OROVILLE UNION HIGH SCHOOL DISTRICT
SUPPRORTIVE SCHOOL CLIMATE ADVISORY COMMITTEE

MEETING AGENDA

Monday, January 31, 2022 at 5:00 p.m. via Zoom

Meeting link: **https://ouhsd.zoom.us/j/88920664478?pwd=bFlvTkRwa0cxcUszWmFCUkE5aEhhZz09**

Meeting ID: 889 2066 4478

Passcode: 809713

Committee Members:

Rob Anderson
Sandra Barnes
Consuela Bennett
Diana Castillo
David Devine
Joanna Dolores
Tim Drury
Keely Frazier
Janet Goodson
Joe Hejl
Johnny Holmes
Irene Jimenez
Bobby Jones
Makaiya Jones
Matt Kermen
Aaliyah Lee
Brad Lund
Shane Overstreet
Durell Siplin
Lisa Torres
Zinziel Vales-Bennett
Corey Willenberg
Seng Yang

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

OROVILLE UNION HIGH SCHOOL DISTRICT
SUPPORTIVE SCHOOL CLIMATE ADVISORY COMMITTEE

MEETING AGENDA

Monday, January 31, 2021, 5:00 p.m. via Zoom

ROLE OF THE COMMITTEE

One of the requirements of the stipulated agreement with the Department of Justice is to establish a Supportive School Climate Advisory Committee consisting of parents, students and staff who are representative of the diverse students attending District schools and members of community organizations and non-profit organizations who work with and provide supports to students and parents in the area to provide suggestions on improvements to the District's discipline policies, procedures, and practices, the terms and implementation of substantive provisions in this Judgment, and communications with parents, students, and the community regarding the same.

CALL TO ORDER

ROLL CALL

Rob Anderson, Sandra Barnes, Consuela Bennett, Diana Castillo, David Devine, Joanna Dolores, Tim Drury, Keely Frazier, Janet Goodson, Joe Hejl, Johnny Holmes, Irene Jimenez, Bobby Jones, Makaiya Jones, Matt Kermen, Aaliyah Lee, Brad Lund, Shane Overstreet, Durell Siplin, Lisa Torres, Zinziel Vales-Bennett, Corey Willenberg and Seng Yang.

PLEDGE OF ALLEGIANCE

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

At this time, the Co-Chair will invite anyone in the audience wishing to address the Board on a matter not listed on the agenda to step to the podium, state their name for the record and make their presentation. Presentations are **limited to three (3) minutes per person and fifteen (15) minutes per subject**. The Board is prohibited by State law from taking action on any item not listed on the agenda, except under special circumstances as defined in the Government Code.

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON *AGENDA* ITEMS

At this time, the Co-Chair will invite anyone in the audience wishing to address the Board on a matter that is on the agenda to state their name and the item number on which they wish to speak. When that item comes up on the agenda, the person will be asked to step to the podium, repeat their name and give their presentation. Presentations are **limited to three (3) minutes per person and fifteen (15) minutes per subject**.

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

1. **OUHSD Community Bulletin (Willenberg)**
2. **November/December School Discipline Date (Willenberg)**
3. **Updated Status on DOJ Findings (Willenberg)**
4. **Local Control Accountability Plan (LCAP) (Willenberg)**

NEW BUSINESS

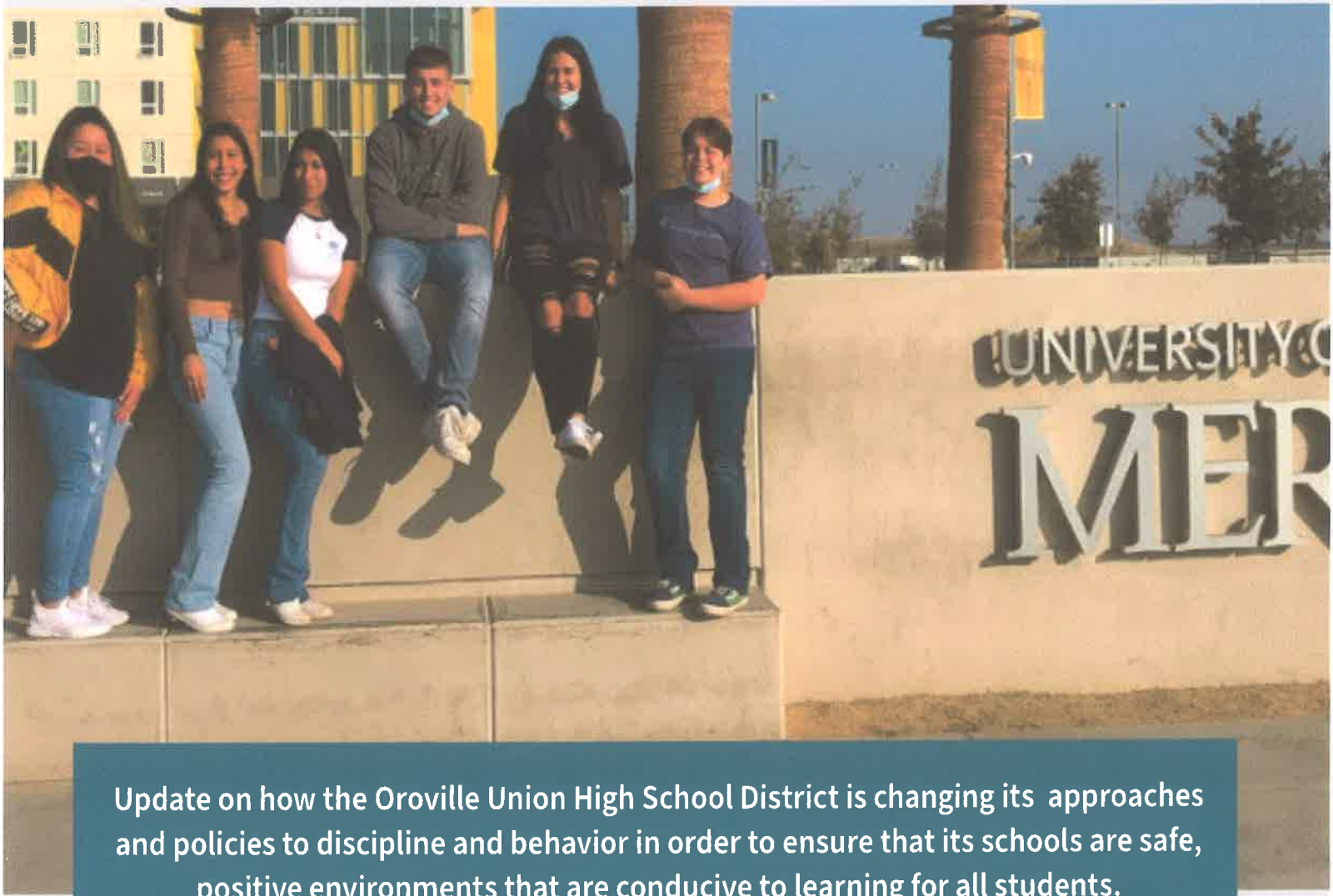
5. Minutes from the November 1, 2021 Meeting

ADJOURNMENT

The meeting will be adjourned to Monday, **May 16, 2021,** at 5:00 p.m. via Zoom.

OUHSD COMMUNITY BULLETIN

JANUARY 2022



Update on how the Oroville Union High School District is changing its approaches and policies to discipline and behavior in order to ensure that its schools are safe, positive environments that are conducive to learning for all students.

