OROVILLE UNION HIGH SCHOOL DISTRICT
SUPPRORTIVE SCHOOL CLIMATE ADVISORY COMMITTEE

MEETING AGENDA

Monday, November 1, 2021 at 5:00 p.m. via Zoom

Meeting link:
https://ouhsd.zoom.us/j/82939228484?pwd=ZzNGRDRMWXp3Q1Z0VHFGL1ltRHZMQT09#success

Meeting ID: 82939228484

Password: GFZLdoqs

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, November 1, 2021, 5:00 p.m. via Zoom (see coversheet for login information)

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.

*New members

PLEDGE OF ALLEGIANCE

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

1. **Introduction of Co-Chairs and Committee Members**

2. **Role of the Supportive School Climate 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.

3. **Group Norms**
   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**
   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**
   The Progressive Intervention 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**
   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
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 (Continued)

7. **Overview of the School Year – LPHS, OHS and PHS**
   - PBIS Activities
   - August and September Intervention Data
   - Discipline

NEW BUSINESS

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

ADJOURNMENT

The meeting will be adjourned to Thursday, **January 31, 2021,** at 5:00 p.m. via Zoom.

OROVILLE UNION HIGH SCHOOL DISTRICT

GUIDING PRINCIPLES FOR THE SCHOOL COMMUNITY

School-Wide Positive Behavior Intervention and Support

The Oroville Union High School 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 disruption and obstacles that impede learning.

1. RESPECT

I treat others the way I want to be treated
I respect laws, rules, and school authority
I treat people fairly and respect their rights
I respect private and public property

2. RESPONSIBILITY

I take responsibility for my actions
I choose how I respond to others
I return what I borrow

3. APPRECIATION OF DIFFERENCES

I look for the good in others
I respect each person's right to be different
I see cultural diversity as an opportunity for learning

4. HONESTY

I am honest with myself and others
I act with integrity
I avoid spreading rumors or gossip

5. SAFETY

I engage in safe activities
I keep my body and mind healthy
I choose only those things that are really good for me

6. LIFE-LONG LEARNING

I come to school prepared to learn
I give my best in everything I do
I am open and alert to solutions

When you model the Guiding Principles for the School Community,

you

- Treat others with respect
- Find peaceful solutions
- Listen to each other
- Are drug free
- Keep our school clean
- Have healthy friendships
- Produce your own work
- Maintain honesty and integrity
- Show empathy and compassion
- Defend others' rights
- Appreciate differences
- Respect the property of others
- Engage in safe activities

And

you

don't tolerate:

- Bullying and intimidation
- Weapons
- Fights, threats, and violence
- Drug possession and sale
- Graffiti and vandalism
- Gang activity
- Cheating and plagiarism
- Forgery and falsification
- Sexual harassment and assault
- Blackmail and extortion
- Prejudice and hate crimes
- Robbery and stealing
- Fireworks and firecrackers

OUHSD 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.

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 for all students. 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.

The referral of students from the classroom environment for misbehavior should be avoided. To the fullest extent possible, staff shall use tiered interventions that keep students in school and participating in the instructional program. Other means of correction will be documented to support students and ensure consistency, equal application, and fidelity in implementation.

A student will not be suspended for tardiness or truancy. If a student's presence causes a danger to themself 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.

Oroville Union High School District Progressive Intervention Policy

The Progressive Intervention 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.

Level I: Teacher/Staff Interventions

Please take these measures before sending to the counselor

Redirect to positive opposite	Counsel Student	Change Seat
Phone Call Home/Parent Conference	Parent Sits in Class	Behavior Contract

**Use Aeries to Document Measures Taken*

Teacher Interventions (Positive)

Positive Phone Call	Lunch w/ Teacher	Preferential Seating in Cass	School Gear/Items

Level II (Counselor/ Social Worker)

Please take these measures before sending to Administration

Counsel Student	Contact Parent	Parent Conference	Check in-Check Out
Reflection Sheet	Referral to SST	Lunch Intervention	Home Visit
Restorative Practice Agreement			

**Use Aeries to Document Measures Taken*

Counselor/Social Worker Interventions (Positive)

Positive Phone Call	Front of the Line Lunch Pass	School Gear/Items

Level III (Administration)

All continuous behaviors listed below that are not resolved by the Level II measures taken by the Counselor/Social Worker will be referred to Administration. Administration will use student discipline practices that, consistent with District policy, equitably implement research-based alternatives to suspension, and will only use suspension as a last resort or if mandated by Education Code.

