wilson
Julie Cusiter
 Outside of California, Oregon, Nevada or Arizona?
 N Y* (If Yes, must have Board Approval)
 Purpose: Cook Around the World Conference and Culinary Competition
 Attach itinerary

TRANSPORTATION

A separate Transportation Request form must be submitted to the Transportation Department. 12 business days prior for local trips; 20 business days for out of area trips
 Mode of Transportation: personal / no transportation needed
 Date Submitted: _____

FUNDING

| Budget Code or ASB Account | Amount |
|----------------------------|--------|
| Substitute _____ | _____ |
| Transportation _____ | _____ |
| Meals _____ | _____ |
| Lodging _____ | _____ |
| Other Expenses _____ | _____ |

By signing this form, I acknowledge that I have read all District Board Policies/Administrative Regulations related to school sponsored trips and I agree to abide by such policies

Signature: Ashley Marsh Date: 9/26/22

APPROVALS

Principal: _____ Date: 10/7/2022
 Associate Superintendent
 Instructional Services: _____ Date: 10/11/22
 Superintendent: _____ Date: 11/12/22

*Trips outside of California, Oregon, Nevada and Arizona

Board Approval Date: _____

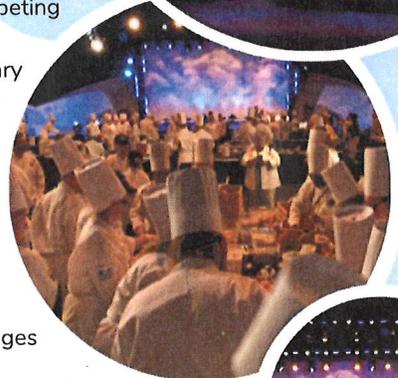
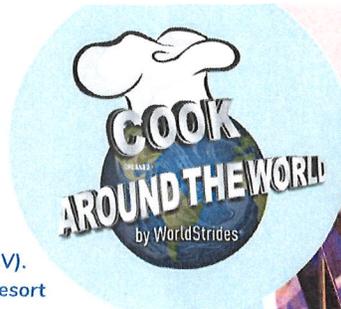
Original: District
 Copies: Teacher, Principal
 D300 Rev. 02/16

Foothill High School

April 20 - April 25, 2023

Disney's Pop Century Resort Orlando, FL

Cook Around The World is a World Class Vacations by WorldStrides Event (WCV).
WCV is the Top Overall Producer in Student Travel for the Walt Disney World® Resort



PRICING INCLUDES:

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- **Four (4) Day Disney Park Hopper® Ticket** to All Four (4) Disney Theme Parks
- **Hands-On Culinary Improv Competition** in Epcot® (Enjoy Lunch/Dinner Prepared by competing students)
 - Learn from a Top 'Celebrity Chef' and some of the World's Best Chefs and Culinary Instructors
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 - Visit with representatives from the top Hospitality/Restaurant Management Colleges
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- **All transportation in Orlando** between airport (if applicable), resort, and all seminars, sessions, events, and theme parks per trip itinerary
- **Cook Around The World Chef Coat**
- **Services of Our Event Staff**
- **All packages are inclusive of Taxes and Service Fees**

Final documents, including Disney Park Hopper® Ticket and Disney Resort Reservation Numbers, will be available at least 30 days prior to traveling. A park reservation will be required for park admission

| PACKAGE COST | QUAD | TRIPLE | DOUBLE | SINGLE |
|-----------------|--------|--------|--------|--------|
| PER PERSON RATE | \$1344 | \$1403 | \$1594 | \$2113 |

PAYMENT SCHEDULE

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SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Request to Declare Property as Surplus

PREPARER: Leo Perez
Associate Superintendent of Instructional Services

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:
The IT Department is requesting to surplus computers and various pieces of peripheral equipment that are no longer usable in the District.



Request to Declare Property as Surplus

Location of Property:

Site: DO
 Department: IT
 Room No. 400

Date: 10/20/2022

Requestor: Elijah Van Slyke

It is requested that the following equipment be declared surplus:

| Asset # | Qty. | Item Description | Model | Serial # | Year Purchased | Present Value | Condition* |
|---------|------|--------------------|-------|----------|----------------|---------------|------------|
| | | See attached Sheet | | | | | |
| | | | | | | | |
| | | | | | | | |

*Condition Key: **Excellent** – in working order
 Good – needs minor repairs
 Fair – needs repairs; repairs are estimated not to exceed 30% of replacement cost.
 Poor – no longer serviceable; repairs would exceed 50% of replacement cost.
 Unusable – to be discarded as junk

Reason(s) for declaring surplus: Old parts with no foreseeable uses in the district.

*Note: Incomplete or improperly completed forms will be returned to initiating department for completion prior to processing.
 Originator is responsible for placing work order with Maintenance and storing on site until sold/reissued or discarded.
 Please contact 16514 or 16540 for further information or questions.*



 Site Administrative Approval Signature

Disposition

Make available for reassignment Assign to: _____

Surplus

Junk

Chief Business Official

Date

Distribution: Original - Business Office
 Copies: M&O, Originating Site
 D322 Rev:1/03

| Make | Model | SN # | Tag | Tag#2 | Tag#3 | VEA TAG |
|---------------|----------------|---------------------|--------|-------|-------|---------|
| Microsoft | 1631 | 20061543253 | 107621 | | | |
| Elmo | TT-02s | 265635 | 101524 | | | |
| Elmo | TT-02 RX | 494659 | 106475 | | | |
| Cisco | C3560-CG | F0C1641Y062 | 105518 | | | |
| Cisco | C3560-CG | F0C1641Y09C | 105528 | | | |
| Cisco | C2960S | | 105269 | | | |
| Panasonic | WV-NS202A | GFA02717 | 106087 | | | |
| ActivBoard | PRM-AB2B-02 | 0725432 065 | 104294 | | | |
| Olympus | C-4040ZOOM | 197324578 | 254 | | | |
| Panasonic | WV-NS202A | m 00-80-45-52-9f-fe | 103851 | | | |
| Axis | 0437-001-01 | 00408cc5accb | 105454 | | | |
| IQinvision | iqeye | 00501a1a027f | 106714 | | | |
| Panasonic | WV-NS202A | kbv13914 | 106767 | | | |
| Panasonic | WV-NS202A | hia01041 | 106161 | | | |
| PA System | | | 102300 | | | |
| HP | Compaq 6200 | MXL2291RXV | 105402 | | | |
| HP | ProBook 640 G2 | 5CG6270FZ7 | | | | |
| HP | ProBook 640 G3 | 5CG6270F1Q | | | | |
| HP | ProBook 640 G4 | 5CG6270GJV | | | | |
| HP | ProBook 640 G5 | 5CG6270FRL | | | | |
| HP | ProBook 640 G6 | 5CG6270FQH | | | | |
| HP | ProBook 640 G7 | 5CG6270FBL | | | | |
| HP | ProBook 640 G8 | 5CG6270FGK | | | | |
| Turning Point | RRRF-01 | 004BAE | 101285 | | | |
| Panasonic | WV-NS202 | FLA04166 | | | | |
| HP LJ 5 | C3916A | JPKF049679 | 10724 | | | |
| HP | HP J2591-60001 | SG11761429 | 13550 | | | |
| AXIS | Q6045-E | 00408CFBB494 | 107473 | | | |
| HP | ProDesk | mxl6221hfq | 108246 | | | |
| HP | 6300 Pro | mxl32203q9 | 105819 | | | |
| HP | 6200 Pro | mxl15200gh | 105254 | | | |
| HP | 6200 Pro | mxl15200gl | 105258 | | | |
| HP | 6200 Pro | mxl15200gj | 105252 | | | |
| HP | 6200 Pro | mxl15200gm | 105259 | | | |
| HP | 6200 Pro | mxl15200gf | 105260 | | | |
| HP | 6200 Pro | mxl15200gk | 105256 | | | |
| HP | 6200 Pro | mxl15200gp | 105253 | | | |
| HP | 6200 Pro | mxl15200gg | 105255 | | | |

| Make | Model | SN # | Tag | Tag#2 | Tag#3 | VEA TAG |
|------------|---------------------|----------------|--------|-------|-------|---------|
| Epson | PowerLite 98 | u48k201271 | 101129 | | | |
| dell | 2400MP | 34qmt91 | 102708 | | | |
| hp | 6200 Pro | mxl21707y1 | 105312 | | | |
| HP | 6200 Pro | mxl1211q5b | 106977 | | | |
| Epson | PowerLite 93 | R4EK3401099 | 105783 | | | |
| Microsoft | Surface | 17109362553 | 108372 | | | |
| HP | Compaq 6000 Pro SFF | MXL0261P6Y | 106525 | | | |
| Epson | PowerLite 98 | U48K4100242 | 100979 | | | |
| IQinvision | IQeye755 | 00501a1a03d7 | 106845 | | | |
| IQinvision | IQeye755 | 00501a1e0014 | 106848 | | | |
| Hp | Laserjet 2430n | CNGJB31049 | 104700 | | | |
| Microsoft | Surface Pro | 064785561753 | 108416 | | | |
| Microsoft | Surface Pro | 024777172353 | 108677 | | | |
| Microsoft | Surface Pro | 05841372453 | 108666 | | | |
| Microsoft | Surface Pro | 025363251753 | 107761 | | | |
| Microsoft | Surface Pro | 017199152553 | 107792 | | | |
| Microsoft | Surface Pro | 043147243153 | | | | |
| Microsoft | Surface Pro | 021363652553 | 107793 | | | |
| Microsoft | Surface Pro | 015325542153 | 107404 | | | |
| Microsoft | Surface Pro | 012153252453 | 107854 | | | |
| Microsoft | Surface Pro | 052709584653 | 109224 | | | |
| Microsoft | Surface Pro | 037014691853 | 251030 | | | |
| Microsoft | Surface Pro | 07416121262053 | 108496 | | | |
| Microsoft | Surface Pro | 020000554253 | 107907 | | | |
| Microsoft | Surface Pro | 040661454053 | 107908 | | | |
| Microsoft | Surface Pro | 042152754253 | 107964 | | | |
| Microsoft | Surface Pro | 055011262653 | 108396 | | | |
| Microsoft | Surface Pro | 113314153853 | 107937 | | | |
| Microsoft | Surface Pro | 032502262253 | 108497 | | | |
| Microsoft | Surface Pro | 078600762053 | 108498 | | | |
| Microsoft | Surface Pro | 039824282253 | 108982 | | | |
| Microsoft | Surface Pro | 015583654853 | 107980 | | | |
| Microsoft | Surface Pro | 056867361753 | 108412 | | | |
| Microsoft | Surface Pro | 064249362153 | 108467 | | | |
| Microsoft | Surface Pro | 055208162653 | 108401 | | | |
| Microsoft | Surface Pro | 009072361253 | 108109 | | | |
| Microsoft | Surface Pro | 054618402253 | 251214 | | | |
| Microsoft | Surface Pro | 038070371953 | 108626 | | | |