The Oroville Union High School District is committed to providing a safe, culturally responsive and nurturing environment for all of our students.

100%

THE DISTRICT'S GOAL: TO ENSURE THAT ALL STUDENTS ARE PROVIDED WITH SCHOOLS THAT ARE SAFE, POSITIVE AND HAVE AN ENVIRONMENT THAT IS CONDUCIVE TO LEARNING.

STATEMENT OF GUIDING PRINCIPLES



STATEMENT OF GUIDING PRINCIPLES

The Oroville Union High School District is committed to providing all students with a rigorous educational program, which prepares them to be college or career ready and productive members of society. All OUHSD students will attend schools with climates that focus on safety, teaching, learning and interpersonal relationships that enhance student learning and well-being. Every student, grades 9 through adult, has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning.

It is critical that students learn appropriate behavior, and that it is reinforced when necessary, so they are engaged in the education program rather than the disciplinary system.

The District's goal is to ensure that all students are provided with schools that are safe, positive and have an environment that is conducive to learning. The District is committed to non-discrimination in discipline practices and treating all students fairly and equitably without regard to race, color, ancestry, nationality, immigration status, age, ethnicity, religion, parental or pregnancy status, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The District will take effective and prompt steps to prevent, eliminate and remedy the effects of harassment on students based on any protected characteristic or category.

It is critical that students learn appropriate behavior, and that it is reinforced when necessary, so they are engaged in the education program rather than the disciplinary system. Therefore, to the maximum extent possible, and permitted and consistent with the law, the District will use student discipline policies that equitably implement research-based alternatives to exclusion; and will only use exclusionary discipline as a last resort.

A student will not be suspended for tardiness or truancy. If a student's presence causes a danger to himself/herself or others, the District will take appropriate measures to ensure safety and protect the student and others. If the student engages in an offense for which suspension or expulsion is required by law, the suspension or expulsion shall be enforced.

The Oroville Union High School District is committed to providing a safe, culturally responsive and nurturing environment for all of our students.

WANT TO LEARN MORE?

Visit the Supportive School Climate Committee page on our website at www.ouhsd.org/domain/2596.



HOW PARENTS CAN PARTNER WITH SCHOOLS

When teachers and families partner together to support student achievement, students earn higher grades, attend school more regularly, and enroll in higher level courses. This collaboration also fosters more motivated students. Young people maintain higher educational aims and lower rates of dropout. Students with involved parents have better attendance, complete more homework, and have higher enrollment in educational opportunities after high school.

higher levels of motivation and self-esteem. Students also develop key social and emotional learning skills, such as self-awareness, relationship building, and responsible decision-making. When families and educators work together, they reinforce the kind of behaviors and skills young people need to become successful adults.

School involvement is a great way to build relationships with teachers and staff, meet other families in the neighborhood, and

> "Through open communication and collaboration, parents and teachers create important opportunities for teens to develop social, emotional, and academic skills.

Parents can participate at school by helping with functions and activities, or communicating with teachers. They can also be involved at home in many ways, including guiding their children to manage homework and other commitments and engaging in discussions about values and attitudes regarding education.

A school-family partnership does more than enhance academic achievement. When parents and teachers work together, students report

help the school community grow to meet the needs of the students. Creating effective school–community partnerships takes time, commitment, willingness, and trust. However, the pay-off is promising. Community involvement in schools is consistently seen as key to building high-achieving schools.

Source: Center for Parent and Teen Communication

3 WAYS TO PARTNER WITH YOUR SCHOOL

COMMUNICATE

Find out the best ways to communicate with your teen's teacher, and stay in touch with them.

PROVIDE FEEDBACK

Complete school and district surveys. Your feedback helps us make decisions for our budget and schools' programs and support for students, like social workers and CR-PBIS.

ENCOURAGE ACTIVE LEARNING

Young people need to be encouraged to ask and answer questions, solve problems, and explore their interests. Have frequent conversations about what they are learning and be prepared to ask questions.

If your teen needs extra support, register for Tutor.com. It's free and easy, and can be done from the comfort of your home.

MOVING FORWARD

Above all, you want your children to know you are engaged in their education. Even if you don't have time to volunteer, you can help them learn when you're at home. The key question is, "What can I do at home, easily and in a few minutes a day, to reinforce what the school is doing?" This kind of involvement in what and how your teen is learning is crucial to support your children's success both in and out of school.



3 MORE WAYS TO PARTNER WITH YOUR SCHOOL

1. **Provide support at home**

   You can be involved in your teen's education from home. Talk regularly with your teen about school and learning. Make it clear that you value their education.

2. **Help your teen manage school work**

   Empower your teen to come up with a routine to complete assignments, time management and organizational skills. Encourage healthy eating, sleep and exercise.

3. **Let the school know what groups, classes or guidance you would like them to provide**

   Want to know more about the school's new math curriculum, how to talk with your teen about relationships, or how to help your teen apply to financial aid? Let the school know!

Source: Center for Parent and Teen Communication

DURING THE REPORTING PERIOD OF FALL SEMESTER 2021

1

LAW ENFORCEMENT

During this reporting period, one student was referred to School Resource Officers regarding behavior.

365 VOLUNTARY

INDEPENDENT STUDY

During this reporting period, there have been 365 voluntarily assigned students to the independent study program.

4

EXPULSIONS

During this reporting period, there have been four students recommended for expulsion.

STUDENT ATTENDANCE & ACHIEVEMENT

The following is the data collected on attendance, chronic absenteeism and achievement for the Fall Semester 2021.

OUHSD MISSION STATEMENT

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

OUHSD VISION STATEMENT

Preparing students for the future today.

OUHSD Student Attendance (Fall Semester 2021)