Fighting, Weapons & dangerous objects, Setting Off False Alarms, Drugs/Alcohol, Defiance, Terrorist Threats, Harassment/Bullying, Profanity directed towards staff, Smoking, Stealing/Robbery/Extortion, Chronic Truancy*, Pornography, Vandalism, Violence, School Disruption, Other

Administration Intervention

Reflection Sheet	Structured Day	Brief Intervention	Drug/Tobacco Course

Administration Interventions (Positives)

Phone Call	Lunch w/ Admin.	Front of the Line Lunch Pass	Game Pass	School Gear/Items

OUHSD's goal is to prevent student misconduct and correct student behavior through Schoolwide Culturally Responsive Positive Behavioral Interventions and Supports in order to enable them to be successful and productive members of our society. The school will take effective and prompt steps to prevent, eliminate and remedy disruption and obstacles that prevent learning.

*Suspension is not permitted for truancy, per Education Code

LAS PLUMAS HIGH SCHOOL

SCHOOL-WIDE

BEHAVIOR EXPECTATIONS

	CLASSROOM	COMMON AREAS	BATHROOM	OFFICE	SCHOOL ACTIVITIES
BE SAFE	-Clean up after yourself -Be considerate to others -Follow teacher instructions and expectations -Handle school materials with care.	-Be mindful of your surrounding -Walk -Keep your hands to yourself -Look both ways when crossing to other side of campus	-Wash your hands -Report any maintenance issues -Only use the bathroom for its intended uses -Report suspicious activities	-Be mindful of your surrounding -Wear your mask when you are on campus	-Keep your hands to yourself -Be aware of your surroundings -If you see something, say something
BE RESPECTFUL	-Be respectful of the space around you -Be respectful of student and teacher space -Use appropriate language -Be a good listener -Give others a chance to speak -Keep your phone in your pocket	-Take care of school property -Use appropriate language -Throw your trash in the trash can -Don't yell in the halls or other parts of the school -Support and welcome new students	-Respect others privacy -Flush the toilet -Clean up after yourself -Keep the stall walls clean and clear of writing	-Use quiet, respectful language in others work space -Say please and thank you often -Wait patiently until someone is ready to help you	-Be a positive representative of your school -Exhibit sportsmanship -Use appropriate language -Win and lose with grace
BE RESPONSIBLE	-Arrive in class on time ready to learn -Take responsibility for your actions. -Use your time wisely -Complete work and turn in on time -Make good choices	-Check on people to make sure they are doing ok (find help if they need it) -If you see something, say something -Follow dress code	-Clean up after yourself -Report damages -Return to class promptly	-Choose an appropriate time to go to the office -Be mindful of the attendance space -Turn in absence notes on time	-Pick up after yourself -Follow the rules and guidelines of the event

OROVILLE HIGH SCHOOL

SCHOOL-WIDE

BEHAVIOR EXPECTATIONS

	CLASSROOM	COMMON AREAS	BATHROOM	OFFICE/LIBRARY
BE SAFE	-Follow COVID Protocols: sanitize hands, wear a mask -Keep hands and things to yourselves -Follow safety guidelines and use tools appropriately -Be accepting of others	- Walk - Make safe choices - Be aware of your surroundings - Keep hands and things to yourselves	- Wash your hands - Clean up after yourself - Report the need of bathroom supplies - Return to class promptly	- Follow COVID Protocols: sanitize hands, wear a mask - Follow staff directions - Sit in waiting area until called in to avoid crowding
BE RESPECTFUL	-Respect personal space and belongings -Use appropriate language and tone - Be kind and honor differences in opinion - Be an active listener and engage in class activities appropriately	- Respect personal space and belongings - Be accepting of people's race, religion, body shape, gender, sexual identity - Acknowledge staff and students - Use good manners when interacting with others	- Be patient and mindful of others - Make healthy choices in the bathroom - Report any damage	- Be patient - Keep a low voice - Use polite and friendly language with staff and students
BE RESPONSIBLE	- Complete and turn in work on time - Be on time and use class time wisely - Bring all needed materials each day - Communicate with your teachers	- Clean-up after yourself - Be mindful of classes in session - Respect other people's boundaries - See something, say something	-Pick up after yourself - Make safe choices - Wash your hands -Communicate issues to staff	- Keep the library clean - Report to the office if you're called in - Return to class promptly