| Make | Model | SN # | Tag | Tag#2 | Tag#3 | VEA TAG |
|---------------|-------------------|--------------|---------|-------|-------|---------|
| Microsoft | Surface Pro | 037654372153 | 108641 | | | |
| Microsoft | Surface Pro | 038377771953 | 108627 | | | |
| Microsoft | Surface Pro | 005419272453 | 108693 | | | |
| Microsoft | Surface Pro | 045318783053 | 109210 | | | |
| Microsoft | Surface Pro | 001903181353 | 108808 | | | |
| Microsoft | Surface Pro | 001676172053 | 108605 | | | |
| Microsoft | Surface Pro | 005013572453 | 108672 | | | |
| Microsoft | Surface Pro | 037026391853 | 251036 | | | |
| Microsoft | Surface Pro | 071118383053 | 109209 | | | |
| Microsoft | Surface Pro | 010044591853 | 251000 | | | |
| Microsoft | Surface Pro | 005617272453 | 108683 | | | |
| Sharp TV | LC-65LE643U | 40400232533 | 107624 | | | |
| Bretford Cart | MDMTAB36P | 201407146682 | 107416 | | | |
| Bretford Cart | MDMTAB36P | 201506026996 | 107809 | | | |
| Bretford Cart | MDMTAB36P | 201506026994 | 107808 | | | |
| Bretford Cart | MDMTAB36P | 201506026995 | 107811 | | | |
| Bretford Cart | MDMTAB36P | | 107414 | | | |
| Bretford Cart | MDMTAB36P | 201407146708 | 107421 | | | |
| Bretford Cart | NETBOOK32 | 201308143709 | 100792 | | | |
| Bretford Cart | MDMTAB36P | 201508073598 | 107833 | | | |
| Bretford Cart | MDMTAB36P | 201407232245 | 107417 | | | |
| Bretford Cart | MDMTAB36P | 201407232309 | 107419 | | | |
| Bretford Cart | MDMTAB36P | 201508073597 | 107819 | | | |
| HP | probook 6570b | 5CB34408VX | 100856 | | | |
| Anywhere Cart | AC-PLUS-T | 11620 | 108837 | | | |
| Anywhere Cart | AC-PLUS-T | 11563 | 108838 | | | |
| Anywhere Cart | AC-PLUS-T | 2219 | 108433 | | | |
| Anywhere Cart | AC-PLUS-T | 10977 | 108802 | | | |
| Anywhere Cart | AC-PLUS-T | 13915 | 109148* | | | |
| Anywhere Cart | AC-PLUS-T | 6983 | 108835 | | | |
| HP | Compaq 6200 Pro | MXL2231FPJ | 105355 | | | |
| HP | Compaq 6200 Pro | MXL2231FPL | 105367 | | | |
| Kyocera | Ecosys FS-C5150DN | Q513808504 | 100854 | | | |
| Macintosh | LC 475 | XB50216H2BL | *000820 | | | |
| Macintosh | LC 475 | XB50215P2BL | *000819 | | | |
| Kyocera | Ecosys FS-C5150DN | Q513808521 | 100830 | | | |
| HP | LaserJet 4050 N | USQB043352 | 3226 | | | |
| Ecosys | FS-C5100DN | XVE0803574 | 106639 | | | |

| Make | Model | SN # | Tag | Tag#2 | Tag#3 | VEA TAG |
|-------------|-----------------|--------------|--------|-------|-------|---------|
| Ecosys | FS-C5100DN | QVQ2Y08767 | 105747 | | | |
| Dell | Optiplex 745 | G19D6D1 | 103693 | | | |
| HP | Compaq dc5800 | MXL81907NN | 103965 | | | |
| HP | Compaq dc5800 | MXL81907NN | 103971 | | | |
| HP | Compaq 6300 Pro | MXL32203Q7 | 105836 | | | |
| HP | Compaq dc5800 | MXL81907NZ | 103945 | | | |
| Dell | Optiplex 755 | B12DRD1 | 103765 | | | |
| aluratec | Dvd Drives | 00374-002326 | 101525 | | | |
| HP | Compaq 6200 Pro | MXL2231FP9 | 105365 | | | |
| HP | Compaq dc5800 | MXL819103J | 103985 | | | |
| Surface Pro | 1631 | 12845145053 | 107672 | | | |
| HP | Compaq 6300 | MXL3511QLF | 100879 | | | |
| HP | Compaq 6300 | MXL32203R3 | 105914 | | | |
| Apple | iPAd | DMPL5R0GF183 | 100721 | | | |
| Apple | A1466 | C17L9D50F5V7 | 100807 | | | |
| HP | Probook 6560b | 5CB137739V | 105186 | | | |
| HP | Probook 6560b | 5CB14644B7 | 105239 | | | |
| Dell | Optiplex 745 | J5DR5D1 | 102963 | | | |
| HP | Laserjet P4015 | CNDY265817 | 106223 | | | |
| HP | dc5800 | MXL81907Q2 | 106040 | | | |
| HP | dc5800 | MXL81907MT | 103996 | | | |
| HP | dc5800 | MXL81907N3 | 103989 | | | |
| Dell | Optiplex 745 | D8CR5D1 | 102996 | | | |
| Dell | Optiplex 745 | 36DR5D1 | 102976 | | | |
| HP | Laserjet 2420 | CNGJF51344 | 102641 | | | |
| HP | | | 108699 | | | |

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Human Resource Action Report

PREPARER: Jason Rubin
Associate Superintendent of Human Resources

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:
Approve personnel changes to meet the needs of our District as outlined on the following report.

**Shasta Union High School District
HUMAN RESOURCES ACTION REPORT**

| NAME | POSITION | EFFECTIVE |
|---------------------------------------|--|------------------|
| <u>Classified</u> | | |
| <u>Hours-Decrease/Increase</u> | | |
| Makenzie Knighten | Program Assistant-Wellness, SHS 5.5 hours/10 months | October 1, 2022 |
| Eric Meeks | At-Risk Paraprofessional, EHS 6.5 hours/10 months | October 1, 2022 |
| Ruth Reyna | Bilingual Paraprofessional, EHS 6.5 hours/10 months | October 1, 2022 |
| <u>New Hires</u> | | |
| Abraham Arnold | Custodian, SLC 8 hours/12 months | October 4, 2022 |
| Ashley Spurr | Instructional Para-Sp Ed, EHS 5.75 hours/10 months | October 12, 2022 |
| <u>Resigned/Retired</u> | | |
| Gary Rotbergs | Custodian, FHS 8 hours/12 months | October 12, 2022 |
| Collett Stanger | Registrar, SHS 8 hours/248 days | April 17, 2023 |

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Annual Organizational Meeting

PREPARER: Jim Cloney, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

Law states that annual organizational meetings need to be held within 15 days after the 2nd Friday in December. The date, time and location of this meeting shall be set at the regular Board Meeting immediately preceding the organizational meeting. The Annual Organizational Meeting will take place on December 13, 2022 with open session starting at 6:30 p.m. and will be located at Shasta Union High School District, 2200 Eureka Way, Redding, CA 96001. The District will notify the Shasta County Office of Education of the date, time, and location of the Annual Organizational Meeting.

REFERENCES:

Education Code 35143 & BB 9100

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: First Reading – Draft Administrative Board Policies, Regulations & Exhibits

PREPARER: Jim Cloney, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

The District subscribes to the California School Boards Association (CSBA) Policy Manual Maintenance Program. Through this Program, CSBA provides sample policies and administrative regulations for adoption.

REFERENCES:

Draft policies were provided to the Board under separate cover. Copies may be obtained by contacting the District Office at (530) 241-3261.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Board Policy 6161.11 Supplementary Instructional Materials

PREPARER: Jim Cloney, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

A parent filed a complaint regarding the use of a supplementary video in an English III class. The Superintendent responded to the complaint, and the parent has requested the Board hear their appeal. The video in question, the parent's complaint, a statement from the teacher who created the lesson, the Superintendent's response and all relevant Board Policies have been provided to the Board under separate cover for their review.

REFERENCES:

The above referenced materials can be obtained by contacting the District Office at (530) 241-3261.

Policy 6161.11: Supplementary Instructional Materials

Status: ADOPTED

Original Adopted Date: 05/14/2013

The Board of Trustees encourages the use of supplementary instructional materials to enrich the curriculum and enhance student learning. Such materials shall be aligned with district goals, curriculum objectives, and academic standards and shall supplement and not supplant the use of Board-adopted basic instructional materials that serve as the primary learning resources.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 6011 - Academic Standards)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6163.1 - Library Media Centers)

Supplementary instructional materials include, but are not limited to, instructional materials that are designed to serve one or more of the following purposes: (Education Code 60010)

1. To provide more complete coverage of one or more subjects included in a given course
2. To meet the various learning ability levels of students in a given age group or grade level
3. To meet the diverse educational needs of students with a language disability in a given age group or grade level
4. To meet the diverse educational needs of students reflective of a condition of cultural pluralism
5. To use current, relevant technology that further engages interactive learning in the classroom and beyond

(cf. 6142.91 - English/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6142.93 - Science Instruction)

(cf. 6142.94 - History-Social Science Instruction)

Supplementary instructional materials may be selected by the Superintendent or designee, school administrators, or teachers, as applicable, and obtained through donations to the district and/or available funding sources designated for these purposes.

(cf. 1260 - Educational Foundation)

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 4132/4232/4332 - Publication or Creation of Materials)

As appropriate, supplementary instructional materials shall meet the criteria developed for the selection and evaluation of basic instructional materials as described in AR 6161.1 - Selection and Evaluation of Instructional Materials. Supplementary instructional materials shall be directly related to the course of study in which they are being used and shall be appropriate for the age and maturity level of the students.

The use or reproduction of supplementary instructional materials shall be in accordance with federal copyright law.

(cf. 6162.6 - Use of Copyrighted Materials)

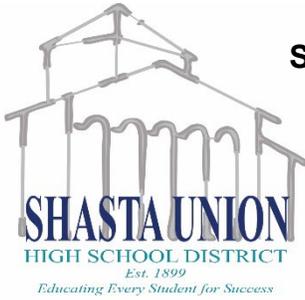
SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Minutes from October 21, 2022 special Board Meeting

PREPARER: Jim Cloney, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:
Staff has reviewed the minutes and recommends approval as presented.



**SHASTA UNION HIGH SCHOOL DISTRICT
SPECIAL MEETING OF THE GOVERNING BOARD
Large Conference Room
2200 Eureka Way
Redding, CA 96001**

**October 21, 2022
UNADOPTED MINUTES**

A special meeting of the Governing Board of the Shasta Union High School District was called to order at 12:10 p.m. by Trustee Zufall in the Shasta Union High School District Large Conference Room.

ROLL CALL: Trustees Ron Zufall, Jamie Vericker, and Joseph Ayer were present. Also present: Superintendent Jim Cloney, Associate Superintendent of Instructional Services Leo Perez, and Chief Business Official David Flores.

RES. 22-222 That the Board approve the agenda as presented. (Motion Ayer, second Vericker, carried 3-0)

RES. 22-223 That the Board approve the salary schedules for the California School Employees Association (CSEA), Chapter #181. (Motion Ayer, second Vericker, carried 3-0)

RES. 22-224 That the meeting adjourn. (Motion Vericker, second Ayer, carried 3-0)

PUBLIC COMMENT:

There were no comments.

DISCUSSION:

CSEA Salary Schedules: David Flores stated that the salary schedules should have been approved at the October 11 regular Board meeting. He recommended the Board approve them in order to pay employees this upcoming pay cycle and to avoid any issues with PERS.

CLOSED SESSION:

The Board adjourned to closed session at 12:12 p.m. to discuss the following: 1) Public Employee Discipline/Dismissal/Release/Complaint (G.C. 54957) and 2) Conference with Labor Negotiator (G.C. 54957.6) Agency designated representatives: Jim Cloney – Superintendent, David Flores – Chief Business Official, Jason Rubin – Associate Superintendent/H.R. and Leo Perez - Associate Superintendent/Instructional Services. Employee Organizations: Shasta Secondary Education Association (SSEA), Educational Support Professionals Association (ESP), California School Employees Association (CSEA) and Management/Supervisory/Confidential.

ADJOURNMENT:

The Board reconvened into open session at 12:50p.m. There was no action to report out from closed session. The meeting adjourned at 12:50p.m.

Jamie Vericker, Clerk
Board of Trustees

Jim Cloney, Executive Secretary
Board of Trustees

Bd. Min. 10-21-22 //I

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Trustee Absences at the October 21, 2022 special Board meeting

PREPARER: Jim Cloney, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:
Board Bylaws and Ed. Code allow the Board to approve Trustee absences at Board meetings for reasons that are deemed acceptable.