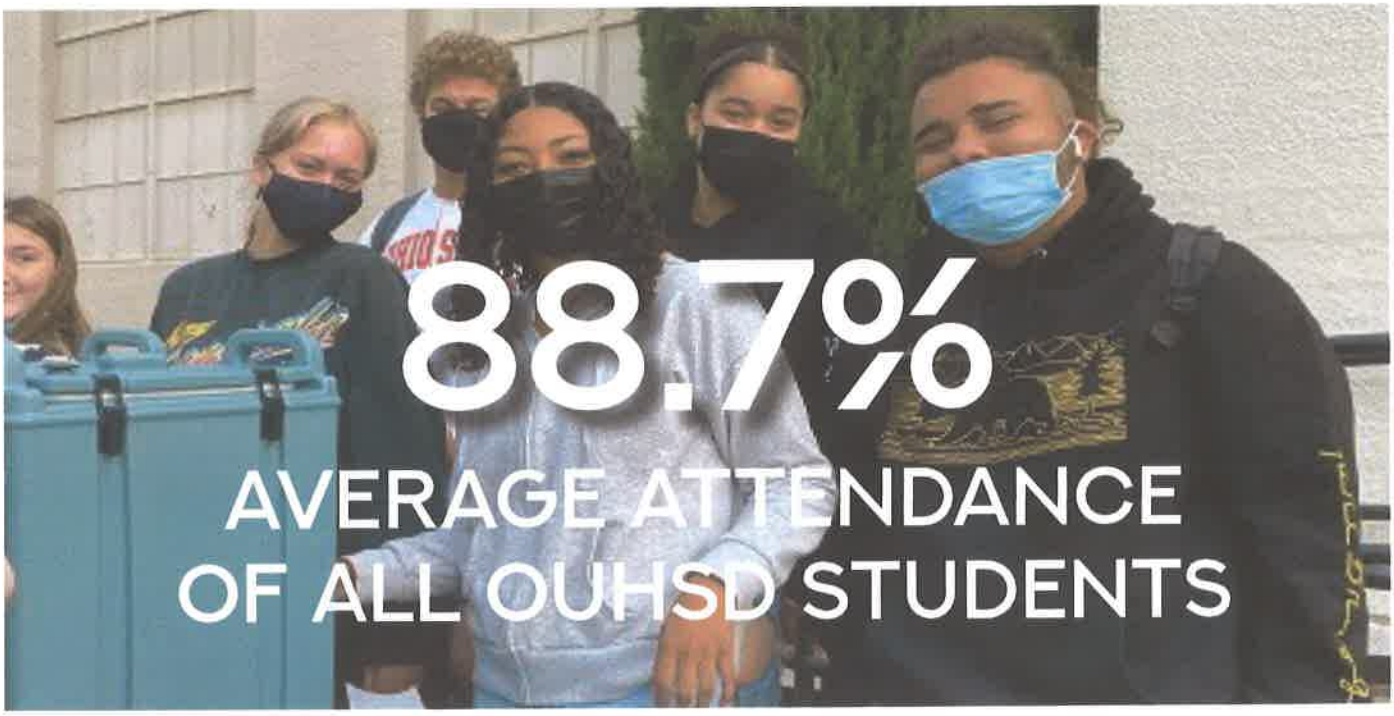
School	# of Enrolled Students	Attendance %
Las Plumas High	1,283	90.24%
Oroville High	920	88.76%
Prospect High	100	66.70%
Community Day	0	0

OUHSD Attendance % by Ethnicity (Fall Semester 2021)

Student Ethnicity	LPHS	OHS	Prospect	OUHSD
American Indian/Alaska Native	86.85%	88.05%	69.67%	85.71%
Asian Indian	96.20%	95.00%	N/A	95.45%
African American	82.84%	85.17%	45.56%	82.11%
Chinese	94.18%	100%	N/A	95.16%
Filipino	89.16%	96.07%	N/A	92.23%
Hmong	94.61%	93.74%	89.74%	93.91%
Hispanic	90.09%	88.87%	68.10%	88.63%
Japanese	96.84%	56.88%	N/A	76.73%
Other Asian	94.35%	91.75%	N/A	93.08%
Laotian	98.67%	90.75%	N/A	92.00%
White	89.42%	86.29%	62.19%	87.04%
Multiple Ethnicities	87.18%	85.34%	58.19%	85.70%

OUHSD Chronic Absenteeism (Fall Semester 2021)

School	# of Enrolled Students	Severe Chronic Absenteeism (<80%)	At Risk Attendance (91-95%)	Moderate Attendance (81-90%)	Missing 10% or More Days
Las Plumas High	1,283	13%	24%	21%	41%
Oroville High	920	17%	20%	17%	46%
Prospect High	100	8%	7%	20%	65%
Community Day	0	0	0	0	0



OUHSD Grades* 2021-2022 (Fall Semester 2021)

School	# of Enrolled Students	A	B	C	D	F
Las Plumas High	1,282	1,010	969	842	738	575
Oroville High	920	664	676	575	503	478
Prospect High	100	81	107	124	98	108
Community Day	0	0	0	0	0	0

*Grades are based on the number of courses in which students are enrolled, so the number of grades may exceed the number of enrolled students.

OUHSD GPA 2020-2021 (Fall Semester 2021)

School	# of Enrolled Students	4.01+	4.0	3.00-3.99	2.00-2.00	1.00-1.99	0-.99
Las Plumas High	1,282	81	78	444	426	244	130
Oroville High	920	51	48	319	280	198	90
Prospect High	100	0	0	2	21	84	34
Community Day	0	0	0	0	0	0	0

TRANSLATION & INTERPRETATION SERVICES

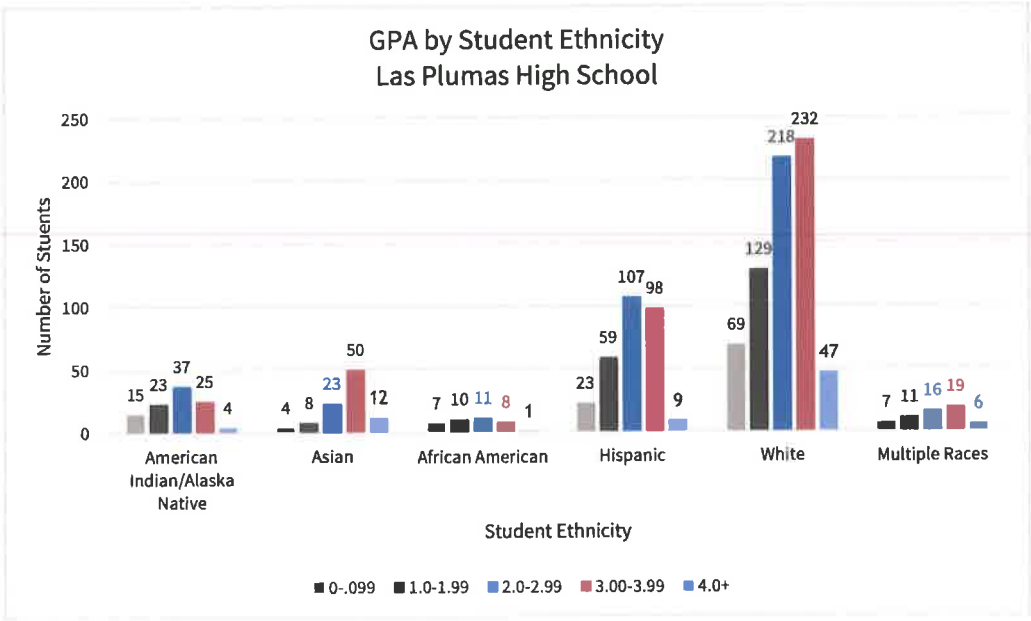
OUHSD has staff members at each site available to assist parents with translations in Hmong and Spanish at meetings. The District also has access to IEP forms in Hmong and Spanish.