PROSPECT HIGH SCHOOL

SCHOOL-WIDE

BEHAVIOR EXPECTATIONS

	CLASSROOM	COMMON AREAS	RESTROOMS	OFFICES
BE SAFE	-Use language that is supportive and positive. -Follow the teachers classroom and schoolwide expectations -Handle school materials and equipment with care. -Be considerate of others' physical and emotional space	-Follow Covid Protocols -Respect personal space and belongings -Make positive, appropriate comments -Keep campus tobacco/drug/ alcohol free	-Wash your hands and flush -Report suspicious activities to an adult -Only use the restroom for its intended purpose -Be considerate of school property	-Follow Covid Protocols -Use a calm, indoor voice -Be honest with staff -Follow staff directions
BE RESPECTFUL	-Use language that is appropriate for a classroom setting -Bring a positive attitude to class and be mindful of others -Honor the differences in others -Keep your phone/airpods put away and out of sight during class time	-Clean up after yourselves and avoid making messes -Be polite, positive, and respectful to those around you - Use proper language and tone -Be accepting of people's race, religion, body shape, gender, sexual identity	-Keep bathrooms tobacco and drug free -Flush toilet after use -Keep the restroom clean (walls/stalls/sink)	-Wait quietly/patiently if staff are assisting someone else. -Knock if the door is closed -Use a calm "indoor voice" and appropriate language and tone -Speak one person at a time -Keep private conversations c onfidential
BE RESPONSIBLE	-Arrive to school daily and to class on time -Take responsibility for your actions. -Advocate for yourself and others -Use your time wisely -Have a growth mindset	-See something, say something -Stay in designated areas -Follow dress code -Respect other people's boundaries	-Clean up after yourself -Only use the restroom for its intended purpose -Report any maintenance issue to staff -Return to class promptly - Use the restroom during passing periods, break/lunch, or with a Restroom Pass	-Return to class promptly with a signed note -Be honest and admit mistakes -Pay attention, listen, and advocate for yourself -Take responsibility when you make a mistake.

August Intervention Data

LPHS

***Interventions- 470 (Counsel student, notes, conflict resolution, change seat, parent student conference, etc.)**

***Phone Calls/emails/texts 306 (Staff, Teachers, Counselors/Administration)**

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

***Home Visits- 5**

***Tier 2 Intervention referrals - 3**

***Teacher suspensions - 0**

***Suspensions - 0**

***Tier 3 Admin only interventions (12)**

***Vaping (3) White(M-10th), White (M-10th), Hispanic (F-10th), White (F-11th)**

***Structured day -Physical altercation (8) Native American (M-9th), Native American (F-9th), African American (M-9th), White (F-11th), Hispanic (F-9th), Native American (F-9th), White (F-10th), Hispanic (F-11)**

September Intervention Data

***Interventions- 956** (Counsel student, notes, conflict resolution, change seat, parent student conference, etc.)

***Phone Calls/emails/texts 345 (Staff, Teachers, Counselors/Administration)**

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

***Home Visits- 6**

***Tier 2 Intervention referrals - (11)**

***Teacher suspensions - 0**

September Intervention Data (con)

*Suspensions - (17)

-Used Force or Violence- (2) White (M-10th), N.A, (F-9th)

-Inflicted or threatened Physical harm (8)

White (M-9th), N.A. (M-9th), White (F-10th), White (M-10th),N.A. (F-10th), Hispanic (F-10th), Hispanic (M-11th), White (M-9th)

-Possessed dangerous object (1) White (M-9th)

-Disrupted or Defied school staff (3) N.A. (F-10th), White (M-10th), Hispanic (M-9th)

-Caused damage to school property (1) White (M-9th)

-Possessed/used tobacco (1) White (M-10th)

-Possessed drugs or alcohol (1) Hispanic (F-12th)

September Intervention Data (con)

*Tier 3 Admin only interventions (27)

*Vaping (18) White(M-10th), White (M-10th), Hispanic (M-10th), White (M-11th), White (M-9th), White (M-9th), White (M-9th), White (M-9th), White (F-10th), White (F-9th), White (F-9th), White (F-10th), A.A (M-9th), N.A. (M-9th), N.A. (M-10th), Hispanic (M-9th), White (M-10th), Multiple (F-9th)

*Structured day -Physical altercation (3) A.A. (M-12th), White (M-10th), Hispanic (F-10)

*Under the influence (3) White (M-9th), N.A. (M-9th), White (M-9th)

*Attendance related (4) N.A. (M-10th), A.A. (F 9th), White (M-10th), White (F-9th)

*as of 9/29

OHS

Intervention Review

21/22 School Year

Intervention Review 9.2.21

*Dates 8.17.21/8.31.21 *Interventions- 452/525*

Level 1

Phone Calls/Texts (6)-113; Emails-73; Notes-Intervention-199; Redirect to Positive-10; Counsel-122; Conflict Resolutions-2; Change Seat-6

Level 2

Home Visits- 22 visits

Referral to Interventions: *(3)* August (Profanity/Rude-Discourteous)

Level 3

Ed. Code Violations (17)

- (4)Physical Altercation (Structured Day)-White (F-9th), American Indian/Alaskan Native (F-9th), African American (F-9th &10th)-**2**
- (6)Physical Altercation (Suspension)-White (F-9th **(2)**, (F-10th **(2)**,(F-12th), American Indian/Alaskan Native (F-9th)
- (1)Under the Influence/Possession-(Brief Intervention)-American Indian/Alaskan Native (F-9th)
- (5)Tobacco Use/Possession (Warning)-Hmong (M-9th), American Indian/Alaskan Native (M-11th), White (M-9th)-**2**, White (F-10th)
- (1) Possessed Dangerous Object-African American (F-10th)