REFERENCES:
Board Bylaw 9250/Ed. Code 35120c

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Monthly Financial Report

PREPARER: David Flores, Chief Business Official

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

With the end of October, we are a third of the way through the year. Revenues are received according to a specific allocation schedule depending on the revenue stream. As of October 31st, we have received 21% of our budgeted revenues. The expenditures are easier to compare against where we are in the fiscal year. In total, we have expended 29% of our budgeted expenditures. Actual salaries and benefits combined total 27%. We would expect to see this percentage slightly below where we are in the fiscal year as we pay salaries and benefits out on a monthly basis. Salaries and benefits should trend slightly behind where we are in the year as our budget includes miscellaneous stipends which are paid out on a schedule.

Books, services, and capital outlay are a little different than salaries and benefits. Books and supplies should be close to where we are in the fiscal year, services will trend higher and capital outlay just depends. Books and supplies are spent consistently throughout the year as supplies are purchased throughout the year. The services category includes annual subscription payments that are paid in full at the start of the year. Subscription fees include software, and insurance which are large annual payments. Capital outlays don't happen on any schedule. These expenses are incurred as the need arises depending on the specific situation.

SHASTA UNION HIGH SCHOOL DISTRICT
2022-2023
General Fund Expenditures as of October 31, 2022

| | | 2022-2023 Adopted Budget (A) | 2022-2023 Actuals 10/31/2022 (B) | 2022-2023 Remaining Balance (C) = (A) - (B) | 33.33% of FY Complete (D) = (B) / (A) |
|---------------------------------------|-------------|---------------------------------------|---|--|--|
| REVENUES | | | | | % Spent or Received |
| Revenue Limit Sources | 8010 - 8099 | 46,910,156 | 6,259,606 | 40,650,550 | 13% |
| Federal Revenues | 8100 - 8299 | 6,945,591 | 2,536,201 | 4,409,390 | 37% |
| Other State Revenues | 8300 - 8599 | 5,913,130 | 1,767,751 | 4,145,379 | 30% |
| Other Local Revenues | 8600 - 8799 | 6,173,112 | 3,329,563 | 2,843,549 | 54% |
| Interfund Transfers In/Other Sources | 8910 - 8979 | 657,208 | 0 | 657,208 | 0% |
| TOTAL REVENUES | | 66,599,197 | 13,893,122 | 52,706,075 | 21% |
| EXPENDITURES | | | | | |
| Certificated Salaries | 1000 - 1999 | 23,093,752 | 6,345,342 | 16,748,410 | 27% |
| Classified Salaries | 2000 - 2999 | 9,109,878 | 2,963,719 | 6,146,159 | 33% |
| Employee Benefits | 3000 - 3999 | 17,136,081 | 4,107,402 | 13,028,679 | 24% |
| Books and Supplies | 4000 - 4999 | 4,655,477 | 1,155,434 | 3,500,043 | 25% |
| Services, Other Operating Expenses | 5000 - 5999 | 6,078,767 | 3,591,143 | 2,487,624 | 59% |
| Capital Outlay | 6000 - 6599 | 3,764,291 | 1,014,333 | 2,749,958 | 27% |
| Other Outgo | 7100 - 7299 | 1,079,770 | 0 | 1,079,770 | 0% |
| Direct Support / Indirect Costs | 7300 - 7399 | (102,125) | 0 | (102,125) | 0% |
| Debt Service | 7438 - 7439 | 0 | 0 | 0 | 0% |
| Interfund Transfers Out/Other Uses | 7610 - 7699 | 823,295 | 48,323 | 774,972 | 6% |
| TOTAL EXPENDITURES | | 65,639,186 | 19,225,696 | 46,413,490 | 29% |
| NET INCREASE/DECREASE IN FUND BALANCE | | 960,011 | (5,332,575) | | |
| BEGINNING BALANCE | | 14,709,283 | 18,417,581 | | |
| ENDING BALANCE | | 15,669,294 | 13,085,007 | | |

Components of Ending Fund Balance

| | | | | |
|----------------------------------|------------|--|--|--|
| Reserved Rev Cash/Prepays/Stores | 17,400 | | | |
| Economic Uncertainty (3.5%) | 2,297,372 | | | |
| Committed | 8,320,636 | | | |
| Assigned | - | | | |
| Restricted | 5,033,886 | | | |
| Total | 15,669,294 | | | |

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: 2022-23 School Plans for Student Achievement

PREPARER: Leo Perez
Associate Superintendent of Instructional Services

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

The purpose of the School Plan for Student Achievement is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards set by the State Board of Education. The School Plans address strategies and activities that are planned to accomplish these goals.

REFERENCES:

Education Code Sections 41507, 41572 and 64001

School Plans for Student Achievement were provided to the Board under separate cover. Copies may be obtained by contacting the District Office at (530) 241-3261.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Approve 2023-24 Curriculum Recommendation

PREPARER: Leo Perez
Associate Superintendent of Instructional Services

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

| <u>SITE</u> | <u>DEPT</u> | <u>SUBJECT AREA</u> | <u>COURSE NAME</u> |
|-------------|-------------|---------------------|--|
| ALL | Robotics | Elective | Advanced Manufacturing/Robotics Tech Lab |
| ALL | CTE | Elective | AP Computer Science Principles |
| ALL | Music | VAPA | AP Music Theory |
| ALL | Math | Math | AP PreCalculus |



Shasta Union High School District CURRICULUM PROPOSAL *(attach supporting documents)*

COURSE # _____ ABBR. COURSE TITLE: _____

COURSE NAME: Advanced Manufacturing/Robotics Lab Tech SUBJECT AREA: Elective

GRADE LEVEL(S): 11-12 LENGTH OF COURSE: 1 Year UNITS: _____ OFFERED AT: Other

CTE: No Yes → PATHWAY: Advanced Manufacturing/Robotics Intro Concentrator Completer

UC/CSU a-g: N/A REQUIREMENT: SELECT ONE APPROVAL DATE: _____

PREREQUISITES: Advanced Manufacturing/CAD/Robotics (Industrial or Space Science/Engineering)

COURSE DESCRIPTION:

The designation of "Advanced Manufacturing/Robotics Lab Tech" indicates that a student is capable and certified to operate industrial equipment in the shop or tech lab. Safety in the shop is the number one priority, and having students that have been certified and instructor selected, in use of power tools, industrial equipment (cnc machines, robotic arms, power tools, mobile robotic systems, 3D printing, plasma cutting, etc.) are eligible to apply to be an "Advanced Manufacturing/Robotics Lab Tech". This designation will be included on their transcripts as a graded elective, giving students added GPA weight.

Attach supporting information to include, but not limited to the following:

- Essential Standards the Course Will Cover
- Task Analysis: "what the students should know and how the instructor knows they have learned it." The task analysis covers the information on the template supplied by the Instructional Services Department and will thoroughly detail course timelines, vocabulary, resources and specific academic expectations.
- Connectivity with post-high school program (college and/or career).
- Provide documentation and/or research how this proposed course supports college and/or career readiness.

REQUESTED BY _____

DATE: 8/30/22

DISTRICT DEPARTMENT CHAIR _____

DATE: 10/10/22

ASSOCIATE SUPERINTENDENT - INSTRUCTIONAL SERVICES _____

DATE: 10/13/22

SUPERINTENDENT _____

DATE: 10/27/22

BOARD APPROVAL DATE: _____ RESOLUTION #: _____

Lab Technician Course Description

Initially, students that are selected as Lab Technicians will have had prior Manufacturing/Robotics experience, and will help in supervising, training and preparing materials used during manufacturing/robotics projects and demonstrations. Students will also provide additional training for beginning students, through student mentorship, on industrial level equipment with minimal supervision. Students will also be able earn advanced training, additional certifications and train on industry equipment that is not typically available to other students.

Through additional curriculum that is unique to both Advanced Manufacturing and Robotics classes, students are able to earn advanced certifications on industrial equipment. Students will build on the knowledge and skills relating to Advanced Manufacturing or Robotics. They will also study more advanced fundamentals of industrial equipment, mechanical and structural systems and facilities. In addition to facilitating lab activities, students will explore professional opportunities in the field of robotics and manufacturing. This course also provides students with an understanding of manufacturing processes and systems common to careers in robotics and manufacturing. Topics include programming CNC machinery, industrial robotic arms, programming plasma cutters, producing professional level CAD models, and programming advanced robotic systems. Students will learn the safety of fabrication welding. Additionally, this course may be a gateway program for those students interested in pursuing a post-secondary study in mechanical or structural engineering. Leadership development is a required part of this course and will expose students to careers, leadership skills and achievement opportunities.

Preparing for Lab Sessions

Lecturers and instructors may request lab technicians to prepare the laboratory in advance before the lesson starts. They perform this duty by reading the project or lesson instructions and any additional information given by the instructor. Technicians must complete the safety training program before starting to work and have already had one or more of Advanced Manufacturing, Industrial robotics, Space Science/Engineering. They must also adhere to the prescribed lab dress code, such as wearing pants, close toed shoes, safety glasses and tie back loose hair/clothing. Assistants set up any equipment needed for the project, such as cnc machines, computers, compressors, etc. This includes monitoring all of the supplies used in the lab and restocking them as needed.

Cleaning the Lab

One of the integral duties performed by student lab technicians is securing the lab. This is done by cleaning up any spills, cleaning the equipment, such as safety glasses, or equipment used by students. Assistants also ensure that all tools are securely placed back in their proper locations.

Promoting Safety

Accidents in a laboratory may lead to injuries, lost lives and property damage. A student lab technician ensures that students do not practice any unsafe behaviors in the lab. They lock up all the tools and unplug all electrical equipment to minimize the chances of accidents and fires.

Lab Technician Course Description

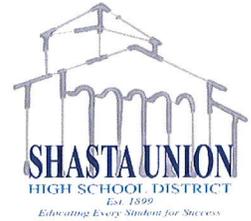
Assistants show the students how to handle chemical spills, address broken equipment and ensure that any work orders to repair equipment are ready to submit.

Assisting in projects

Student lab technicians work closely with students during lab lessons and guide them through projects. They walk around the lab and answer questions students have concerning the process. This means assistants must read all of the guidelines provided by the lecturer or instructor before the lesson commences.

Prerequisites:

Advanced Manufacturing, Space Science/Engineering, Industrial Robotics AND instructor approval.



Shasta Union High School District CURRICULUM PROPOSAL *(attach supporting documents)*

COURSE # _____ ABBR. COURSE TITLE: _____

COURSE NAME: AP Computer Science Principles SUBJECT AREA: Elective

GRADE LEVEL(S): 9-12 LENGTH OF COURSE: 1 Year UNITS: 10 OFFERED AT: All

CTE: No Yes → PATHWAY: Information and Communication Technologies Intro Concentrator Completer

UC/CSU a-g: Pending - Will Submit REQUIREMENT: g - CP Elective APPROVAL DATE: _____

PREREQUISITES: None

COURSE DESCRIPTION:

AP Computer Science Principles is a yearlong course specifically designed for students with no prior programming experience. This course will touch upon a variety of topics within the field of Computer Science.

Computer science involves problem-solving, hardware, and algorithms that help people utilize computers and incorporate multiple perspectives to address real-world problems in contemporary life. As the application of computer science is integrated into more aspects of our lives, it is important to understand the impact of computer science and how to maintain privacy, safety, and security not only when using computers but also while being the innovators of new computing applications. This course will prepare students to take and pass the AP Computer Science Principles exam.

Attach supporting information to include, but not limited to the following:

- Essential Standards the Course Will Cover
- Task Analysis: "what the students should know and how the instructor knows they have learned it." The task analysis covers the information on the template supplied by the Instructional Services Department and will thoroughly detail course timelines, vocabulary, resources and specific academic expectations.
- Connectivity with post-high school program (college and/or career).
- Provide documentation and/or research how this proposed course supports college and/or career readiness.