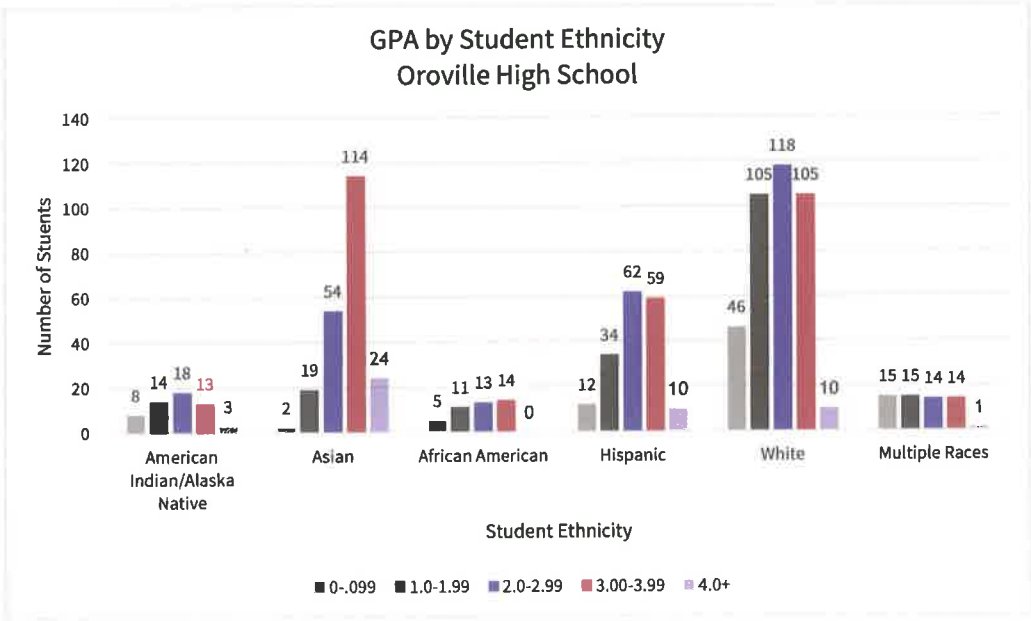
OUHSD is contracting with Language Line Services, Inc. to provide phone interpreting, document translation and virtual meeting translation when local staff are not available or local staff cannot translate the required language.

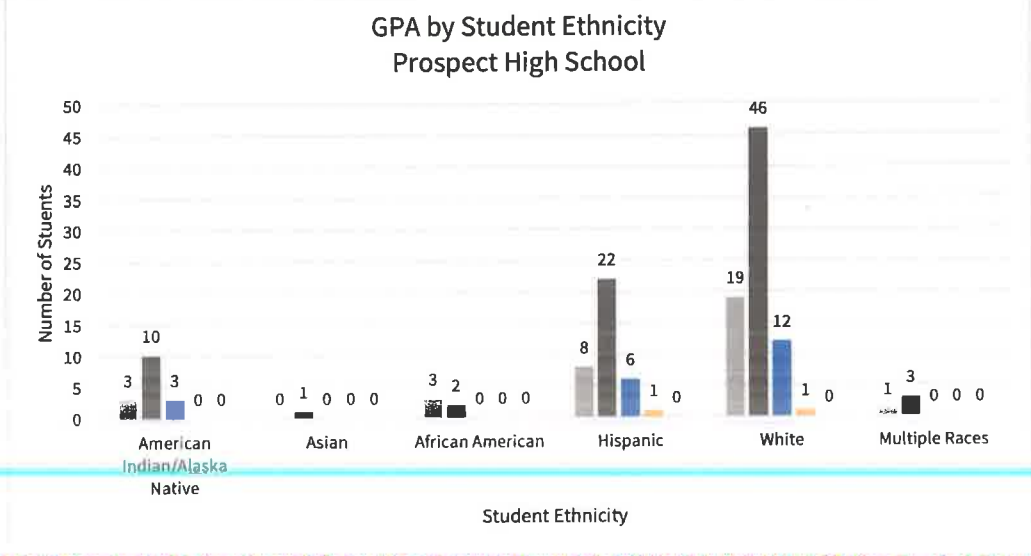
Parents can contact the Oroville Union High School District, Director of Education if they require translation services.

OUHSD has Google Translate on our website that is available to students, parents and teachers.

SNAPSHOT: STUDENT GPA BY ETHNICITY

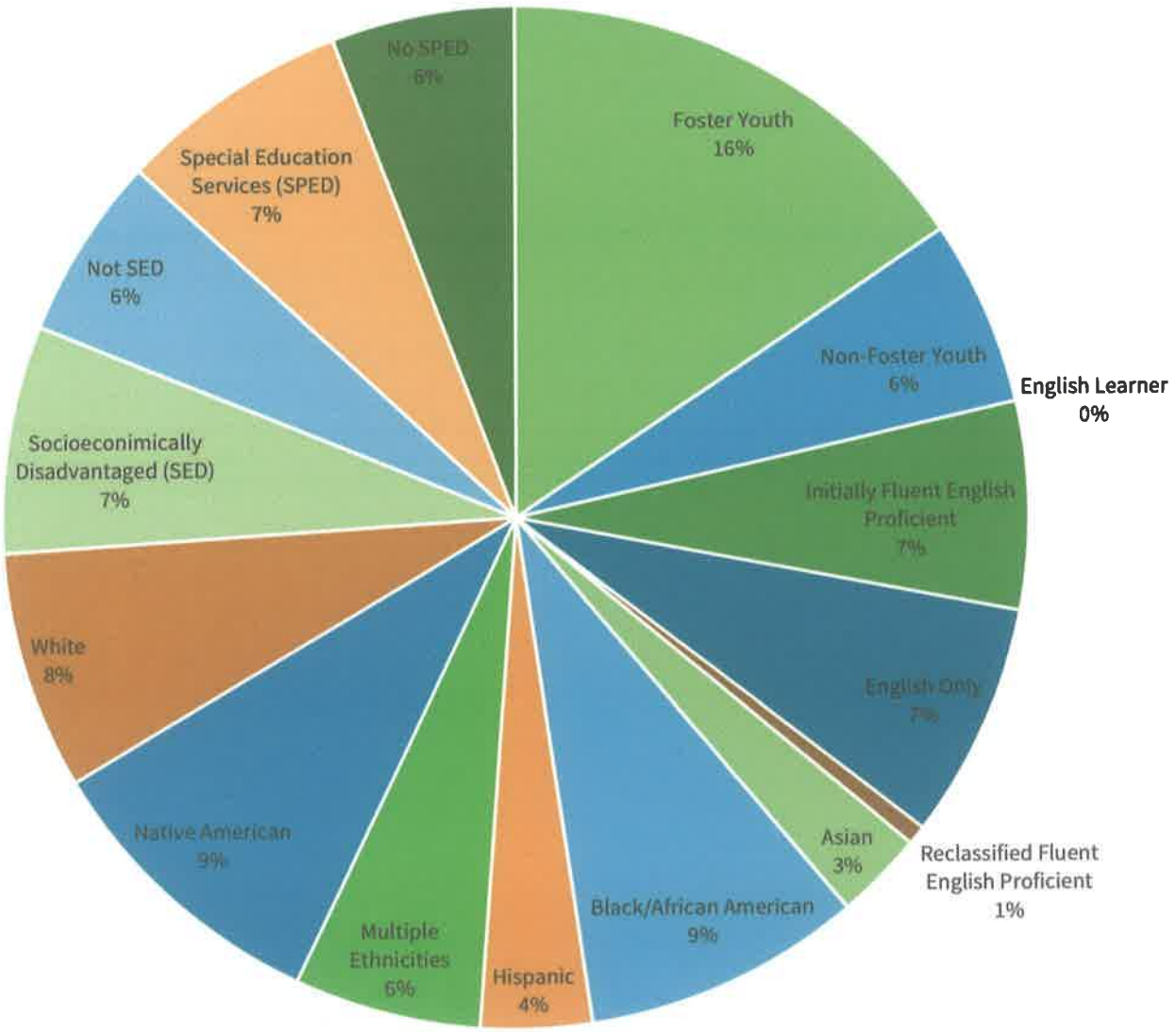






SNAPSHOT: STUDENT DISCIPLINE DATA

Districtwide Suspensions by Student Group
Fall Semester 2021



OUHSD CORE BELIEFS

We believe:

1. When provided an engaging, inspiring and challenging learning environment, every student will have the opportunity to achieve at their maximum potential.