Lunch Time Interventions (2) American Indian or Alaskan Native/White (9th-M) (2)

***Suspensions-* 6 (# of students)**

Intervention Review 10.7.21

*Dates 9.1.21/9.30.21 *Interventions- 1236*

Level 1

Phone Calls/Texts (10)-190; Emails-211; Notes-Intervention-499; Redirect to Positive-44; Counsel-270; Conflict Resolutions-13; Change Seat-9

Level 2

Home Visits- 29 visits

**Meeting with Counselor- 27*

Brief Intervention Counseling-9

Conflict Resolution-13

Level 3 (Including *Ed. Code Violations*) ***(40)***

- (8)Physical Altercation (Structured Day)-12th(1)/11th(1)/10th(2)/9th(4); Boys(6)/Girls(2); Boys(6)White/ Girls(2)African American
- (8)Physical Altercation (Suspension)-12th(2)/11th(0)/10th(2)/9th(4); Boys(6)/Girls(2); Boys (4)White, (1)African American-White, (1)American Indian/ Girls(2)White
- (5)Under the Influence/Possession-(Brief Intervention)-12th(0)/11th(1)/10th(0)/9th(4); Boys(4)/Girls(1); Boys (2)White, American Indian(2)/ Girls(1)White
- (9)Tobacco Use/Possession (Warning)- 12th(1)/11th(4)/10th(3)/9th(1); Boys(5)/Girls(4); Boys (5)White/ Girls(3)White, Other Asian(1)
- (1) Possessed Dangerous Object- 9th(1); Boys(1); American Indian
- (6) Counsel-12th(1)/11th(1)/10th(1)/9th(3); Boys(2)/Girls(4); Boys (2)Hispanic/ Girls(1)White, (2)American Indian, (1)African American
- Others-Profanity(3); Disruption(2)

**Lunch Time Interventions (11)*

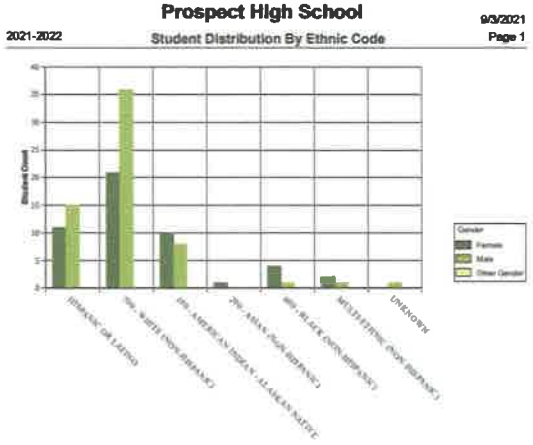
Prospect High School Data (2021-2022)

Snapshot on last day of month

11 Days of School in August

		Race						Gender		Grade		
MONTH	**AUGUST**	**Hispanic**	**American Indian**	**African American**	**Multi Racial**	**Asian**	**White**	**Male**	**Female**	**Grade 10**	**Grade 11**	**Grade 12**
Behavior Data												
# of Ed. Code Violations	1	1	0	0	0	0	0	1	0	0	0	1
Citations/Arrests	0	0	0	0	0	0	0	0	0	0	0	0
Suspensions	0	0	0	0	0	0	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0	0	0	0	0	0	0
Intervention Data												
TOTAL Intervention Entries	236	66	42	9	7	0	112	149	87	1	122	113
Notes to Intervention	116	35	24	1	2	0	54	82	34	0	64	52
Home Visit	3	1	0	0	0	0	2	1	4	0	2	1
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	1	1	0	0	0	0	0	1	0	0	0	1
Phoned Parent / Guardian	71	20	6	4	4	0	38	46	25	0	43	31
Attendance Letter	0	0	0	0	0	0	0	0	0	0	0	0
Parent/Student Conference	2	1	0	0	0	0	1	2	0	0	1	1
Redirect to Positive Opposite	0	0	0	0	0	0	0	0	0	0	0	0
Counsel Student	0	0	0	0	0	0	0	0	0	0	0	0
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	1	0	0	0	0	0	0	0	0	0	1
Brief Intervention - Couns / Social Worker Only	0	0	0	0	0	0	0	0	0	0	0	0
Texted	8	1	3	1	0	0	3	0	8	1	2	5
Email Conversation	11	4	3	0	1	0	3	5	6	0	5	8
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

Total # of Students w/Intervention Entries: 70



Ethnic Codes	Female	Male	Other Gender	Total	Percent
HISPANIC OR LATINO	11	15	0	26	23.42%
700 - WHITE (NON-HISPANIC)	21	36	0	57	51.35%
100 - AMERICAN INDIAN - ALASKAN NATIVE	10	8	0	18	16.22%
200 - ASIAN (NON-HISPANIC)	1	0	0	1	0.90%
800 - BLACK (NON-HISPANIC)	4	1	0	5	4.50%
MULTI-ETHNIC (NON-HISPANIC)	2	1	0	3	2.70%
UNKNOWN	0	1	0	1	0.90%
Note: Totals include special programs. Totals:	49	62	0	111	