[Signature]
REQUESTED BY

DATE: 10/26/22

[Signature]
DISTRICT DEPARTMENT CHAIR

DATE: 10/26/22

[Signature]
ASSOCIATE SUPERINTENDENT – INSTRUCTIONAL SERVICES

DATE: 10/26/22

[Signature]
SUPERINTENDENT

DATE: 10/27/22

BOARD APPROVAL DATE: _____ RESOLUTION #: _____

AP COMPUTER SCIENCE PRINCIPLES

Course Framework

Introduction

Computer science involves problem-solving, hardware, and algorithms that help people utilize computers and incorporate multiple perspectives to address real-world problems in contemporary life. As the application of computer science is integrated into more aspects of our lives, it is important to understand the impact of computer science and how to maintain privacy, safety, and security not only when using computers but also while being the innovators of new computing applications. The course strives to engage all students, including those who have traditionally been underrepresented in computer science—such as female students, students of color, students with disabilities, and rural students—by allowing them to discover the power of computer science through rewarding yet challenging concepts.

A well-designed AP Computer Science Principles course that includes opportunities for students to collaborate to solve problems of their choice can help address traditional issues of equity and access. Such a course can broaden participation in computing while providing a strong and engaging introduction to the breadth of topics in the discipline.

The AP Computer Science Principles course reflects what computer science teachers, professors, and researchers have indicated are the main goals of an introductory, college-level computer science course:

- **Computational Solution Design**—Design and evaluate computational solutions for a purpose.
- **Algorithms and Program Development**—Develop and implement algorithms.
- **Abstraction in Program Development**—Develop programs that incorporate abstractions.
- **Code Analysis**—Evaluate and test algorithms and programs.
- **Computing Innovations**—Investigate computing innovations.
- **Responsible Computing**—Contribute to an inclusive, safe, collaborative, and ethical computing culture.

Students practice their computer science skills when designing and developing programs that address real-world problems and when investigating computing innovations they use or are interested in better understanding.

Compatible Curricula

The AP Computer Science Principles course surveys topics across several knowledge areas recommended by the Association for Computing Machinery (ACM) and the Institute of Electrical and Electronics Engineers Computing Society (IEEE-CS). Topics from the following knowledge areas have been included in this breadth-first approach to computer science: "Networking and Communication", "Parallel and Distributed Computing," "Software Development Fundamentals," "Programming Languages," "Architecture and Organization," "Computational Science," "Information Assurance and Security," and "Algorithms and Complexity." Teachers can review the [Computer Science Curricula from ACM and IEEE-CS](#) to see their complete curriculum guidelines.

The AP Computer Science Principles course vertically aligns with the core concepts in the [Computer Science Teachers Association \(CSTA\) K–12 Computer Science Framework](#). Most of the K–12 Core Practices and Concepts are extended in the AP Computer Science Principles course, and the expected depth of knowledge is significantly higher in the AP course. This vertical alignment allows CS teachers to make connections from earlier courses to the college-equivalent AP Computer Science Principles course.

AP Computer Science Program

AP Computer Science Principles is one of two AP Computer Science courses available to students. The AP Computer Science A course complements AP Computer Science Principles through a focused study of the Algorithms and Programming big idea. Students can take these two courses in either order or concurrently, as allowed by their school.

Resource Requirements

Students should have access to a computer system(s) that contains appropriate software to create and edit programs and allows students to practice, complete, and submit the AP Computer Science Principles performance task. The computer must have Internet access and be able to access the sites necessary for students to be successful in the course and assessment. The school ensures that each student has access to the AP Computer Science Principles Exam Reference Sheet (see Appendix), as well as performance task directions and scoring guidelines. The school ensures that each student has a college-level text or curricular resources deemed necessary by the teacher for individual use inside and outside of the classroom.

Course Framework Components

Overview

This course framework provides a description of what students should know and be able to do to qualify for college credit or placement.

The course framework includes two essential components:

1 COMPUTATIONAL THINKING PRACTICES

The computational thinking practices are central to the study and practice of computer science. Students should practice and develop these skills on a regular basis over the span of the course.

2 COURSE CONTENT

The course content is organized into big ideas, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course. The content and conceptual understandings within the big ideas reflect what colleges and universities typically expect students to master to qualify for college credit and/or placement.

1

AP COMPUTER SCIENCE PRINCIPLES

Computational Thinking Practices

The table that follows presents the computational thinking practices that students should develop during the AP Computer Science Principles course. The practices form the basis of tasks on the AP Exam.

The learning objectives found in the big idea guides are each aligned to one of the skills from a practice. Teachers will want to be sure to integrate the practices and the course content with enough repetition to prepare students to transfer these skills when taking the AP Exam.

More detailed information about teaching the computational thinking practices can be found in the Instructional Approaches section of this publication.



Computational Thinking Practices: Skills

| Practice 1 | Practice 2 | Practice 3 | Practice 4 | Practice 5 | Practice 6 |
|--|--|--|--|--|---|
| Computational Solution Design 1 Design and evaluate computational solutions for a purpose. | Algorithms and Program Development 2 Develop and implement algorithms. | Abstraction in Program Development 3 Develop programs that incorporate abstractions. | Code Analysis 4 Evaluate and test algorithms and programs. | Computing Innovations 5 Investigate computing innovations. | Responsible Computing 6 Contribute to an inclusive, safe, collaborative, and ethical computing culture. |

SKILLS

1.A Investigate the situation, context, or task.

1.B Determine and design an appropriate method or approach to achieve the purpose.

1.C Explain how collaboration affects the development of a solution.

1.D Evaluate solution options.

2.A Represent algorithmic processes without using a programming language.

2.B Implement and apply an algorithm.

3.A Generalize data sources through variables.

3.B Use abstraction to manage complexity in a program.

3.C Explain how abstraction manages complexity.

4.A Explain how a code segment or program functions.

4.B Determine the result of code segments.

4.C Identify and correct errors in algorithms and programs, including error discovery through testing.

5.A Explain how computing systems work.

5.B Explain how knowledge can be generated from data.

5.C Describe the impact of a computing innovation.

5.D Describe the impact of gathering data.

5.E Evaluate the use of computing based on legal and ethical factors.

6.A Collaborate in the development of solutions.

6.B Use safe and secure methods when using computing devices.

6.C Acknowledge the intellectual property of others.

***NOTE:** All computational thinking practices except Computational Thinking Practice 6 are assessed in the multiple-choice section of the AP Exam.

Course Content

Based on the Understanding by Design® (Wiggins and McTighe) model, this course framework provides a description of the course requirements necessary for student success, with a focus on big ideas that encompass core principles, theories, and processes of the discipline. The framework also encourages instruction that prepares students for advanced computer science coursework and its integration into a wide array of STEM-related fields.

Big Ideas

The big ideas serve as the foundation of the course and help students create meaningful connections among concepts. They are often overarching concepts or themes that become threads that run throughout the course. Revisiting the big ideas and applying them in a variety of contexts enables students to develop deeper conceptual understanding. Below are the big ideas of the course and a brief description of each.

BIG IDEA 1: CREATIVE DEVELOPMENT (CRD)

When developing computing innovations, developers can use a formal, iterative design process or a less rigid process of experimentation. While using either approach, developers will encounter phases of investigating and reflecting, designing, prototyping, and testing. Additionally, collaboration is an important tool at any phase of development, because considering multiple perspectives allows for improvement of innovations.

BIG IDEA 2: DATA (DAT)

Data are central to computing innovations because they communicate initial conditions to programs and represent new knowledge. Computers consume data, transform data, and produce new data, allowing users to create new information or knowledge to solve problems through the interpretation of those data. Computers store data digitally, which means that the data must be manipulated in order to be presented in a useful way to the user.

continued on next page

BIG IDEA 3: ALGORITHMS AND PROGRAMMING (AAP)

Programmers integrate algorithms and abstraction to create programs for creative purposes and to solve problems. Using multiple program statements in a specified order, making decisions, and repeating the same process multiple times are the building blocks of programs. Incorporating elements of abstraction—by breaking problems down into interacting pieces, each with their own purpose—makes writing complex programs easier. Programmers need to think algorithmically and use abstraction to define and interpret processes that are used in a program.

BIG IDEA 4: COMPUTING SYSTEMS AND NETWORKS (CSN)

Computer systems and networks are used to transfer data. One of the largest and most commonly used networks is the Internet. Through a series of protocols, the Internet can be used to send and receive information and ideas throughout the world. Transferring and processing information can be slow when done on a single computer, but leveraging multiple computers to do the work at the same time can significantly shorten the time it takes to complete tasks or solve problems.

BIG IDEA 5: IMPACT OF COMPUTING (IOC)

Computers and computing have revolutionized our lives. To use computing safely and responsibly, we need to be aware of privacy, security, and ethical issues. As programmers, we need to understand the potential impacts of our programs and be responsible for the consequences. As computer users, we need to understand any potential beneficial or harmful effects and how to protect ourselves and our privacy when using a computer.

The five big ideas in AP Computer Science Principles, and their weighting on the multiple-choice section of the AP Exam, are listed below.

TOPICS

Each big idea is broken down into teachable segments called *topics*. The topic pages (starting on page 32) contain all required content for each topic. Although most topics can be taught in one or two class periods, teachers are encouraged to pace their course to suit the needs of their students and school.

| Big Ideas | Exam Weighting |
|--|-----------------------|
| Big Idea 1: Creative Development | 10–13% |
| Big Idea 2: Data | 17–22% |
| Big Idea 3: Algorithms and Programming | 30–35% |
| Big Idea 4: Computer Systems and Networks | 11–15% |
| Big Idea 5: Impact of Computing | 21–26% |

Course at a Glance

Plan

The Course at a Glance provides a useful visual organization of the AP Computer Science Principles curricular components, including the following:

- Big ideas, along with approximate weighting
- Progression of topics within each big idea
- Spiraling of practices across big ideas

This Course at a Glance is organized by big ideas rather than units of instruction. Within each big idea are topics. Teachers and AP endorsed providers can group topics together to create units or modules.

Teach

COMPUTATIONAL THINKING PRACTICES

Practices spiral across big ideas.

- | | |
|---|--------------------------------|
| 1 Computational Solution Design | 4 Code Analysis |
| 2 Algorithms and Program Development | 5 Computing Innovations |
| 3 Abstraction in Program Development | 6 Responsible Computing |

Assess

Assign the Topic Questions—either as homework or in class—for each big idea. The Topic Questions are formative AP questions that provide feedback to students on the areas where they need to focus.



BIG IDEA 1

Creative Development

10–13% AP Exam Weighting

- | | | |
|----------|----------|--|
| 1 | 6 | 1.1 Collaboration |
| 1 | 3 | 1.2 Program Function and Purpose |
| 1 | 4 | 1.3 Program Design and Development |
| 1 | 6 | 1.4 Identifying and Correcting Errors |
| 1 | 4 | |



BIG IDEA 2

Data

17–22% AP Exam Weighting

- | | | | |
|----------|----------|----------|---|
| 1 | 2 | 3 | 2.1 Binary Numbers |
| 1 | | | 2.2 Data Compression |
| 5 | | | 2.3 Extracting Information from Data |
| 2 | | | 2.4 Using Programs with Data |
| 5 | | | |

Topic Questions
Multiple-choice: ~20 questions

Topic Questions
Multiple-choice: ~20 questions

BIG IDEA
3 Algorithms and Programming

30–35% AP Exam Weighting

- 3** 3.1 Variables and Assignments
- 4**
- 3** 3.2 Data Abstraction
- 2** 3.3 Mathematical Expressions
- 4**
- 4** 3.4 Strings
- 2** 3.5 Boolean Expressions
- 4**
- 2** 3.6 Conditionals
- 4**
- 2** 3.7 Nested Conditionals
- 4**
- 2** 3.8 Iteration
- 4**
- 1** 3.9 Developing Algorithms
- 2**
- 2** 3.10 Lists
- 4**
- 1** 3.11 Binary Search
- 3** 3.12 Calling Procedures
- 4**
- 3** 3.13 Developing Procedures
- 2** 3.14 Libraries
- 2** 3.15 Random Values
- 4**
- 1** 3.16 Simulations
- 1** 3.17 Algorithmic Efficiency
- 1** 3.18 Undecidable Problems

Topic Questions

Multiple-choice: ~90 questions
Performance Task: ~20 prompts

BIG IDEA
4 Computer Systems and Networks

11–15% AP Exam Weighting

- 5** 4.1 The Internet
- 1** 4.2 Fault Tolerance
- 5**
- 1** 4.3 Parallel and Distributed Computing

Topic Questions

Multiple-choice: ~10 questions

BIG IDEA
5 Impact of Computing

21–26% AP Exam Weighting

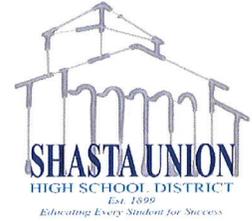
- 5** 5.1 Beneficial and Harmful Effects
- 5** 5.2 Digital Divide
- 5** 5.3 Computing Bias
- 1** 5.4 Crowdsourcing
- 5** 5.5 Legal and Ethical Concerns
- 5** 5.6 Safe Computing

Topic Questions

Multiple-choice: ~20 questions

Shasta Union High School District

CURRICULUM PROPOSAL *(attach supporting documents)*



COURSE # _____ ABBR. COURSE TITLE: _____

COURSE NAME: AP Music Theory SUBJECT AREA: Visual & Performing Art

GRADE LEVEL(S): 10-12 LENGTH OF COURSE: 1 Year UNITS: 10 OFFERED AT: All

CTE: No Yes → PATHWAY: _____ Intro Concentrator Completer

UC/CSU a-g: Pending - Will Submit REQUIREMENT: f - Visual & Performing Arts APPROVAL DATE: _____

PREREQUISITES: A core music class

COURSE DESCRIPTION:

The AP Music Theory course focuses on concepts and skills emphasized within introductory college music theory courses, with the goal of helping students become sophisticated and thoughtful music listeners, performers, and composers. AP Music Theory students learn to recognize, understand, describe, and produce the basic elements and processes of performed and notated music. To become proficient with these skills, students need to consistently practice applying course concepts through aural analysis, score analysis, sight-singing, dictation, and composition.