2. Active engagement of students by caring adults is key to helping students achieve.

3. Every student learns at their own pace and will have access to educational services and supports to enhance their learning experience.

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

5. Every member of the learning community deserves to be part of a safe, caring, equitable and nurturing learning environment and should be treated with respect, dignity and worth.

STUDENT DISCIPLINE & INCIDENTS DATA

The following is the data collected on student discipline and incidents for the Fall Semester 2021.

OUHSD Suspensions (Fall Semester 2021)

School	# of Enrolled Students	# of Students Suspended	% of Students Suspended
Las Plumas High	1,282	43	3.00%
Oroville High	920	35	3.80%
Prospect High	100	4	4.00%
Community Day	0	0	0

OUHSD # of Incidents (Fall Semester 2021)

School	# of Enrolled Students	# of Student Incidents	% of Students with Incidents
Las Plumas High	1,282	54	4%
Oroville High	920	18	2%
Prospect High	100	4	4%
Community Day	0	0	0

OUHSD Disciplinary Disciplinary Incidents (Fall Semester 2021)

Action	LPHS	OHS	PHS	OUHSD
Assault/Endangerment	4	4	1	8
Disruption/Defiance	6	2	1	8
Documentation	1	0	0	1
Drugs/Alcohol	1	1	0	2
Harassment/Intimidation	0	1	1	1
Suspension	43	35	4	82
Expulsion	0	3	1	4

OUHSD # of Incidents by Ethnicity (Fall Semester 2021)

Student Ethnicity	2021-22
American Indian or Alaskan Native	8
Asian	5
African American	7
Hispanic	16
White	50
Multiple Ethnicities	7
Total Incidents	**93**

OUHSD Discipline by Ethnicity (Fall Semester 2021)

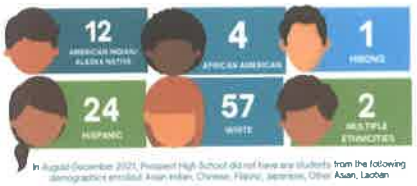
Ethnicity	LPHS	OHS	PHS	OUHSD
Asian	8.10%	8.3%	*	7.10%
African American	8.10%	4.20%	*	5.70%
Hispanic	16.20%	12.50%	*	15.70%
Multiple	0	4.20%	*	2.90%
Native American	10.80%	4.20%	*	8.60%
White	56.80%	66.70%	*	60.00%

*Incidents too small to calculate

OUHSD DEMOGRAPHICS

AUGUST-DECEMBER 2021

PROSPECT HIGH SCHOOL

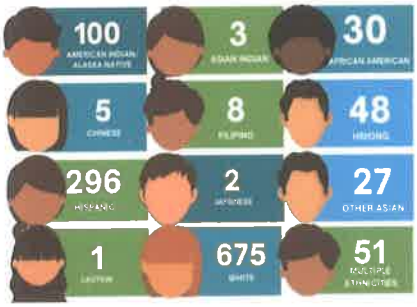


In August-December 2021, Prospect High School did not have any students from the following demographics enrolled: Asian Indian, Chinese, Filipino, Japanese, Other Asian, Laotian

OROVILLE HIGH SCHOOL



LAS PLUMAS HIGH SCHOOL



ABOUT THE SUPPORTIVE SCHOOL CLIMATE ADVISORY COMMITTEE

One of the requirements of the stipulated agreement with the Department of Justice is to establish a Supportive School Climate Advisory Committee consisting of parents, students and staff who are representative of the diverse students attending District schools and members of community organizations and non-profit organizations who work with and provide supports to students and parents in the area to provide suggestions on improvements to the District's discipline policies, procedures, and practices, the terms and implementation of substantive provisions in this Judgment, and communications with parents, students, and the community regarding the same.

The focus of this committee is to: (a) emphasize the District's commitment to treating all students fairly and equitably in the administration of discipline without regard to race, color, national origin, sex, gender, gender identity, disability, religion or foster youth or homeless status; (b) discuss what is expected of students and staff under the revised policies and practices; (c) describe the alternative means of correction that will be available and implemented; (d) explain the law, research, and evidence supporting the steps and practices the District will be implementing to provide a safe, welcoming, and supportive school environment; and (e) the ways in which parents, guardians, and education rights holders can partner with the District to provide a safe, welcoming, and supportive school environment.

The committee and its work aligns with and supports the District's larger efforts to improve its equity and achievement policies and practices, including increasing staff training, modifying its student discipline policies and practices, establishing district-wide multi-tiered systems of support, strengthening mental health, social work, and counseling services for students, engaging with the school community regarding student discipline policy changes, and improving procedures for handling student complaints.



The District is committed to non-discrimination in discipline practices and treating all students fairly and equitably without regard to race, color, ancestry, nationality, immigration status, age, ethnicity, religion, parental or pregnancy status, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics.

Oroville Union High School District
2211 Washington Avenue
Oroville, CA 95966
Phone: (530) 538-2300

LPHS

December Intervention Data

***Interventions- 538** (Counsel student, notes, conflict resolution, change seat, parent student conference, attendance letters, site truancy meetings, etc.)

***Phone Calls/emails/texts - 117 (Staff, Teachers, Counselors/Administration)**

Contact parent/guardian regarding: Attendance, Grades, Office Hours, Credit Recovery, Progress Report, etc.

***Home Visits- 3**

***Tier 2 Intervention referrals - 2**

***Teacher suspensions - 0**

December Intervention Data (con)

***Tier 3 Admin only interventions**

Structured day (11)

***Physical altercation (3)** White (M-10th), White (F-10th), White (M-11th).

***Vaping (8)** White (F-11th), White (M-11th), White (M-9th), White (M-9th), Native American (M-10th), White (M-11th), (Native American (M-9th), White (M-9th).

December Intervention Data (con)

***Suspensions - (5)**

-Inflicted or threatened Physical harm (2)

African American (M-9th), African American, (M-12th).

-Dangerous Object (1)

White (F-10th)

-Possessed drugs or alcohol (1)

White(M-9th)

-Disrupted or Defied School Staff (1)

White (M-10th)

November Intervention Data

***Interventions- 958** (Counsel student, notes, conflict resolution, change seat, parent student conference, attendance letters, site truancy meetings, etc.)

***Phone Calls/emails/texts - 281 (Staff, Teachers, Counselors/Administration)**

Contact parent/guardian regarding: Attendance, Grades, Office Hours, Credit Recovery, Progress Report, etc.