Snapshot on last day of month

21 Days of School in September

MONTH	September		Race: Hispanic	American Indian	African American	Multi Racial	Asian	White	Gender: Male	Female	Grade: Grade 10	Grade 11	Grade 12
Behavior Data													
# of Ed. Code Violations	2	0	1	0	0	0	0	1	2	0	0	1	1
Citations/Arrests	0	0	0	0	0	0	0	0	0	0	0	0	0
Suspensions	2	0	1	0	0	0	0	1	2	0	0	1	1
Expulsions	0	0	0	0	0	0	0	0	0	0	0	0	0
Interventaion Data													
TOTAL Intervention Entries	391		117	60	11	7	0	193	277	114	0	206	185
Notes to Intervention	167		53	23	2	2	0	87	123	44	0	90	77
Home Visit	17		5	2	2	0	0	8	11	6	0	12	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	85		23	14	3	1	0	44	66	19	0	51	34
Attendance Letter	5		0	2	0	0	0	3	4	1	0	2	3
Parent/Student Conference	4		0	0	0	0	0	4	3	1	0	3	1
Redirect to Positive Opposite	0		0	0	0	0	0	0	0	0	0	0	0
Counsel Student	24		9	3	1	0	0	11	18	6	0	11	13
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		1	0	0	0	0	0	1	0	0	0	1
Brief Intervention - Couns / Social Worker Only	0		0	0	0	0	0	0	0	0	0	0	0
Texted	8		1	2	2	1	0	2	1	7	0	3	5
Email Conversation	12		5	4	5	5	1	2	4	8	0	5	7
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
Student Recognition	63		20	10	1	3	2	27	39	24	0	26	37
Total # of Students w/Intervention Entries													

OROVILLE UNION HIGH SCHOOL DISTRICT
SUPPORTIVE SCHOOL CLIMATE ADVISORY COMMITTEE
May 3, 2021

MINUTES

CALL TO ORDER

Superintendent Willenberg called the meeting to order at 5:05 p.m. on Monday, May 3, 2021, via Zoom.

ROLL CALL

Committee Members Present: Rob Anderson, Sam Burnett, David Devine, Tim Drury, Janet Goodson, Brenda Harris, Joe Hejl, Bobby Jones, Matt Kermen, Aaliyah Lee, Durell Siplin, Corey Willenberg and Seng Yang

Committee Members Absent: Consuela Bennett, Irene Jimenez, Brad Lund, Maggie Marlar, Gary Thorn, Allizaha Thorn and Zinziel Vales-Bennett

Guests: Lamar Collins (new LPHS Principal), David Goodson (community member), Gina Miller (community member) Kevin Simas (Director of Education) and Cristi Tellechea (OHS Principal), Ray Sehorn (board member), Ruby Thomas (community member) and Alicia Walker (OHS parent)

PLEDGE OF ALLEGIANCE

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON *NON-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.

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

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NON-ACTION INFORMATIONAL ITEMS AND REPORTS

1. **Introduction of Dr. Lamar Collins, New LPHS Principal**
   Dr. Willenberg introduced Dr. Collins. Dr. Collins gave information on his military and education background. He looks forward to coming to Oroville and building relationships at the school and in the community.

2. **Discipline Data Update – Las Plumas High School**
   Note: Ethnicity data was discussed at the meeting, added to the slides after the meeting and is included in these minutes. Mr. Kermen gave an update on discipline from August to April. The year started with all students on distance learning. August: 145 interventions were conducted (contacting parents/guardians, notes, emails and counseling; 55 phone calls made by staff, teachers and administration; 68 home visits conducted. September; 378 interventions; 138 phone calls; and 179 home visits. October: 326 interventions; 87 phone calls; and 197 home visits. Students returned to in-person instruction two days per week in November. Many students transferred to the independent study or distance learning programs. November: 66 interventions; 9 phone calls; and 46 home visits. December: 155 interventions; 60 phone calls; 7 home visits; and 1 education code violation for tobacco/vaping (African American male) that was handled with alternatives to suspension. January: 272 interventions; 120 phone calls; 5 home visits; and 3 education code violations (pocket knife (Native American female), severe profanity toward a teacher (white male) and an attempt to fight (white male)), which were all handled with alternatives to suspension. February: 395 interventions; 84 phone calls; 42 home visits; and two education code violation for a pocket knife (white female) and a vaping/tobacco (white male), which was handled with alternatives to suspension. March: 445 interventions; 110 phone calls; 39 home visits; 2 tobacco/vaping incidents (white male and white female); and 6 education code violations (6 fights, (all white males) and possession of marijuana (white male), which were all handled with alternates to suspension. Students changed from two days per week to five days per week on April 19th. April: 270 interventions; 61 phone calls; no home visits; 2 tobacco/vaping incidents (African American male and white male); and 2 education code violations (2 attempts to fight (white males) and 1