Attach supporting information to include, but not limited to the following:

- Essential Standards the Course Will Cover
- Task Analysis: “what the students should know and how the instructor knows they have learned it.” The task analysis covers the information on the template supplied by the Instructional Services Department and will thoroughly detail course timelines, vocabulary, resources and specific academic expectations.
- Connectivity with post-high school program (college and/or career).
- Provide documentation and/or research how this proposed course supports college and/or career readiness.

[Signature]
 REQUESTED BY _____
[Signature]
 DISTRICT DEPARTMENT CHAIR _____
[Signature]
 ASSOCIATE SUPERINTENDENT – INSTRUCTIONAL SERVICES _____
[Signature]
 SUPERINTENDENT _____

DATE: 10/25/2022
 DATE: 10/25/2022
 DATE: 10/26/2022
 DATE: 10/27/22

BOARD APPROVAL DATE: _____ RESOLUTION #: _____

About the AP Music Theory Course

The AP Music Theory course corresponds to one-to-two semesters of typical, introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight-singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

College Course Equivalent

Because college curricula vary for beginning music theory courses, the college-level course equivalency of AP Music Theory will vary from one institution to the next.

Prerequisites

There are no prerequisite courses for AP Music Theory. Prospective students should be able to read and write musical notation and have basic performance skills with voice or an instrument.

AP MUSIC THEORY RESOURCE REQUIREMENTS

- The school ensures that each student has access to his or her own copy of a recently published college-level music theory textbook.
- The school provides access to audio equipment and materials that facilitate listening practice for the students throughout the course.
- The school ensures that each AP Music Theory classroom includes a piano or electronic keyboard and sound reproduction equipment.

AP MUSIC THEORY

Course Framework

Introduction

The AP Music Theory course focuses on concepts and skills emphasized within introductory college music theory courses, with the goal of helping students become sophisticated and thoughtful music listeners, performers, and composers. AP Music Theory students learn to recognize, understand, describe, and produce the basic elements and processes of performed and notated music. To become proficient with these skills, students need to consistently practice applying course concepts through aural analysis, score analysis, sight-singing, dictation, and composition.

The course framework integrates the teaching of written and aural (listening) skills to support students' learning, offering options for course design, learning activities, and assessment strategies. Detailed information is provided about what students need to know and be able to do to achieve success on the AP Music Theory Exam, to earn opportunities for college credit and placement, and to be well prepared for subsequent music theory studies. Teachers are encouraged to adapt the course to their own and their students' diverse musical backgrounds and interests. Teachers can create their own curriculum by selecting content that enables students to achieve the course learning objectives and that meets state or local curricular requirements.

The AP Program is guided by high school and college faculty in defining coursework equivalent to first-year college classes in music theory, considering variances in college curricula. The course framework details a range of understandings and skills typical of

introductory college courses. The AP Music Theory Exam measures the degree to which students have developed the knowledge and skills essential for placement out of introductory college coursework.

These concepts and skills can be addressed with a thorough analysis of diverse music, including music from standard Western tonal repertoire and contemporary art music, jazz, popular music, and the music of non-Western cultures. Although beginning college courses focus on the system of major–minor tonality, they often introduce modal, pentatonic, whole-tone, and other scales. Although some AP Music Theory learning objectives are explicitly linked to European art music from the common practice period (c. 1600–1900 CE), teachers should include a variety of music in their instruction to respond to students' interests and to prepare them for the AP Music Theory Exam.

Course Framework Components

Overview

This course framework provides a description of the course requirements necessary for student success; it specifies what students must know, be able to do, and understand to qualify for college credit or placement.

The course framework includes two essential components:

1 COURSE SKILLS

Course skills delineate overarching, long-term understandings that are central to the study and practice of music theory. Each of the four skill categories consist of skills that encompass foundational to advanced levels of learning that students should acquire over the span of the course.

2 COURSE CONTENT

The course is organized into units of study that provide an optional instructional sequence, detailing abilities and conceptual understandings that colleges and universities typically expect students to possess to qualify for college credit and/or advanced placement. Course content is structured according to big ideas: concepts that enable students to create meaningful connections among the understandings and skills they learn and develop.

1

AP MUSIC THEORY

Course Skills

The table that follows presents the course skills that students should develop during the AP Music Theory course. These skills form the basis of many tasks on the AP Music Theory Exam.

The unit guides that follow embed and spiral these practices throughout the course, providing teachers with one way to integrate the practices into the course content with sufficient repetition to prepare students to transfer those skills when taking the AP Music Theory Exam.

More detailed information about the teaching of the skills can be found in the Instructional Approaches section of this publication.



Skill Category 1

Analyze Performed Music 1

Apply musical terms, concepts, and relationships to performed music (aural).

SKILLS

- 1.A** Use symbols and terms to describe features of pitch in performed music, including pitch patterns and relationships, melodic features, chords, harmonic progressions, and cadences. (This skill is applied in identification and definition exercises that typically accompany the introduction of new concepts.)
- 1.B** Use symbols and terms to describe features of rhythm in performed music, including meter, note values, and rhythmic patterns and devices.
- 1.C** Use symbols and terms to describe melodic, harmonic, and rhythmic relationships in performed music. (This skill is applied in describing these elements in a full musical context.)
- 1.D** Use symbols and terms to describe and apply procedures for melodic and rhythmic transformation in performed music.
- 1.E** Use symbols and terms to describe and apply harmonic, melodic, and rhythmic procedures of 18th-century voice leading (up to 4 voices) in performed music. (This skill is applied in tasks dealing specifically with music of the Western European common practice era, or music that uses common-practice techniques.)
- 1.F** Use terms and symbols to describe formal features and relationships in performed music, including motives, phrases, and phrase relationships.
- 1.G** Use terms and symbols to describe aspects of musical design in performed music, including texture, timbre, and instrumentation, and expressive elements, including dynamics, articulation, and tempo.

Skill Category 2

Analyze Notated Music 2

Apply musical terms, concepts, and relationships to notated music (written).

- 2.A** Use symbols and terms to describe features of pitch in notated music, including pitch patterns and relationships, melodic features, chords, harmonic progressions, and cadences. (This skill is applied in identification and definition exercises that typically accompany the introduction of new concepts.)
- 2.B** Use symbols and terms to describe features of rhythm in notated music, including meter, note values, and rhythmic patterns and devices.
- 2.C** Use symbols and terms to describe melodic, harmonic, and rhythmic relationships in notated music. (This skill is applied in describing these elements in a full musical context.)
- 2.D** Use symbols and terms to describe and apply procedures for melodic and rhythmic transformation in notated music.
- 2.E** Use symbols and terms to describe and apply harmonic, melodic, and rhythmic procedures of 18th-century voice leading (up to 4 voices) in notated music. (This skill is applied in tasks dealing specifically with music of the Western European common practice era, or music that uses common-practice techniques.)
- 2.F** Use terms and symbols to describe formal features and relationships in notated music, including motives, phrases, and phrase relationships.
- 2.G** Use terms and symbols to describe aspects of musical design in notated music, including texture, timbre, and instrumentation, and expressive elements, including dynamics, articulation, and tempo.

**Skill Category 3****Convert Between Performed and Notated Music** 3

Apply conventions of musical notation and performance in converting music between aural and written forms.

Skill Category 4**Complete Based on Cues** 4

Complete music based on cues, following 18th-century stylistic norms.

SKILLS

3.A Notate the pitches and rhythm of a performed melody (in treble or bass clef; in a major or minor key; may include chromatically altered pitches).

3.B Notate the soprano and bass pitches of a performed harmonic progression in a major or minor key (may include chromatically altered pitches).

3.C Identify the harmonic function of chords in a performed harmonic progression by providing an analysis using Roman and Arabic numerals.

3.D Apply knowledge of musical symbols and terms to sing the pitches and rhythms of a notated melody (melody may be in treble or bass clef, in a major or minor key, or in simple or compound meter, and it may include chromatically altered pitches).

3.E Apply knowledge of musical symbols and terms to detect discrepancies in pitch and rhythm when comparing notated and performed music in one or two voices.

4.A Apply knowledge of common-practice tonality to spell chords and to follow procedures of 18th-century voice leading to connect chords in harmonic progressions.

4.B Complete a four-part harmonic progression by realizing a figured bass line and providing a Roman numeral analysis of the completed progression.

4.C Complete a four-part harmonic progression based on the Roman numeral analysis provided.

4.D Compose a bass line to harmonize a given melody, implying appropriate harmony, and identify the implied harmony using Roman and Arabic numerals.

2

AP MUSIC THEORY

Course Content

Based on the Understanding by Design® (Wiggins and McTighe) model of curriculum development, this course framework provides a clear and detailed description of the knowledge and skills necessary for student success in AP Music Theory, evaluated in the context of the AP Music Theory Exam, and aligned with college expectations. The framework specifies what students must know, be able to do, and understand, with a focus on big ideas that encompass core principles and processes of the discipline. The framework also encourages instruction that prepares students for advanced music theory coursework, as well as lifelong musical engagement and practice.

Big Ideas

The big ideas of AP Music Theory are pitch, rhythm, form, and musical design. Big ideas are concepts that serve as the foundation of the course, structuring students' development of understanding and abilities. Big ideas enable students to create meaningful connections among the concepts and skills they learn. Applying big ideas in a variety of contexts allows students to develop deeper conceptual understandings. The following is a presentation of each big idea with a brief description.

BIG IDEA 1: PITCH (PIT)

Specific frequencies of sound, known as pitches, are basic units of music. Pitches that are deliberately sequenced through time create melodies, and groups of pitches presented successively or simultaneously form chords. Within an established musical style, chords relate to one another in the context of harmony. Individual voices can also be imbued with a cohesive sense of motion and interaction through musical voice leading, which is rooted in historical traditions.

continued on next page

BIG IDEA 2: RHYTHM (RHY)

Music exists in the dimension of time, where long and short sounds and silences can be combined in myriad ways. This temporal aspect, called rhythm, is often governed by a layered structure of interrelated pulses known as meter. Rhythms are typically grouped into distinctive rhythmic patterns, which help define the specific identity of a musical passage. Musicians use established rhythmic devices to expand expressive possibilities, often achieving their effect by challenging the regularity of the meter or transforming rhythmic patterns.