***Home Visits- 3**

***Tier 2 Intervention referrals - 11**

***Teacher suspensions - 0**

November Intervention Data (con)

***Tier 3 Admin only interventions (3)**

***Vaping (3)** Hispanic (M-10th), White (M-10th), White (M-9th)

***Structured day (23)**

***Physical altercation (9)** White (M-9th), White (M-9th), Multiple (M-9th), Native American (F-9th), White (M-10th), White (M-9th), Native American (M-10th), White (M-11th), Native American (M-9th)

***Vaping (4)** White (M-10th) X2, White (M-10th), White (M-9th

***Under the influence/in possession of Marijuana (1)** White (F-9th)

***Harassment and Intimidation (1)** White (F-9th)

***Dangerous object and alcohol (1)** White (M-9th)

***Attendance related (7)** Hispanic (M-9th), White (M-10th), White (M-9th, White (F-9th, White (F-11th), Hispanic (F-11th), Hispanic (F-10th)

November Intervention Data (con)

***Suspensions - (22)**

- **Inflicted or threatened Physical harm (6)**
  Asian (M-9th), White (M-9th), White (M-10th), White (F-9th), White (M-9th) X 2
- **Used Force or Violence (3)**
  White (M-11th), Native American (F-9th), Hispanic (F-10th)
- **Disrupted or Defied school staff (11)**
  White (M-10th), Native American (F-9th), White (M-9th), Asian (M-9th), White (M-10th), White (M-9th), White (M-9th), White (M-9th), Native American (M-10th), White (M-9th), African American (M-9th)
- **Possessed drugs or alcohol (1)**
  White(M-9th)
- **Committed Obscenity/profanity/Vulgarity (1)**
  Hispanic (F- 12th)

OHS

Intervention Review 11.4.21

Dates 10.1.21/10.29.21 *Interventions- 990*

Level 1

Phone Calls/Texts (6)-193; Emails-180; Notes-Intervention-407; Redirect to Positive-37; Counsel-160; Conflict Resolutions-12; Change Seat-1

Level 2

Home Visits- 6 visits

**Meeting with Counselor- 182*

Brief Intervention Counseling-12

Conflict Resolution-12

Level 3 (Including *Ed. Code Violations*) ***(112) including 15 suspensions***

- **(8)**Physical Altercation (Structured Day)-**12th(1)/11th(1)/10th(2)/9th(4)**; Boys**(7)**/Girls**(1)**; Boys**(4)**White, **(1)**Hispanic,**(2)**African American/ Girls**(1)**White
- **(3)**Physical Altercation (Suspension)-**12th(1)/11th(0)/10th(1)/9th(1)**; Boys**(2)**/Girls**(1)**; Boys **(1)**White, **(1)**Hmong; Girls**(1)**White
- **(11)**Under the Influence/Possession-(Brief Intervention)-12th(0)/11th**(1)**/10th**(7)**/9th**(3)**; Boys**(5)**/Girls**(6)**; Boys **(2)**White, **(2)**Native American,**(1)**African American; Girls**(6)**White
- **(21)**Tobacco Use/Possession (Warning)**- 12th(1)/11th(6)/10th(5)/9th(9);** Boys**(16)**/Girls**(5);** Boys **(14)**White**/(1)**Native American**/(1)**African American**;** Girls**(5)**White

- Others included-Profanity(3), Disruption(2); Bus Referrals (7), Imitation Firearm(3), Sexual Harassment(2), Counseling, Conflict Resolutions, Teacher Suspensions

**Lunch Time Interventions (19)*

Prospect High School Data (2021-2022)

Snapshot on last day of month

12 Days of School in December

			Race						Gender		Grade		
MONTH	**December**	Total	**Hispanic**	**American Indian**	**African American**	**Multi Racial**	**Asian**	**White**	**Male**	**Female**	**Grade 10**	**Grade 11**	**Grade 12**
Behavior Data													
# of Ed. Code Violations		1	0	0	0	0	0	1	0	1	0	1	0
Citations/Arrests		0	0	0	0	0	0	0	0	0	0	0	0
Suspensions		1	0	0	0	0	0	1	0	1	0	1	0
Expulsions		0	0	0	0	0	0	0	0	0	0	0	
Intervention Data													
TOTAL Intervention Entries		162	41	18	8	6	1	88	81	81	0	103	59
Notes to Intervention		41	15	3	2	0	1	20	25	16	0	31	10
Home Visit		13	4	2	1	1	0	5	6	7	0	8	5
Behavior Contract		0	0	0	0	0	0	0	0	0	0	0	0
SARRT		0	0	0	0	0	0	0	0	0	0	0	0
Conflict Resolution		0	0	0	0	0	0	0	0	0	0	0	0
Phoned Parent / Guardian		32	7	4	1	1	0	19	19	13	0	19	13
Attendance Letter		0	0	0	0	0	0	0	0	0	0	0	0
Parent/Student Conference		3	0	0	0	0	0	3	0	3	0	2	1
Redirect to Positive Opposite		3	0	0	0	0	0	3	0	3	0	2	1
Counsel Student		4	0	0	0	0	0	4	3	1	0	3	1
Change Seat		3	0	0	0	0	0	3	0	3	0	2	1
Parent Sits in Class		0	0	0	0	0	0	0	0	0	0	0	0
Referral to SST		0	0	0	0	0	0	0	0	0	0	0	0
Restorative Practice Agreement		0	0	0	0	0	0	0	0	0	0	0	0
Lunch Intervention		0	0	0	0	0	0	0	0	0	0	0	0
Tier 3		1	1	0	0	0	0	0	1	0	0	1	0

Brief Intervention - Couns / Social Worker Only		0	0	0	0	0	0	0		0	0		0	0	0
Texted		9	3	0	1	0	0	5		4	5		0	8	1
Email Conversation		2	1	0	0	0	0	1		1	1		0	2	0
Truancy Contract		0	0	0	0	0	0	0		0	0		0	0	0
AB104 Review		0	0	0	0	0	0	0		0	0		0	0	0
Held SST		0	0	0	0	0	0	0		0	0		0	0	0

Prospect High School Data (2021-2022)

Snapshot on last day of month

16 School Days in November

		Race						Gender		Grade		
MONTH	**November**	**Hispanic**	**American Indian**	**African American**	**Multi Racial**	**Asian**	**White**	**Male**	**Female**	**Grade 10**	**Grade 11**	**Grade 12**
Behavior Data												
# of Ed. Code Violations		0	0	0	0	0	0	0	0	0	0	0
Citations/Arrests		0	0	0	0	0	0	0	0	0	0	0
Suspensions		0	1	0	0	0	0	1	0	0	0	1
Expulsions		1	0	0	0	0	0	1	0	0	0	1
Intervention Data												
TOTAL Intervention Entries	288	72	36	11	6	1	162	174	114	0	159	129
Notes to Intervention	48	12	5	2	0		29	29	19	0	34	14
Home Visit	5	0	0	0	0	0	5	5	0	0	2	3
Behavior Contract	6	0	0	0	0	0	6	6	0	0	3	3
SARRT	5	0	0	0	0	0	5	5	0	0	2	3
Conflict Resolution	1	0	1	0	0	0	0	1	0	0	0	1
Phoned Parent / Guardian	49	12	4	2	1	0	30	37	12	0	31	18
Attendance Letter	16	3	3	2	0	0	8	8	8	0	8	8
Parent/Student Conference	2	1	0	0	0	0	1	2	0	0	2	0
Redirect to Positive Opposite	0	0	0	0	0	0	0	0	0	0	0	0
Counsel Student	4	2	0	0	1	0	1	4	0	0	3	1
Change Seat	0	0	0	0	0	0	0	0	0	0	0	0
Parent Sits in Class	0	0	0	0	0	0	0	0	0	0	0	0
Referral to SST	0	0	0	0	0	0	0	0	0	0	0	0
Restorative Practice Agreement	0	0	0	0	0	0	0	0	0	0	0	0
Lunch Intervention	0	0	0	0	0	0	0	0	0	0	0	0
Tier 3	1	0	0	0	0	0	1	1	0	0	1	0

Brief Intervention - Couns / Social Worker Only	11		4	2	0	0	0	5		10	1		0	6	5
Texted	5		2	1	0	0	0	2		3	2		0	3	2
Email Conversation	6		3	1	0	1	0	1		4	2		0	3	3
Truancy Contract	0		0	0	0	0	0	0		0	0		0	0	0
AB104 Review	23		5	5	1	1	0	11		14	9		0	0	12
Held SST	0		0	0	0	0	0	0		0	0		0	0	0
Re-Entry	3		0	1	0	0	0	2		3	0		0	2	1
Student Recognition	28		5	2	1	2	0	18		18	10		0	16	12
Structured Day	0		0	0	0	0	0	0		0	0		0	0	0

OROVILLE UNION HIGH SCHOOL DISTRICT
SUPPORTIVE SCHOOL CLIMATE ADVISORY COMMITTEE
November 1, 2021

MINUTES

CALL TO ORDER

Superintendent Willenberg called the meeting to order at 5:04 p.m. on Monday, November 1, 2021, via Zoom.