pocket knife (white female), which were all handled with alternatives to suspension (Restorative Circle and Structured Day). The goal is to keep students in class and learning. Parents have been thankful that their students haven't been suspended and seem to be holding their students accountable. Mr. Hejl asked who conducts the home visits. Mr. Kermen responded that a Campus Supervisor and Para-Educator team has done 85% of the home visits. He and Mr. Burnett have also conducted home visits. They have not had SRD services this year. Mr. Hejl asked about tobacco/vaping resources. Mr. Kermen responded that the Social Worker has done brief interventions with them as well as phone calls home. BCOE can be used as an overall resource. They are considering using an online curriculum to show the dangers of using these products. Mrs. Goodson stated that she works for Youth for Change and they've dealt with known gang members. How is the school handling this? Mr. Kermen responded that they have seen an uptick in students wearing blue and red. They will keep an eye on a student who is wearing more than two red or blue items of clothing. They also get tips from students. They have one student suspected of being a gang member who shows up very infrequently. Mr. Goodson asked how the school has balanced discipline and safety differently this year. Mr. Kermen responded that the students who have been in possession of pocket knives often have then in a backpack or pocket when fishing or working around their house and forget to take them out before coming to school. They haven't had any incidents of a student brandishing a knife. One student was given a knife by their caretaker for safety reasons when they walked home from school. The knives are confiscated and given to their parents/guardians. They have been receiving input from students, parents and staff at PBIS meetings on their Behavior Matrix, which gives students examples of how to be safe, responsible and respectful in the classroom, office, cafeteria and other areas around school. He credits freshmen Aaliyah Lee for providing great student input and getting her friends involved. Once finalized, the Behavior Matrix will be distributed to students this year and at the beginning of every year. Mr. Goodson stated that he definitely sees an improvement in the decrease of suspensions. He asked for statistics that can be shared with the community. Mr. Kermen responded that the information has been shared with the Monitor and DOJ. He agrees that the ethnicity of those involved in discipline incidents needs to be added. Mr. Goodson would like to share the good news with the community. Dr. Willenberg stated that the DOJ has not yet approved the format to distribute data. Once it is approved, it will be made public. Dr. Willenberg credited Mr. Kermen for keeping everyone organized.

3. **Discipline Data Update – Oroville High School**

Mr. Siplin reported on discipline from January to March. January: 648 interventions, including 348 phone calls and 158 emails; and 27 home visits. February: 663 interventions, including 228 phone calls and 297 emails; and 6 home visits. They had 3 education code violations handled at the administrator level: 1 inflicted/threatened physical injury (white), 1 harassed/intimidated (other Asian), and 1 Other (shoving) (white). The first of these three students was suspended due to the nature of the incident. He and the Social Worker have been very proactive about doing conflict resolutions with students. Their interventions have definitely increased. They call home three or four times before doing a home visit. The incidents of vaping have also increased. He is still calculating their April numbers. Mr. Hejl asked if things are being done differently at each site. Mr. Siplin responded that they are using similar processes and frequently check in with each other to make sure incidents are being handled the same. Mr. Hejl think both schools are doing a great job. Dr. Willenberg responded that people tend to compare what is done differently at the sites. We are trying to stay consistent due to students moving between sites. We are using the framework of how we best serve students. Mr. Goodson thought both reports were excellent. He feels adding the ethnicity of each student disciplined is important. Mrs. Goodson concurred. She looks forward to getting the reports that can be shared with the community as they are interested. She asked how engaged the School Resource Officers/Deputies are in discipline. Mr. Siplin responded that their SRO doesn't handle discipline issues. They turn contraband over to him and he may issue citations if necessary. He is only involved in discipline when he is asked due to the severity. He is building relationships with students on campus. Dr. Willenberg referred to an incident at OHS last week between parents. Officer Roberts visited each of their homes to discuss the inappropriate behavior and to warn them about being cited for trespassing if it happens again. Due to COVID and a staffing shortage, the Butte County Sheriff's Office hasn't been able to free up a deputy to serve as a SRD at LPHS this year. Mr. Siplin stated that their PBIS team met last week to discuss the Behavior Matrix. They have been getting great parent feedback. Mr. Anderson stated that their matrix is similar to LPHS's. They have taken out a lot of the punitive actions and have created a document that student can refer to for examples if appropriate behavior around campus. They are trying to move away from punitive actions for students who make a mistake and can learn from it. The matrix will allow for students to have a better school experience. The atmosphere is definitely changing. Mr. Siplin stated that there isn't enough time to talk about all of the good things happening on campus. The students are back in school five days per week, they all received a Chromebook this year, they are providing incentives for students to attend daily, sports are back (seniors are especially excited about this), and the campus culture is becoming more positive. Students know that they can't walk by him

or Mrs. Tellechea without saying "hello" or "good morning" or giving an elbow bump. They have improved their communication with families this year but there is always room for improvement.