BIG IDEA 3: FORM (FOR)

Music exhibits a structural aspect known as form, in which a musical composition is organized in a hierarchy of constituent parts. The specific ways these parts are related, contrasted, and/or developed produce the unique profile of an individual composition. Specific formal types and functions may be identified when parts of a composition follow established melodic-harmonic patterns or fulfill established roles within the overall hierarchical structure.

BIG IDEA 4: MUSICAL DESIGN (DES)

Texture, timbre, and expression contribute to the overall design and character of a piece of music or musical performance. The texture of a musical passage arises from the way its layers are produced and distributed, and how they interact to form the totality of sound. Timbre refers to the distinct sounds of specific instruments and voices, arising from the physical manner in which those sounds are produced. Expressive elements are related to musical interpretation and include dynamics, articulation, and tempo.

UNITS

The course content is organized into instructional units arranged in a logical sequence intended to scaffold students' learning. This sequence of learning activities was designed to align with college-level music theory textbooks.

The eight units of this AP Music Theory instructional sequence are as follows:

Unit 1: Music Fundamentals I: Pitch, Major Scales and Key Signatures, Rhythm, Meter, and Expressive Elements

Unit 2: Music Fundamentals II: Minor Scales and Key Signatures, Melody, Timbre, and Texture

Unit 3: Music Fundamentals III: Triads and Seventh Chords

Unit 4: Harmony and Voice Leading I: Chord Function, Cadence, and Phrase

Unit 5: Harmony and Voice Leading II: Chord Progressions and Predominant Function

Unit 6: Harmony and Voice Leading III: Embellishments, Motives, and Melodic Devices

Unit 7: Harmony and Voice Leading IV: Secondary Function

Unit 8: Modes and Form

Pacing recommendations for each unit are suggestions for how to allocate teaching time and administer the Personal Progress Checks. Class periods are based on a 45-minute class period, meeting five days each week. These recommendations are intended to support instructional planning and can be adjusted based on your students' needs, school schedule, and academic calendar.

TOPICS

Each unit consists of multiple instructional topics. Refer to topic pages (starting on p. 36) to view skills, enduring understandings, learning objectives, and essential knowledge associated with each topic. Although many topics can be taught in one or two class periods, teachers are again encouraged to pace the course in response to students' needs and school schedule.

Big Ideas for Instructional Scaffolding

The following table delineates the big ideas of each instructional unit, showing how they connect concepts and skills throughout the instructional sequences.

| Big Ideas | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
|---|---|--|--|---|--|--|---|-------------------------------------|
|  | <i>Music Fundamentals I: Pitch, Major Scales and Key Signatures, Rhythm, Meter, and Expressive Elements</i> | <i>Music Fundamentals II: Minor Scales and Key Signatures, Melody, Timbre, and Texture</i> | <i>Music Fundamentals III: Triads and Seventh Chords</i> | <i>Harmony and Voice Leading I: Chord Function, Cadence, and Phrase</i> | <i>Harmony and Voice Leading II: Chord Progressions and Predominant Function</i> | <i>Harmony and Voice Leading III: Embellishments, Motives, and Melodic Devices</i> | <i>Harmony and Voice Leading IV: Secondary Function</i> | <i>Modes and Form</i> |
| Pitch PIT | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Rhythm RHY | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | |
| Form FOR | | | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> |
| Musical Design DES | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | | <input checked="" type="checkbox"/> | | | | |

Course at a Glance

Plan

The course at a glance provides a useful visual organization of the AP Music Theory curricular components, including:

- Sequence of units, along with suggested pacing. Please note that pacing is based on 45-minute class periods, meeting five days each week for a full academic year.
- Progression of topics within each unit.
- Big ideas and course skills across units.

Teach

SKILL CATEGORIES

Skill categories spiral throughout the course:

- | | |
|----------------------------------|--|
| 1 Analyze Performed Music | 3 Convert Between Performed and Notated Music |
| 2 Analyze Notated Music | 4 Complete Based on Cues |

+ Indicates 3 or more skills/practices suggested for a given topic. The individual topic page will show all the suggested skills.

BIG IDEAS

Big ideas make connections across topics and units:

- | | |
|-------------------|---------------------------|
| PIT Pitch | FOR Form |
| RHY Rhythm | DES Musical Design |

Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus their learning and practice.

1

UNIT 1

Music Fundamentals I: Pitch, Major Scales and Key Signatures, Rhythm, Meter, and Expressive Elements

~16–18 Class Periods

| | | |
|------------|----------------------|--|
| PIT | + | 1.1 Pitch and Pitch Notation |
| RHY | 1 2 | 1.2 Rhythmic Values |
| PIT | 1 2 | 1.3 Half Steps and Whole Steps |
| PIT | 1 2 | 1.4 Major Scales and Scale Degrees |
| PIT | + | 1.5 Major Keys and Key Signatures |
| RHY | 1 2 | 1.6 Simple and Compound Beat Division |
| RHY | 1 2 | 1.7 Meter and Time Signature |
| RHY | + | 1.8 Rhythmic Patterns |
| DES | 1 2 | 1.9 Tempo |
| DES | + | 1.10 Dynamics and Articulation |

Personal Progress Check 1

- Multiple-choice: ~55 questions**
Free-response: 3 questions
- Melodic dictation
 - Melodic dictation
 - Sight-singing

2

UNIT 2

Music Fundamentals II: Minor Scales and Key Signatures, Melody, Timbre, and Texture

~20–23 Class Periods

| | | |
|------------|----------------------|--|
| PIT | 1 2 | 2.1 Minor Scales: Natural, Harmonic, and Melodic |
| PIT | 1 2 | 2.2 Relative Keys: Determining Relative Minor Key and Notating Key Signatures |
| PIT | 1 2 | 2.3 Key Relationships: Parallel, Closely Related, and Distantly Related Keys |
| PIT | 1 2 | 2.4 Other Scales: Chromatic, Whole-Tone, and Pentatonic |
| PIT | 1 2 | 2.5 Interval Size and Quality |
| PIT | 1 2 | 2.6 Interval Inversion and Compound Intervals |
| PIT | 2 | 2.7 Transposing Instruments |
| DES | 1 | 2.8 Timbre |
| PIT | 1 2 | 2.9 Melodic Features |
| PIT | 1 2 | 2.10 Melodic Transposition |
| DES | 1 2 | 2.11 Texture and Texture Types |
| DES | 1 2 | 2.12 Texture Devices |
| RHY | 1 2 | 2.13 Rhythmic Devices |

Personal Progress Check 2

- Multiple-choice: ~70 questions**
Free-response: 3 questions
- Melodic dictation
 - Melodic dictation
 - Sight-singing

**UNIT
3****Music Fundamentals III:
Triads and Seventh
Chords****~13-15** Class
Periods

| | |
|---------------|--|
| PIT 1 2 | 3.1 Triad and Chord Qualities (M, m, d, A) |
| PIT + | 3.2 Diatonic Chords and Roman Numerals |
| PIT + | 3.3 Chord Inversions and Figures: Introduction to Figured Bass |
| PIT 1 2 | 3.4 Seventh Chords |
| PIT + | 3.5 Seventh Chord Inversions and Figures |

Personal Progress Check 3**Multiple-choice: ~25 questions****Free-response: 3 questions**

- Harmonic dictation
- Melodic dictation
- Sight-singing

**UNIT
4****Harmony and Voice
Leading I: Chord
Function, Cadence,
and Phrase****~15-17** Class
Periods

| | |
|------------------------|--|
| PIT RHY FOR + | 4.1 Soprano-Bass Counterpoint |
| DES PIT + | 4.2 SATB Voice Leading |
| PIT + | 4.3 Harmonic Progression, Functional Harmony, and Cadences |
| PIT + | 4.4 Voice Leading with Seventh Chords |
| PIT + | 4.5 Voice Leading with Seventh Chords in Inversions |

Personal Progress Check 4**Multiple-choice: ~35 questions****Free-response: 3 questions**

- Part writing: Figured bass
- Part writing: Roman numerals
- Sight-singing

**UNIT
5****Harmony and Voice
Leading II: Chord
Progressions and
Predominant Function****~13-15** Class
Periods

| | |
|---------------|--|
| PIT 1 2 | 5.1 Adding Predominant Function IV (iv) and ii (ii°) to a Melodic Phrase |
| PIT 1 2 | 5.2 The vi (VI) Chord |
| PIT + | 5.3 Predominant Seventh Chords |
| PIT 1 2 | 5.4 The iii (III) Chord |
| PIT 1 2 | 5.5 Cadences and Predominant Function |
| PIT + | 5.6 Cadential $\frac{6}{4}$ Chords |
| PIT + | 5.7 Additional $\frac{6}{4}$ Chords |

Personal Progress Check 5**Multiple-choice: ~50 questions****Free-response: 3 questions**

- Composing a bass line
- Harmonic dictation
- Sight-singing

UNIT 6**Harmony and Voice Leading III: Embellishments, Motives, and Melodic Devices****~11–13** Class Periods

| | |
|-----|--|
| PIT | 6.1 Embellishing Tones: Identifying Passing Tones and Neighbor Tones |
| 1 | |
| 2 | |
| PIT | 6.2 Embellishing Tones: Writing Passing Tones and Neighbor Tones |
| 4 | |
| PIT | 6.3 Embellishing Tones: Identifying Anticipations, Escape Tones, Appoggiaturas, and Pedal Points |
| 1 | |
| 2 | |
| PIT | 6.4 Embellishing Tones: Identifying and Writing Suspensions; Identifying Retardations |
| + | |
| FOR | 6.5 Motive and Motivic Transformation |
| PIT | |
| RHY | |
| 1 | |
| 2 | |
| PIT | 6.6 Melodic Sequence |
| 1 | |
| 2 | |
| PIT | 6.7 Harmonic Sequence |
| 1 | |
| 2 | |

Personal Progress Check 6**Multiple-choice: ~40 questions****Free-response: 4 questions**

- Part writing: Roman numerals
- Melodic dictation
- Sight-singing
- Composing a bass line

UNIT 7**Harmony and Voice Leading IV: Secondary Function****~10–12** Class Periods

| | |
|-----|--|
| PIT | 7.1 Tonicization through Secondary Dominant Chords |
| 1 | |
| 2 | |
| PIT | 7.2 Part Writing of Secondary Dominant Chords |
| 4 | |
| PIT | 7.3 Tonicization through Secondary Leading Tone Chords |
| 1 | |
| 2 | |
| PIT | 7.4 Part Writing of Secondary Leading Tone Chords |
| + | |

Personal Progress Check 7**Multiple-choice: ~20 questions****Free-response: 4 questions**

- Part writing: Figured bass
- Harmonic dictation
- Sight-singing
- Composing a bass line

UNIT 8**Modes and Form****~10–11** Class Periods

| | |
|-----|----------------------------|
| PIT | 8.1 Modes |
| 1 | |
| 2 | |
| FOR | 8.2 Phrase Relationships |
| 1 | |
| 2 | |
| FOR | 8.3 Common Formal Sections |
| 1 | |
| 2 | |

Personal Progress Check 8**Multiple-choice: ~20 questions****Free-response: 3 questions**

- Melodic dictation
- Composing a bass line
- Sight-singing



Shasta Union High School District CURRICULUM PROPOSAL *(attach supporting documents)*

COURSE # _____ ABBR. COURSE TITLE: _____

COURSE NAME: AP PreCalculus SUBJECT AREA: Math

GRADE LEVEL(S): 11-12 LENGTH OF COURSE: 1 Year UNITS: 10 OFFERED AT: All

CTE: No Yes → PATHWAY: _____ Intro Concentrator Completer

UC/CSU a-g: Pending - Will Submit REQUIREMENT: c - Math APPROVAL DATE: _____

PREREQUISITES: CP Math 2 or Honors Math 2

COURSE DESCRIPTION:

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience and is not exclusively focused on preparation for future courses.