ROLL CALL

Committee Members Present: Sandra Barnes, David Devine, Tim Drury, Keely Frazier, Janet Goodson, Joe Hejl, Irene Jimenez, Bobby Jones, Matt Kermen, Brad Lund, Shane Overstreet, Durell Siplin, Lisa Torres, and Corey Willenberg.

Committee Members Absent: Rob Anderson, Consuela Bennett, Diana Castillo, Joanna Dolores, Johnny Holmes, Makayla Jones, Zinziel Vales-Bennett and Seng Yang.

Guests: Lamar Collins (LPHS Principal), David Goodson (community member), Kevin Simas (Director of Education) and Cristi Tellechea (OHS Principal) and Ray Sehorn (board member)

PLEDGE OF ALLEGIANCE

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

1. **Introduction of Co-Chairs and Committee Members**
   Dr. Willenberg introduced co-chairs Mr. Drury, Mr. Kermen and Mr. Siplin as well as the committee members in attendance.

2. **Role of the Supportive School Climate Advisory Committee**
   Dr. Willenberg stated that one of the requirements of the stipulated agreement with the Department of Justice is to establish a Supportive School Climate Advisory Committee consisting of parents, students and staff who are representative of the diverse students attending District schools and members of community organizations and non-profit organizations who work with and provide supports to students and parents in the area to provide suggestions on improvements to the District's discipline policies, procedures, and practices, the terms and implementation of substantive provisions in this Judgment, and communications with parents, students, and the community regarding the same.

3. **Group Norms**
   Dr. Willenberg stated that the group norms that the committee will follow are: our meetings will begin and end on time; we will listen to each other and not interrupt; we will make sure everyone has had a chance to speak; we will support our facilitator's efforts to moderate discussions; we will avoid ethnic or gender-based humor; and we will speak respectfully to each other.

4. **Guiding Principles for the School Community**
   Dr. Willenberg discussed the Guiding Principles that were created last year: The District is committed to providing safe classrooms and healthy environments conducive to learning and free from disruption for all students. Every student has the right to be educated in environments that support all aspects of their well-being. Every educator has the right to teach and every employee has the right to work in an atmosphere free from disruptions and obstacles that impede learning. The District's guiding principles include: 1) respect; 2) responsibility; 3) appreciation of differences; 4) honesty; 5) safety and 6) life-long learning.

5. **Progressive Intervention Policy**
   Dr. Willenberg stated that the Progressive Intervention Policy was created last year and is approved by the school sites, Board of Trustees and the Department of Justice. The policy is designed to provide safe classrooms and healthy learning environments. Each level places an emphasis on being Safe, Respectful, and Responsible. Please use the following protocol to ensure that your students receive a fair opportunity to

be successful and that as a school we follow a consistent Intervention Plan. Intervention procedures will be documented and additional interventions not listed may be utilized as well.

6. 21/22 Meeting Schedule

Dr. Willenberg stated that additional meetings are scheduled for January 31st and May 16th at 5:00 p.m. via Zoom.

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

Mrs. Goodson asked about the diversity of the group. Dr. Willenberg responded that the committee is very diverse. The schools have purposely involved students with different backgrounds to participate.

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON *AGENDA* ITEMS

Although the audience (non-committee members) was given a chance to speak, nobody requested to, but they were still allowed to ask questions throughout the meeting.

7. Overview of the School Year – LPHS, OHS and PHS

LPHS

Mr. Kermen thanked the committee members for their participation. He stated that Dr. Collins has been a great leader and colleague and is a breath of fresh air for the school. He is very visible on campus and wants what is best for kids at all times. Aaliyah Lee has been a great student representative on campus. They created a CR-PBIS video to show examples of proper student behavior at school, which will be posted on their website tomorrow. Their site CR-PBIS group meets once or twice per month and Dr. Collins discusses PBIS at every faculty meeting. Respect Contracts have been posted in every classroom and are referred to frequently. They are always finding ways to connect with students via a culture that they understand. Teachers give students T-Bird Bucks for being safe, responsible and respectful. Students turn in these Bucks for monthly drawings of some great prizes, like gift cards, Bluetooth speakers, VIP parking passes, graphing calculators and more. They can also "purchase" smaller items, like water bottles. They are currently working on prizes for the November drawing. Dr. Willenberg commented that donations are always being sought and accepted if any committee member knows of a business that might be interested. Mrs. Frazier stated that the number of T-Bird Bucks given out doubled in October.

August discipline data: there were 470 interventions (counseling, notes, conflict resolution, changing seats, parent student conferences, etc.). There were 306 phone calls/email/texts sent to parents/guardians re: attendance, grades, office hours, credit recovery, progress reports, etc.). They did five home visits, three Tier 2 (counselors/social workers) Intervention referrals, no teacher or admin suspensions and 12 Tier 3 (admin) interventions. They had four Tier 3 interventions for vaping: two White males (10th), one Hispanic male (10th) and one White female (11th). They had eight students on a Structured Day for physical altercations: one Native American male (9th), two Native American females (9th), one African American male (9th), two White females (9th and 11th) and two Hispanic females (9th and 11th).

September discipline data: The campus was becoming unsafe. We are using multiple forms of intervention before suspending. They are using Structured Day to keep kids are school. Students hate giving up their free time and cell phones. Our freshmen aren't used to being on campus. We are working through the tension. Many students are addicted to vaping and interventions aren't helping. The older students are becoming tired of the younger student's behavior. Mrs. Jimenez asked if student can be referred to Tribal Health. Mr. Kermen responded that they are absolutely open to more resources. Mrs. Barnes asked how this year's data compares to last year. Dr. Willenberg responded that it would be better to compare the data to 19/20 due to distance learning last year. He is working on attendance, discipline and other data for the DOJ that will be completed and released to the public in January. Mrs. Barnes asked if older students could mentor younger students. Mr. Kermen responded that they have discussed doing this in small groups but it would require training. It could be planned for the future. Mr. Overstreet asked how often LPHS has a Social Worker on campus. Mr. Kermen responded that they have a Social Worker on campus daily as well as a Targeted Case Manager, who are both very involved. They also have a Wellness Center for support. There were 956 interventions, 345 phone calls/emails/texts, six home visits, 11 Tier 2 intervention referrals and zero teacher suspensions. There were 17 admin suspensions: use of force or violence: two White males (10th) and one Native American female (9th). Inflicted or threatened physical harm: four White males (9th x2, 10th, 11th), one White female (10th), one Native American male (9th), one Native American female (10th), and one Hispanic male (11th). Possessed dangerous object: one White male (9th). Three disrupted

or defied school staff: one Native American female (10th), one White male (10th) and one Hispanic male (9th). One caused damage to school property: White male (9th). One possessed/used tobacco: white male (10th). One possessed drugs/alcohol: Hispanic female (12th). 27 Tier 3 interventions: 18 vaping: White males (9th x 6, 10th x 2, 11th), White females (9th x 2, 10th x 3), two Hispanic males (9th, 10th), one African American male (9th), two Native American males (9th, 10th), one multi-race female (9th). Three students on Structured Day for physical altercations: one African American male (12th), one White male (10th) and one Hispanic female (10th). Three under the influence: two White males (9th) and one Native American male (9th). Four attendance related: two White males (10th), one White female (9th) and one Native American male (10th).