4. **Discipline Data Update – Prospect High School**
Mr. Drury stated that he will add the ethnicity to his report in the future. The team is constantly coming up with ideas to improve the reports, which allows for sites to do a deeper dive into data and determine what we need to do to get better. Due to COVID, the small number of students at Community Day School were transitioned to CDS. A large number of their students enrolled in the independent study or distance learning program this year. He shared data from January to March. January: 164 total interventions and 48 truancy letter mailed home. February: 367 total interventions and 29 truancy letters mailed home. March: 346 total interventions and 10 truancy letter mailed home. Since the start of the school year, they have had 1398 total interventions, 91 home visits and mailed 102 truancy letters. Intervention totals include numbers from students at LPHS or OHS who transferred to PHS. They had seven vaping incidents last year and didn't have any this year until two popped up in April. The devices were confiscated and parents were contacted. Their Social Worker and SRO conduct their home visits. Officer Roberts does a great job developing relationships with students. The PHS staff has done a phenomenal job reaching out to students and parents. They have found that most people respond the best to text messages. Many of their students didn't do well at LPHS or OHS or were overwhelmed on the large campuses. Their PBIS team is finalizing their Statement of Expected Behavior and starting work on their Behavior Matrix. They have been getting good input. They have 21 graduates so far this year and are hoping to finish the year with 35. A few students are close to graduating but are holding out to the last day as PHS provides a safe environment, they are able to eat breakfast and lunch, and many are unsure what they are going to do after high school. Many students are excited about PHS graduating at Harrison Stadium for their first time. Their ceremony is on June 1st at 11:30 a.m. Mr. Lerner's biology science class planted salsa ingredients in their garden and will be studying the plants before enjoying the salsa. About 80% of their students have completed the FAFSA (financial aid) and their counselor, Autumn, is pushing students to sign up for Reg to Go at Butte College. Students are showing their appreciation to their teachers in honor of Teacher Appreciation Week. They have a lot of good things going on.

5. **School Resource Officer/Deputy for the 21/22 School Year**
Dr. Willenberg stated that the contracts with the Oroville Police Department and Butte County Sheriff Office were approved by our board on April 21st. The DOJ didn't like us funding the contracts out of supplemental and concentration monies so they will be paid from the general fund next year.

6. **Updated Status on DOJ Findings**
Dr. Willenberg reported that our Monitor, Dr. Rubalcaba, visited the district on April 19th and 20th. They visited the campuses and he had the opportunity to speak with students and staff. He was impressed with the culture on the campuses and with the conversations he had. He feels we are on the right track. Dr. Willenberg is finishing up a few big tickets items and will be submitting them to the DOJ soon.

7. **Review Draft of the Local Control Accountability Plan (LCAP)**
Dr. Willenberg stated that drafts of the 19-20 Annual Update and 21-22 LCAP will be on the May 19th board agenda. We are still soliciting additional input. Both documents will be posted on the district website tomorrow. A lot of our instructional funds were shifted to accommodate distance learning. We are still working on the budget figures. A lot of the action items pertain to using CR-PBIS at each site. The new LCAP goals are: : 1) Provide equitable educational opportunities to all students; 2) Provide a safe, nurturing and supportive environment for all students using Culturally Responsive Positive Behavior Intervention Supports as a framework; and 3) Every student will have a goal for college and/or careers, and out district will prepare them for participation in those opportunities. The board is also focused on college and career indicator. We have dramatically increased our communication this year with newsletters twice per month and daily Facebook posts to keep families and the communities better informed.

Goal 1

Measuring and Reporting Results

Metric	Baseline	Desired Outcome for 2023-24
District graduation rate for all students	89.5%	94%
District graduation rate for SWD	60.3%	75%
District graduation rate for FY	100%	100%
District graduation rate for EL	82.4%	85%
District college/career readiness indicator for all (prepared)	26.4%	35%

District college/career readiness indicator for SWD (prepared)	0%	25%
District college/career readiness indicator for FY (prepared)	8.3%	15%
District college/career readiness indicator for EL (prepared)	23.5%	30%
Student performance on AP exams (score of 3 or better)	68%	75%
District chronic absenteeism rate for all students	26%	<15%
District chronic absenteeism rate for SWD	38.89%	<20%
District chronic absenteeism rate for FY	42.4%	<20%
District chronic absenteeism rate for EL	16.2%	<10%
District suspension rate for all students	8.7%	<5%
District suspension rate for SWD	15/48%	<10%
District expulsion rate for all students	0.25%	<1%
District expulsion rate for SWD	7.94%	<3%