Attach supporting information to include, but not limited to the following:

- Essential Standards the Course Will Cover
- Task Analysis: "what the students should know and how the instructor knows they have learned it." The task analysis covers the information on the template supplied by the Instructional Services Department and will thoroughly detail course timelines, vocabulary, resources and specific academic expectations.
- Connectivity with post-high school program (college and/or career).
- Provide documentation and/or research how this proposed course supports college and/or career readiness.

[Signature]
REQUESTED BY

DATE: 10/26/22

[Signature]
DISTRICT DEPARTMENT CHAIR

DATE: 10/26/22

[Signature]
ASSOCIATE SUPERINTENDENT – INSTRUCTIONAL SERVICES

DATE: 10/26/22

[Signature]
SUPERINTENDENT

DATE: 10/27/22

BOARD APPROVAL DATE: _____ RESOLUTION #: _____

AP PRECALCULUS

Course Framework

Introduction

AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience and is not exclusively focused on preparation for future courses.

During this course, students acquire and apply mathematical tools in real-world modeling situations in preparation for using these tools in college-level calculus. Modeling, a central instructional theme for the course, helps students come to a deeper understanding of each function type. By examining scenarios, conditions, and data sets, as well as determining and validating an appropriate function model, students develop a greater comprehension of the nature and behavior of the function itself. The formal study of a function type through multiple representations (e.g., graphical, numerical, verbal, analytical), coupled with the application of the function type to a variety of contexts, provides students with a rich study of precalculus.

Throughout this course, students develop and hone symbolic manipulation skills needed for future mathematics courses. They also solve equations and manipulate expressions for the many function types throughout the course. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, verbal, and analytical representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. In turn, the skills learned in this course are widely applicable in a variety of future courses that involve quantitative reasoning.

AP Precalculus fosters the development of a deep conceptual understanding of functions. Students learn that a function is a mathematical relation that maps a set of input values—the domain—to a set of output values—the range—such that each input value is uniquely mapped to an output value. At various points and over various intervals, a function takes on characteristics that can be classified with varying levels of precision and justification, depending on the function representation and available mathematical tools. Furthermore, a function can be classified as part of a function family based on the way in which values of different variables change simultaneously.

Research indicates that deep understanding of functions and their graphs as embodying dynamic covariation of quantities best supports student preparation for calculus. With each function type, students develop and validate function models based on the characteristics of a bivariate data set, characteristics of covarying quantities and their relative rates of change, or a set of characteristics such as zeros, asymptotes, and extrema. These models are used to interpolate, extrapolate, and interpret information with varying degrees of accuracy for a given context or data set. Additionally, students also learn that every model is subject to assumptions and limitations related to the context. As a result of examining functions from many perspectives, students develop a conceptual understanding not only of specific function types but also of functions in general. This type of understanding helps students to engage with both familiar and novel contexts.

Unit Outline

Unit 1: Polynomial and Rational Functions

Unit 2: Exponential and Logarithmic Functions

Unit 3: Trigonometric and Polar Functions

Unit 4: Functions Involving Parameters, Vectors, and Matrices

Unit Notes

Each unit includes these features:

- Exploration, analysis, and application of **new function types**.
- Deep development of a **key function concept** applicable across function types such as transformations, compositions, and inverses.
- Examination of **how variables change relative to each other** for each of the function types.
- Use of each function type to **model contexts and data sets**.
- Rigorous application of the **algebraic skills** needed to engage with each function type.

Technology Notes

Technology should be used throughout the course as a tool to explore concepts. In AP Precalculus, students should specifically practice using technology to do the following:

- Perform calculations (e.g., exponents, roots, trigonometric values, logarithms)
- Graph functions and analyze graphs
- Generate a table of values for a function
- Find real zeros of functions
- Find points of intersection of graphs of functions
- Find minima/maxima of functions
- Find numerical solutions to equations in one variable
- Find regression equations to model data
- Perform matrix operations (e.g., multiplication, finding inverses)

However, it is important to note that technology should not replace the development of symbolic manipulation skills. When algebraic expressions and equations are accessible with precalculus-level algebraic manipulation, students are expected to find zeros, solve equations, and calculate values without the help of technology. Most of the AP Exam will need to be completed without the use of technology. However, selected questions will require students to use a graphing calculator to complete the tasks delineated above.

Expected Prior Knowledge and Skills

- Proficiency with linear functions
- Proficiency in polynomial addition and multiplication
- Proficiency in factoring quadratic trinomials
- Proficiency in using the quadratic formula
- Proficiency in solving right triangle problems involving trigonometry
- Proficiency in solving linear and quadratic equations and inequalities
- Proficiency in algebraic manipulation of linear equations and expressions
- Proficiency in solving systems of equations in two and three variables
- Familiarity with piecewise-defined functions
- Familiarity with exponential functions and rules for exponents
- Familiarity with radicals (e.g., square roots, cube roots)
- Familiarity with complex numbers

Course Framework Components

Overview

This course framework provides a clear and detailed description of the course requirements necessary for student success. The framework specifies what students should know, be able to do, and understand to qualify for college credit or placement.

The course framework includes two essential components:

MATHEMATICAL PRACTICES

The mathematical practices are central to the study and practice of precalculus. Students should develop and apply the described skills on a regular basis over the span of the course.

COURSE CONTENT

The course content is organized into units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement.

COURSE FRAMEWORK CONVENTIONS:

Common language usage (e.g., “area of a triangle”) replaces precise mathematical phrasing (e.g., “area of the interior of a triangle”) in the following instances:

- When the framework refers to modeling a data set, it is referring to a bivariate data set.
- When the framework refers to modeling a context or phenomenon, it is referring to two aspects of the context or phenomena.
- When the framework refers to the sine, cosine, and so on of an angle, it is referring to the sine, cosine, and so on of the measure of the angle.

Mathematical Practices

The eight distinct skills are associated with three mathematical practices. Students should build and master these skills throughout the course. While many different skills can be applied to any one content topic, the framework supplies focus recommendations for each topic to help assure skill distribution throughout the course.

| Practice 1 | Practice 2 | Practice 3 |
|--|--|--|
| <p>Procedural and Symbolic Fluency</p> <p>Algebraically manipulate functions, equations, and expressions.</p> | <p>Multiple Representations</p> <p>Translate mathematical information between representations.</p> | <p>Communication and Reasoning</p> <p>Communicate with precise language, and provide rationales for conclusions.</p> |
| <p>Skill 1.A: Solve equations and inequalities represented analytically, with and without technology.</p> <p>Skill 1.B: Express functions, equations, or expressions in analytically equivalent forms that are useful in a given mathematical or applied context.</p> <p>Skill 1.C: Construct new functions, using transformations, compositions, inverses, or regressions, that may be useful in modeling contexts, criteria, or data, with and without technology.</p> | <p>Skill 2.A: Identify information from graphical, numerical, analytical, and verbal representations to answer a question or construct a model, with and without technology.</p> <p>Skill 2.B: Construct equivalent graphical, numerical, analytical, and verbal representations of functions that are useful in a given mathematical or applied context, with and without technology.</p> | <p>Skill 3.A: Describe the characteristics of a function with varying levels of precision, depending on the function representation and available mathematical tools.</p> <p>Skill 3.B: Apply numerical results in a given mathematical or applied context.</p> <p>Skill 3.C: Support conclusions or choices with a logical rationale or appropriate data.</p> |

Course at a Glance

Unit 1 Polynomial and Rational Functions 6–6.5 weeks

| | |
|------|---|
| 1.1 | Change in Tandem |
| 1.2 | Rates of Change |
| 1.3 | Rates of Change in Linear and Quadratic Functions |
| 1.4 | Polynomial Functions and Rates of Change |
| 1.5 | Polynomial Functions and Complex Zeros |
| 1.6 | Polynomial Functions and End Behavior |
| 1.7 | Rational Functions and End Behavior |
| 1.8 | Rational Functions and Zeros |
| 1.9 | Rational Functions and Vertical Asymptotes |
| 1.10 | Rational Functions and Holes |
| 1.11 | Equivalent Representations of Polynomial and Rational Expressions |
| 1.12 | Transformations of Functions |
| 1.13 | Function Model Selection and Assumption Articulation |
| 1.14 | Function Model Construction and Application |

Unit 3 Trigonometric and Polar Functions 7–7.5 weeks

| | |
|------|---|
| 3.1 | Periodic Phenomena |
| 3.2 | Sine, Cosine, and Tangent |
| 3.3 | Sine and Cosine Function Values |
| 3.4 | Sine and Cosine Function Graphs |
| 3.5 | Sinusoidal Functions |
| 3.6 | Sinusoidal Function Transformations |
| 3.7 | Sinusoidal Function Context and Data Modeling |
| 3.8 | The Tangent Function |
| 3.9 | Inverse Trigonometric Functions |
| 3.10 | Trigonometric Equations and Inequalities |
| 3.11 | The Secant, Cosecant, and Cotangent Functions |
| 3.12 | Equivalent Representations of Trigonometric Functions |
| 3.13 | Trigonometry and Polar Coordinates |
| 3.14 | Polar Function Graphs |
| 3.15 | Rates of Change in Polar Functions |

Unit 2 Exponential and Logarithmic Functions 6–6.5 weeks

| | |
|------|--|
| 2.1 | Change in Arithmetic and Geometric Sequences |
| 2.2 | Change in Linear and Exponential Functions |
| 2.3 | Exponential Functions |
| 2.4 | Exponential Function Manipulation |
| 2.5 | Exponential Function Context and Data Modeling |
| 2.6 | Competing Function Model Validation |
| 2.7 | Composition of Functions |
| 2.8 | Inverse Functions |
| 2.9 | Logarithmic Expressions |
| 2.10 | Inverses of Exponential Functions |
| 2.11 | Logarithmic Functions |
| 2.12 | Logarithmic Function Manipulation |
| 2.13 | Exponential and Logarithmic Equations and Inequalities |
| 2.14 | Logarithmic Function Context and Data Modeling |
| 2.15 | Semi-log Plots |

Unit 4 Functions Involving Parameters, Vectors, and Matrices 7–7.5 weeks

| | |
|------|---|
| 4.1 | Parametric Functions |
| 4.2 | Parametric Functions Modeling Planar Motion |
| 4.3 | Parametric Functions and Rates of Change |
| 4.4 | Parametrically Defined Circles and Lines |
| 4.5 | Implicitly Defined Functions |
| 4.6 | Conic Sections |
| 4.7 | Parametrization of Implicitly Defined Functions |
| 4.8 | Vectors |
| 4.9 | Vector-Valued Functions |
| 4.10 | Matrices |
| 4.11 | The Inverse and Determinant of a Matrix |
| 4.12 | Linear Transformations and Matrices |
| 4.13 | Matrices as Functions |
| 4.14 | Matrices Modeling Contexts |

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: 2022 CAASPP Scores

PREPARER: Leo Perez
Associate Superintendent of Instructional Services

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:
The Associate Superintendent of Instructional Services will report on the 2022 CAASPP Scores.