October discipline data (as of 10/29): 1328 interventions, 366 phone calls/emails/texts, 11 home visits, 14 Tier 2 intervention referrals and one teacher suspension. Seven admin suspensions: inflicted or threatened physical harm: one Hispanic male (11th). One possessed dangerous objects: White male (9th). Three disrupted or defied school staff: one Asian female (10th), one White female (9th) and one Hispanic male (10th), possessed drugs of alcohol: one African American male (9th). Profanity/vulgarity: one Native American female (9th). 46 Tier 3 interventions: 13 vaping: 6 White Males (9th x 3, 10th x 2, 11th), four White females (9th, 10th x 2, 12th), one Native American male (9th), one Asian female (10th), and one Hispanic female (12th). 33 Structured Day: five physical altercations: two Hispanic males (10th), one Hispanic female (11th), two White males (10th). Seven vaping: five White males (9th x 2, 10th x 2, 11th), two Hispanic males (9th, 10th). Seven under the influence/in possession of marijuana: one White male (11th), three White females (9th, 10th x 2), one Hispanic male (10th), one Asian female (10th) and one multi-race female (11th). Four Tier 3 Interventions: two White males (9th) and two Native American females (9th). Ten attendance related: 6 White males (9th x 3, 10th x 3), one White female (10th), one African American male (9th), one Asian female (10th), and one Hispanic female (11th).

OHS

Mr. Siplin reported that OHS students earn Tiger Bucks, which can be put into monthly drawings for prizes like gift cards, a Nintendo Switch, digital camera and more. Students are surveyed on the kinds of prizes they'd like and Mrs. Castillo reaches out to organizations to gather them. He stated that their August and September data is in the agenda packet. They had 990 interventions in October: Level 1 (teacher): 193 phone calls/texts, 180 emails, 407 interventions notes, 37 redirected to positive, 160 students counseled, 12 conflict resolutions and one changing of a seat in class. Level 2 (Counselor/Social Worker): six home visits (they would like to do many more), 182 meetings with a Counselor, 12 Brief Intervention Counseling and 12 conflict resolutions. 112 Tier 3 (admin) interventions, including 15 suspensions: physical altercation (Structured Day) (12th, 11th, 10th x 2 and 9th x 4): four White males, one Hispanic male, one African American male, and one White female. Three physical altercations resulting in home suspension (12th, 10th, 9th): one White male, one Hmong male and one White female. Eleven under the influence/possession (Brief Intervention w/ Counselor) (11th, 10th x 7 and 9th x 3): two White males, 2 Native American males, one African American male and six White females. Twenty-one tobacco/vaping use/ possession (warnings) (12th, 11th x 6, 10th x 5 and 9th x 9): 14 White males, one Native American males and five White females. Other offenses include nineteen lunch referrals, three instances of profanity, two disruptions, seven bus referrals, three imitation firearms, and two sexual harassment. Structured Day is a challenge for staff to manage and isn't as effective with younger students. Depending on the severity of a fight, a student may get a Structured Day or home suspension. Vape pens are like candy on their campus, are more often used by boys and are mostly used in the bathrooms. He and Mrs. Tellechea do a lot of counseling and conflict resolutions. Students can also get a lunchtime intervention so admin can talk to them about being safe, responsible and respectful. Mrs. Barnes asked if students are still allowed to eat. Mr. Siplin responded that they pick up their lunch before coming to the office. Mrs. Goodson asked about the suspension for profanity. Mr. Siplin responded that it is only used in an extreme circumstance. Mrs. Torres asked how the August/September data compares to October and how they handle the Structured Day. Mr. Siplin responded that they saw three times the amount of Tier 3 interventions between September and October. The Structured Day takes a village. It's not easy but they are making it work. Some employees may have two or three students to escort at the same time. Mrs. Torres asked if it seems to be making a difference. Mr. Siplin responded that it's making a change with some students as they don't like to lose their privileges. The 9th and 10th graders are keeping them busy. Mrs. Tellechea commented that they've had parents thank them for using Structured Day rather than home suspension. Keeping students on campus gives them multiple levels of support. Students are given the opportunity to understand what they need to do to get back on track. Mrs. Torres thanked admin for what they do to keep kids in school. Some students are feeling frustration from being left behind. Mr. Siplin responded that everything they do is always for the kids.

Mrs. Goodson applauded staff for their efforts and feels parents can also be part of the solution. She asked about the possibility of having parents on campus to help. Mr. Siplin responded that they need to get students moving toward being safe, responsible and respectful before involving parents as the students could be combative. Dr. Collins thought that the presentations tonight were great. The only true way to see what is going on at the campuses is to visit. Some of the students just don't care and are so disruptive that the teachers can't teach. Some parents want kids to be on a Structured Day every day as they seem to be more successful. Some of these students tend to get other students to leave campus with them. They need a more restrictive environment. Mr. Overstreet stated students also need to be treated respectfully by adults because how they feel is also important. Some students feel like they are talked down to. They are human too. Mrs. Barnes asked about the more restrictive environment that Dr. Collins referred to. Dr. Willenberg responded that the problem with starting another program is the inability to hire staff. We still have teacher vacancies at two of our schools.

PHS

Mr. Drury stated that students generally attend PHS due to credit deficiency, not being comfortable on the larger campuses or just wanting something different. They have new General Construction, Building Trades and Outdoor Education classes this year, which makes them unique. Mr. Lund does a great job implementing CR-PBIS and coordinating their monthly drawings for prizes. Their students also earn PBIS Bucks to enter drawings for prizes donated by the community. Students are also rewarded for attendance, honor roll, being Student of the Block and more. Some of their students need a lot of help. They have a Wellness Center setup this year to provide extra support. They have a lot of great kids and staff. Follow them on social media or check out their website to see the great things going on. He is still compiling October data. They currently have eight teachers and 100 students on campus. They are doing more intervention than time allows them to record, which makes it hard to do a deep dive into data. Mr. Goodson asked about the high number of offenses in the Native American group. Is this one student with multiple interactions or multiple students? Mr. Drury responded that it's one student. Entries can be made from teachers as well as their Social Worker and Targeted Case Manager. Lastly, Mr. Drury reported on AB 104, whereby the State allowed last year's and this year's seniors to graduate with fewer credits due to COVID. This allowed some students to return to the LPHS and OHS campuses.

NEW BUSINESS

8. Approval of Minutes from the May 3, 2021 Meeting

On a motion by Mrs. Goodson, seconded by Mrs. Torres, the minutes were unanimously approved as presented.

ADJOURNMENT

On a motion by Mr. Kermen, seconded by Mr. Siplin, the meeting adjourned at 6:34 p.m.

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Dr. Corey Willenberg, Superintendent