

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **OUHSD Status on Performance Indicator 1 (Williams Act)**

Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions: **0 misassignments, 3 Teacher vacancies(LPHS SH, OHS English and OHS Social Studies).**

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **None**

**OUHSD Status on Performance Indicator 2 (Implementation of Standards)**

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.  
*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>ELA – Common Core State Standards for ELA</b>				<b>X</b>	
<b>ELD (Aligned to ELA Standards)</b>				<b>X</b>	
<b>Mathematics – Common Core State Standards for Mathematics</b>				<b>X</b>	
<b>Next Generation Science Standards</b>			<b>X</b>		
<b>History-Social Science</b>				<b>X</b>	

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.  
*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>ELA – Common Core State Standards for ELA</b>					<b>X</b>
<b>ELD (Aligned to ELA Standards)</b>					<b>X</b>
<b>Mathematics – Common Core State Standards for Mathematics</b>					<b>X</b>
<b>Next Generation Science Standards</b>				<b>X</b>	
<b>History-Social Science</b>					<b>X</b>

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>ELA – Common Core State Standards for ELA</b>				<b>X</b>	
<b>ELD (Aligned to ELA Standards)</b>				<b>X</b>	

<b>Mathematics – Common Core State Standards for Mathematics</b>				<b>X</b>	
<b>Next Generation Science Standards</b>				<b>X</b>	
<b>History-Social Science</b>				<b>X</b>	

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.  
*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Career Technical Education</b>				<b>X</b>	
<b>Health Education Content Standards</b>				<b>X</b>	
<b>Physical Education Model Content Standards</b>				<b>X</b>	
<b>Visual and Performing Arts</b>				<b>X</b>	
<b>World Language</b>				<b>X</b>	

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

**OUHSD has fully implemented the California Common Core Standards. OUHSD routinely reviews curriculum and updates as necessary.**

### **OUHSD Status on Performance Indicator 3 (Parent and Family Engagement)**

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

#### **Initial Implementation**

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

#### **Initial Implementation**

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

#### **Initial Implementation**

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

#### **Initial Implementation**

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

**OUHSD has been implementing CR-PBIS for the past three years. Along with implementing CR-PBIS with fidelity and hiring an additional social worker and adding targeted case managers to each school site to address barriers that impede learning for students, OUHSD is working with the Butte County SELPA to provide training to parents on how to exercise their legal rights and advocate for their own students.**

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

#### **Initial Implementation**

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

#### **Initial Implementation**

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

### **Initial Implementation**

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

### **Initial Implementation**

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

**OUHSD is in the third year of Culturally Responsive Positive Behavioral Intervention Supports (CR-PBIS). This focus has changed how staff communicate with parents. OUHSD produces a Community Newsletter bi-monthly to let all stakeholders know what is going on in the district. OUHSD has redesigned our website and social media presence to inform stakeholders and community on a daily basis of the great things going on in the Oroville Union High School District.**

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

### **Initial Implementation**

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

### **Initial Implementation**

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

### **Initial Implementation**

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

### **Initial Implementation**

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

**OUHSD has an unduplicated count of 85.1% (4.5% English Learners, 79.5% Low Income and 1.1% Foster Youth). The focus area for improvement is to promote the**

great things going on in the district regularly and find ways to improve engagement for all families. OUHSD has developed a social media strategy to promote staff, students, activities and programs throughout the district. OUHSD also uses Parent Square to send messages to families.

### **OUHSD Status on Performance Indicator 6 (School Climate)**

**LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.**

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

**CHKS survey was administered to students grades 9-12. 726 students took the survey and 41% of respondents agreed school was supportive and an inviting place for students to learn.**

3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

**OUHSD began implementation of CR-PBIS during the 2020-2021 school year. The focus is to change the culture to a positive educational environment. We use Safe, Respectful and Responsible as a framework for our Positive Intervention Program.**



## **OUHSD Status on Performance Indicator 7**

**LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:**

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

**For the 2022-2023 school year, 100% of Oroville Union High School District's students had full access to a broad course of studies as defined by California Education Code 50210 and 51220(a)-(i). All secondary students in Oroville Union High School District have access to a broad course of studies within their school offerings. English learners all have access to the English Language Arts course in addition to the English Language Development course. Through a partnership with Butte-Glenn Community College, high school students have access to college credit bearing courses. Both comprehensive high schools offer Advanced Placement courses and also offer a robust Career Technical Education pathway. Barriers preventing OUHSD from maximizing broad course of study offerings to all students include a lack of time during the regular school day, especially for English learners arriving in high school. Extended learning offerings, including credit recovery, are planned for continued expansion during the 2023-2024 school year. Funding for these offerings comes from the LCAP, the Extended Learning Opportunities Grant, and the A-G Completion Improvement Plan.**

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

**OUHSD reviews and uses California School Dashboard Indicators to inform educational practice. Using 21-22 data, OUHSD had the following graduation rates: 87.9% All, 77.1% SWD, and N/A for EL's. OUHSD needs to improve graduation rates for all students, especially students with disabilities. The Foster Youth number was too low to calculate due to the size of the group. OUHSD is using a co-teaching model in core classes to support students and IEP's, as well as general education students that struggle. OUHSD is also concerned about the College and Career Readiness California**

**School Dashboard Indicator and the number of students deemed prepared. Using 20-21 data, OUHSD had the following percentages of students deemed "prepared:" All 21.0% ,SWD 0%, EL 3.1%, African American 1.5%, American Indian 5.3%, Asian 25.2%, Hispanic 16.8%,White 48.1%, SED 72.5% , and Homeless 6.9%. The State of California did not release College and Career Readiness data for 21-22. The OUHSD Board of Trustees has directed school administration to focus on improving the number of students deemed prepared on the College and Career Readiness Dashboard Indicator. We are requiring the development of 4 year plans for all students and educating counselors on CTE pathways and how students complete pathways.**

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

**One of the barriers to students accessing a broad course of study is that OUHSD is a small district and in some courses, such as music, AP courses, and CTE courses, there is often only one period offered of each course at each school site. Graduation requirements in the 9th and 10th grade year make it difficult for students to take music, Spanish, AP courses and/or CTE courses. OUHSD is exploring options to give students flexibility in meeting graduation requirements, such as 9th graders taking Biology and taking independent study PE.**

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

**OUHSD is in the process of requiring four year plans for all students. OUHSD has hired College/Career Readiness techs to assist students in finding information about scholarships, careers, and colleges. The impetus for that change is to improve the district's College and Career Readiness Dashboard Indicator, as well as improve the district's graduation dashboard.**

**OUHSD is always exploring ways to offer students an excellent and equitable educational experience. OUHSD uses student data to revise and improve courses in order to ensure that students are given opportunities to access high school level math, English and science curriculum. OUHSD has been focusing on improving student engagement as a way to improve all California School Dashboard Indicators.**