SUHSD CAASPP
ELA and Math 2021 and 2022

| CAASPP 2021 vs 2022 | 1 | 2 | 3 | 4 | 3 and 4 |
|---------------------|----------------|---------------|----------------|------------------|---------------------------|
| | Below Standard | Near Standard | Meets Standard | Exceeds Standard | Meets or Exceeds Standard |
| EHS ELA 22 | 20.8% | 21.8% | 38.9% | 18.5% | 57.41% |
| EHS Male ELA 22 | 21% | 25% | 43% | 12% | 54.47% |
| EHS Female ELA 22 | 21% | 17% | 35% | 26% | 61.16% |
| EHS ELA SED 22 | 20.71% | 24.29% | 40.00% | 15.00% | 55.00% |
| EHS ELA 21 | 23.08% | 15.87% | 31.73% | 29.33% | 61.06% |
| EHS Male ELA 21 | 18% | 19% | 30% | 21% | 50.85% |
| EHS Female ELA 21 | 10% | 12% | 34% | 40% | 74.44% |
| EHS ELA SED 21 | 25% | 15% | 29% | 31% | 60.00% |
| EHS Math 22 | 44.0% | 26.4% | 19.4% | 10.2% | 29.63% |
| EHS Male Math 22 | 41% | 22% | 24% | 13% | 36.61% |
| EHS Female Math 22 | 47% | 31% | 15% | 8% | 22.33% |
| EHS Math SED 22 | 48.57% | 30.00% | 15.00% | 6.43% | 21.43% |
| EHS Math 21 | 35.21% | 32.39% | 21.13% | 11.27% | 32.40% |
| EHS Male Math 21 | 41% | 25% | 19% | 15% | 34.17% |
| EHS Female Math 21 | 28% | 42% | 24% | 6% | 30.11% |
| EHS Math SED 21 | 31% | 38% | 21% | 11% | 31.58% |
| FHS ELA 22 | 14.4% | 20.5% | 27.7% | 37.4% | 65.11% |
| FHS Male ELA 22 | 23% | 23% | 26% | 28% | 53.19% |
| FHS Female ELA 22 | 5% | 18% | 30% | 47% | 77.38% |
| FHS ELA SED 22 | 18.95% | 24.21% | 29.47% | 27.37% | 56.84% |
| FHS ELA 21 | 10.67% | 17.79% | 35.97% | 35.57% | 71.54% |
| FHS Male ELA 21 | 17% | 21% | 38% | 25% | 62.81% |
| FHS Female ELA 21 | 5% | 15% | 34% | 45% | 79.54% |
| FHS ELA SED 21 | 17% | 16% | 28% | 40% | 67.25% |
| FHS Math 22 | 29.2% | 24.9% | 26.0% | 19.9% | 45.85% |
| FHS Male Math 22 | 34% | 22% | 19% | 25% | 44.29% |
| FHS Female Math 22 | 25% | 28% | 33% | 15% | 47.45% |
| FHS Math SED 22 | 35.79% | 26.32% | 17.89% | 20.00% | 37.89% |
| FHS Math 21 | 29.30% | 25.00% | 23.44% | 22.27% | 45.71% |
| FHS Male Math 21 | 35% | 32% | 21% | 11% | 32.40% |
| FHS Female Math 21 | 32% | 25% | 28% | 15% | 42.98% |
| FHS Math SED 21 | 38% | 22% | 18% | 22% | 40.00% |
| PHS ELA 22 | 67.1% | 16.4% | 15.1% | 1.4% | 16.44% |
| PHS Male ELA 22 | 73% | 11% | 14% | 2% | 15.91% |
| PHS Female ELA 22 | 59% | 24% | 17% | 0% | 17.24% |
| PHS ELA SED 22 | 60.98% | 17.07% | 19.51% | 2.44% | 21.95% |
| PHS ELA 21 | 45.45% | 36.36% | 18.18% | 0.00% | 18.18% |
| PHS Male ELA 21 | 63% | 26% | 11% | 0% | 10.53% |
| PHS Female ELA 21 | 0% | 0% | 0% | 0% | 0.00% |
| PHS ELA SED 21 | 54% | 29% | 17% | 0% | 16.67% |
| PHS Math 22 | 90.4% | 8.2% | 1.4% | 0.0% | 1.37% |
| PHS Male Math 22 | 88% | 9% | 2% | 0% | 2.33% |
| PHS Female Math 22 | 93% | 7% | 0% | 0% | 0.00% |
| PHS Math SED 22 | 88.10% | 9.52% | 2.38% | 0.00% | 2.38% |
| PHS Math 21 | 72.73% | 27.27% | 0.00% | 0.00% | 0.00% |
| PHS Male Math 21 | 75% | 25% | 0% | 0% | 0.00% |
| PHS Female Math 21 | 73% | 27% | 0% | 0% | 0.00% |
| PHS Math SED 21 | 73% | 27% | 0% | 0% | 0.00% |
| SCA ELA 22 | 22.4% | 20.7% | 48.3% | 8.6% | 56.90% |
| SCA Male ELA 22 | 30% | 26% | 35% | 9% | 43.48% |
| SCA Female ELA 22 | 17% | 17% | 57% | 9% | 65.71% |
| SCA ELA SED 22 | 21.05% | 31.58% | 36.84% | 10.53% | 47.37% |
| SCA ELA 21 | 15.79% | 17.11% | 48.68% | 18.42% | 67.10% |
| SCA Male ELA 21 | 18% | 24% | 41% | 18% | 58.83% |
| SCA Female ELA 21 | 14% | 12% | 55% | 19% | 73.81% |
| SCA ELA SED 21 | 15% | 15% | 60% | 10% | 70.00% |
| SCA Math 22 | 63.3% | 26.7% | 8.3% | 1.7% | 10.00% |
| SCA Male Math 22 | 54% | 33% | 8% | 4% | 12.50% |
| SCA Female Math 22 | 69% | 22% | 8% | 0% | 8.33% |
| SCA Math SED 22 | 60.00% | 35.00% | 5.00% | 0.00% | 5.00% |
| SCA Math 21 | 44.00% | 34.67% | 17.33% | 4.00% | 21.33% |
| SCA Male Math 21 | 44% | 26% | 24% | 6% | 29.41% |
| SCA Female Math 21 | 44% | 41% | 12% | 2% | 14.64% |
| SCA Math SED 21 | 45% | 43% | 10% | 3% | 12.50% |

SUHSD CAASPP
ELA and Math 2021 and 2022

| CAASPP 2021 vs 2022 | 1 | 2 | 3 | 4 | 3 and 4 |
|----------------------|----------------|---------------|----------------|------------------|---------------------------|
| | Below Standard | Near Standard | Meets Standard | Exceeds Standard | Meets or Exceeds Standard |
| SHS ELA 22 | 12.2% | 17.6% | 34.5% | 35.7% | 70.20% |
| SHS Male ELA 22 | 16% | 22% | 34% | 29% | 62.40% |
| SHS Female ELA 22 | 8% | 14% | 35% | 42% | 77.69% |
| SHS ELA SED 22 | 20.73% | 21.95% | 34.15% | 23.17% | 57.32% |
| SHS ELA 21 | 8.27% | 15.41% | 37.59% | 38.72% | 76.31% |
| SHS Male ELA 21 | 12% | 11% | 39% | 37% | 76.36% |
| SHS Female ELA 21 | 5% | 19% | 36% | 40% | 76.22% |
| SHS ELA SED 21 | 10% | 23% | 42% | 25% | 67.13% |
| SHS Math 22 | 30.6% | 23.9% | 22.8% | 22.8% | 45.50% |
| SHS Male Math 22 | 35% | 32% | 21% | 11% | 32.40% |
| SHS Female Math 22 | 32% | 25% | 28% | 15% | 42.98% |
| SHS Math SED 22 | 47.56% | 21.95% | 17.07% | 13.41% | 30.48% |
| SHS Math 21 | 22.75% | 24.31% | 27.84% | 25.10% | 52.94% |
| SHS Male Math 21 | 22% | 27% | 26% | 26% | 51.66% |
| SHS Female Math 21 | 24% | 22% | 30% | 24% | 54.07% |
| SHS Math SED 21 | 38% | 27% | 21% | 14% | 34.92% |
| SUHSD ELA 22 | 20.3% | 19.7% | 32.7% | 27.3% | 59.98% |
| SUHSD Male ELA 22 | 26% | 22% | 31% | 20% | 51.91% |
| SUHSD Female ELA 22 | 15% | 17% | 34% | 35% | 68.66% |
| SUHSD ELA SED 22 | 24.67% | 23.34% | 33.69% | 18.30% | 51.99% |
| SUHSD ELA 21 | 14.46% | 16.83% | 35.66% | 33.04% | 68.70% |
| SUHSD Male ELA 21 | 21% | 18% | 35% | 26% | 60.72% |
| SUHSD Female ELA 21 | 9% | 16% | 37% | 39% | 75.30% |
| SUHSD ELA SED 21 | 21% | 18% | 35% | 26% | 60.98% |
| SUHSD Math 22 | 40.7% | 23.7% | 20.3% | 15.4% | 35.67% |
| SUHSD Male Math 22 | 41% | 21% | 19% | 19% | 37.83% |
| SUHSD Female Math 22 | 40% | 26% | 22% | 12% | 33.49% |
| SUHSD Math SED 22 | 50.13% | 25.33% | 14.25% | 10.29% | 24.54% |
| SUHSD Math 21 | 38.48% | 23.24% | 21.29% | 16.99% | 38.28% |
| SUHSD Male Math 21 | 35% | 26% | 21% | 18% | 39.51% |
| SUHSD Female Math 21 | 28% | 30% | 25% | 18% | 42.09% |
| SUHSD Math SED 21 | 39% | 32% | 17% | 12% | 29.10% |
| SCO ELA 22 | 19.49% | 22.00% | 30.97% | 27.54% | 58.51% |
| SCO Male ELA 22 | 25% | 23% | 29% | 23% | 52.33% |
| SCO Female ELA 22 | 14% | 21% | 33% | 32% | 64.74% |
| SCO ELA SED 22 | 24.03% | 24.28% | 32.25% | 19.44% | 51.69% |
| SCO ELA 21 | 16.08% | 19.86% | 32.93% | 31.13% | 64.06% |
| SCO Male ELA 21 | 31% | 25% | 28% | 15% | 43.53% |
| SCO Female ELA 21 | 22% | 25% | 32% | 21% | 53.41% |
| SCO ELA SED 21 | 22% | 22% | 32% | 24% | 56.03% |
| SCO Math 22 | 43.30% | 22.70% | 19.47% | 14.53% | 34.00% |
| SCO Male Math 22 | 44% | 19% | 19% | 18% | 37.03% |
| SCO Female Math 22 | 43% | 26% | 20% | 15% | 35.06% |
| SCO Math SED 22 | 53.05% | 23.78% | 14.22% | 8.96% | 23.18% |
| SCO Math 21 | 36.02% | 27.00% | 22.17% | 14.80% | 36.97% |
| SCO Male Math 21 | 34% | 28% | 23% | 16% | 38.64% |
| SCO Female Math 21 | 34% | 31% | 22% | 14% | 35.04% |
| SCO Math SED 21 | 45% | 29% | 18% | 9% | 26.64% |
| CA ELA 22 | 23.59% | 21.61% | 29.19% | 25.61% | 54.80% |
| CA Male ELA 22 | 29% | 22% | 27% | 22% | 49.15% |
| CA Female ELA 22 | 18% | 21% | 31% | 29% | 60.65% |
| CA ELA SED 22 | 29.97% | 24.97% | 28.09% | 16.97% | 45.06% |
| CA ELA 21 | 19.42% | 21.33% | 30.17% | 29.07% | 59.24% |
| CA Male ELA 21 | 33% | 23% | 26% | 18% | 44.30% |
| CA Female ELA 21 | 24% | 22% | 29% | 24% | 53.81% |
| CA ELA SED 21 | 19% | 21% | 30% | 29% | 59.24% |
| CA Math 22 | 51.76% | 21.26% | 15.30% | 11.84% | 27.14% |
| CA Male Math 22 | 53% | 20% | 14% | 13% | 27.36% |
| CA Female Math 22 | 51% | 23% | 16% | 11% | 26.55% |
| CA Math SED 22 | 63.21% | 20.34% | 11.16% | 5.29% | 16.45% |
| CA Math 21 | 41.08% | 24.56% | 18.85% | 15.51% | 34.36% |
| CA Male Math 21 | 41% | 25% | 18% | 17% | 34.46% |
| CA Female Math 21 | 40% | 26% | 18% | 15% | 33.05% |
| CA Math SED 21 | 41% | 25% | 19% | 16% | 34.36% |

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Shasta Union High School District Site Safety Plans

PREPARER: Jason Rubin
Associate Superintendent of Human Resources

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

It is a requirement that each District school maintain a Site Safety Plan. These plans include requirements outlined by the State of California. Administration from each of our sites have worked together to assure that our plans meet the regulations outlined by the CA Education Code Section 32280-32289. These plans have been reviewed by each schools site Safety Team and approved by School Site Councils.

REFERENCE:

Copies of the plans will be made available at the meeting and are available for review at the District Office.