SWD – Students with Disabilities FY – Foster Youth EL – English Learners

Actions to meet this goal include technology replacement and repair, professional development for all staff, interventions for 7th year seniors, NWEA MAP assessment, maintain and expand library services, outreach for foster youth by Social Workers and BCOE School Ties program, advisory period, math, English and positive behavior interventions, tutorial support and push in support for SPED students, District EL Coordinator, supplemental ELD support for all EL students, extend instructional hours at PHS from 15 to 30 per week, College Connection program, maintain facilities in good repair, teachers and staff are appropriately assigned and credentialed, sufficient instructional materials, collaborate with Butte College, co-teaching periods for core subjects, credit recovery and summer school, provide outreach to incoming 9th graders to assist transition to high school, and provide facilities to the Boys & Girls Club of the North Valley.

Goal 2

Measuring and Reporting Results

Metric	Baseline	Desired Outcome for 2023-24
California Healthy Kids Survey % that agree that their school is a supportive and Inviting place for students to learn (17/18 data)	71%	85%

Actions to meet this goal include monitor for implementation of CR-PBIS, social, emotional and health supports, School Resource Officer/Deputy, Targeted Case Manager/Family Liaison, extra-curricular and co-curricular opportunities, home to school transportation, incentives, School Attendance and Achievement Review Team, and provide nutritious meals.

Goal 3

Measuring and Reporting Results

Metric	Baseline	Desired Outcome for 2023-24
College and Career Readiness Dashboard Indicator for all students (prepared)	26%	40%
College and Career Readiness Dashboard Indicator for SWD (prepared)	0%	30%
Graduation Rate Dashboard Indicator for all students	89.5%	94%
Graduation Rate Dashboard Indicator for SWD	60.3%	75%

SWD – Students with Disabilities FY – Foster Youth EL – English Learners

Actions to meet this goal include counselors, College/Career Readiness Technicians, purchase of Naviance software, provide high quality CTE courses and provide additional section funds to art, band, music, drama and CTE.

The district would like to keep the advisory period next year. This will be negotiated with the teacher's union later this week. Our incoming freshmen were unable to visit the campuses this year due to COVID. Link Crew will help the freshmen get acquainted with their school next year. We are hiring Targeted Intervention/Family Liaison positions next year to help the Social Workers. The district contracted with a company to perform a transportation department study. We will use their findings to make improvements in

the department. We are planning to improve our courses and CTE pathways. Our Teachers on Special Assignment (TOSA's) will monitor the dashboard indicators and implementation of PBIS. All students are eating breakfast and lunch at no cost this year. We are going to provide meals and transportation for summer school. The counselors will be far more involved in interventions next year. Students will keep the Chromebooks they were issued this year. Seniors will turn their Chromebooks in to be refurbished and given to next year's freshmen. We are also planning to upgrade WiFi and other technology to increase speed. Mrs. Goodson asked if we were going to have Saturday School. Dr. Willenberg responded that the DOJ didn't like the way we were running Saturday School. We would be required to provide transportation, a counselor, etc. which makes is unfeasible. We can reevaluate it in the future. Mrs. Walker asked Tutorial Support is above and beyond. Dr. Willenberg responded that sections are allocated for extra help. It is no longer mandated so students can now take electives. Mr. Simas commented that we are using the co-teaching model (general education and special education teacher in the same class) so students are getting their IEP minutes in a regular education class. Mrs. Walker asked if we have a grant in order to provide meals at no cost. Dr. Willenberg responded that we are part of the CEP program but it doesn't cover all of the costs. Mr. Goodson asks who provides tutoring to students. Dr. Willenberg responded that we have been paying teachers an hourly rate for after school tutoring at LPHS and OHS. PHS students do credit recovery during their regular day. Mr. Goodson asked if students are taking advantage of the tutoring. Dr. Willenberg responded that some students are getting tutoring from us. Others receive services from the Boys & Girls Club, Axiom, AAFCC or the Hmong Cultural Center. Mr. Goodson asked if we've considered using students. Dr. Willenberg responded that we have done Peer Tutoring in the past. Students can also get help through Upward Bound. Mr. Goodson responded that Upward Bound is through CSU, Chico. Have we considered using Butte College students? Dr. Willenberg responded that he is not opposed to that. We work with Butte College on several other programs.

8. **21/22 Supportive School Climate Advisory Committee Members**
   Dr. Willenberg asked anyone who would like to remain on the committee next year to email him.

NEW BUSINESS

9. **Approval of Minutes from the March 8, 2021 Meeting**

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

10. **Approval of the Progressive Intervention Policy**

    On a motion by Mrs. Goodson, seconded by Mr. Yang, the Progressive Intervention Policy was unanimously approved as presented.

ADJOURNMENT

On a motion by Mr. Kermen, seconded by Mr. Siplin, the meeting adjourned at 6:39 p.m.

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Dr. Corey Willenberg, Superintendent