OROVILLE UNION HIGH SCHOOL DISTRICT
SUPPRORTIVE SCHOOL CLIMATE ADVISORY COMMITTEE

MEETING AGENDA

Monday, January 11, 2021 at 5:00 p.m. via Zoom.

Meeting link:
https://ouhsd.zoom.us/j/82155324003?pwd=OVhERmJyKzlmZmlsNXIvL0RmL2Z3Zz09

Meeting ID: 821 5532 4003

Password: 918873

Committee Members:

Rob Anderson
Consuela Bennett
Sam Burnett
David Devine
Tim Drury
Traci Geary
Janet Goodson
Brenda Harris
Joe Heijl
Isaiah Hinojosa
Irene Jimenez
Bobby Jones
Matt Kermen
Brad Lund
Durell Siplin
Gary Thorn
Allizaha Thorn,
Zinsiel 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 11, 2021, 5:00 p.m. via Zoom (see coversheet for login information)

CALL TO ORDER

ROLL CALL

Rob Anderson, Consuela Bennett, Sam Burnett, David Devine, Tim Drury, Traci Geary, Janet Goodson, Brenda Harris, Joe Heijl, Isaiah Hinojosa, Irene Jimenez, Bobby Jones, Matt Kermen, Brad Lund, Durell Siplin, Gary Thorn, Allizaha Thorn, Zinziel Vales-Bennett, Corey Willenberg and Seng Yang.

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.

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)

4. **Department of Justice Findings**

5. **Draft of 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.

6. **Review OUHSD Student Data**
   Data will be reviewed on student demographics: enrollment, attendance, 8th grade non-graduates, suspensions and expulsions, and interventions.

7. **Review Staff Demographics by Race**

8. **Reworking Discipline Practices**
   a. What are Restorative Practices?
   b. What is Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS)?
   c. Culturally Responsive Teaching and Learning

9. **2019/2020 Local Control Accountability Plan (LCAP) Overview**
   The LCAP documents how District's spend funds to improve student outcomes and performance for all students – especially English Learners, low-income students, and foster youth.

10. **20/21 Meeting Schedule**
    Additional meetings are scheduled for March 11th and May 3rd at 5:00 p.m. via Zoom.

ADJOURNMENT

The meeting will be adjourned to Thursday, **March 11, 2021,** at 5:00 p.m. via Zoom.

XAVIER BECERRA
Attorney General of California
MICHAEL L. NEWMAN
Senior Assistant Attorney General
SARAH E. BELTON
Supervising Deputy Attorney General
LAURA FAER (SBN 233846)
GARRETT LINDSEY
VIRGINIA CORRIGAN
Deputy Attorneys General
1515 Clay Street, 20th Floor
P.O. Box 70550
Oakland, CA 94612-0550
Telephone: (510) 879-3304
E-mail: Laura.Faer@doj.ca.gov
Attorneys for THE PEOPLE OF THE STATE OF CALIFORNIA

SUPERIOR COURT OF THE STATE OF CALIFORNIA

COUNTY OF BUTTE

THE PEOPLE OF THE STATE OF CALIFORNIA, EX. REL. XAVIER BECERRA, ATTORNEY GENERAL OF THE STATE OF CALIFORNIA, Plaintiff, **v.** **OROVILLE UNION HIGH SCHOOL DISTRICT,** Defendant.	Case No. **[PROPOSED] FINAL JUDGMENT**

The People of the State of California (the People), by and through the Attorney General, and the Oroville Union High School District (the District) share a mutual interest in ensuring the District's education policies and practices comply with state law. The Attorney General acknowledges that the District cooperated with the Attorney General's investigation and that the District is committed to fulfilling the terms of this Judgment. The Attorney General also acknowledges that the District is committed to complying with the California Department of Education's oversight monitoring and compliance requirements to address significant disproportionality for students with disabilities.

The People and the District, having stipulated to the entry of this Judgment by the Court without the taking of proof and without trial or adjudication of any fact or law, without this Judgment constituting evidence of or admission by the District regarding any issue of law or fact alleged in the People's Complaint for Injunctive Relief (Complaint) on file or any of the allegations or conclusions set forth herein, and without the District admitting any liability, and with all parties having waived their right to appeal, and the Court having considered the matter and good cause appearing,

IT IS HEREBY ORDERED, ADJUDGED, AND DECREED THAT:

This Court has jurisdiction over the allegations and subject matter of the People's Complaint filed in this action, and the parties to this action; venue is proper in this county; and this Court has jurisdiction to enter this Judgment.

INJUNCTION

The District is permanently enjoined from violating any law or regulation, including the causes of action set forth in the People's Complaint. During the minimum five-year term of this Judgment, as specified in Section VIII, the District shall carry out the following affirmative corrective actions:

I. EDUCATION MONITOR

1. This Judgment will be overseen by an education monitor (Monitor) approved by the Attorney General's office who will be provided timely access to information and documents to ensure compliance with this Judgment and whose reasonable costs and expenses will be paid by the District. The Monitor that the Parties have selected is Ramiro Rubalcaba, Ed.D. The

Monitor will: (a) provide technical assistance and support to the District to help it achieve timely compliance; (b) review and approve all of the policies, procedures, practices, programs, and training providers and materials required by the substantive provisions herein; and (c) assess the District's compliance in accordance with Sections VIII and IX of this Judgment.

2. If at any time the Monitor is no longer able to serve, he or she will inform the Parties in writing as soon as possible prior to ending services. Within 14 calendar days of receiving notice, the Parties will meet and confer regarding a replacement. The replacement will be selected with the approval of the Attorney General's office no later than 60 calendar days after written notice is received, or as extended by agreement of the Parties. If a Party objects, the Parties will engage in the dispute resolution process described in paragraph 55 of this Judgment.

II. POLICIES, PROCEDURES, PRACTICES, AND TRAINING

3. Within 15 days of the effective date of this Judgment, the District will discuss and adopt a statement of principles that will guide implementation. The principles will include that the District's goal is to ensure that each of the District schools treats students fairly and equitably, is safe, and maintains an environment conducive to learning. To reach that goal, the District is committed to: (a) nondiscrimination in discipline consistent with state and federal law; (b) treating all of its students fairly and equitably in the administration of discipline, without regard to any protected characteristic or category; (c) ensuring consistent and equitable implementation of research-based alternatives to punitive discipline and to using exclusionary discipline as a last resort after exhaustion of alternatives; (d) working with students who exhibit behavior issues to ensure that students remain engaged in the District's educational program and are given every opportunity to reach their potential; and (e) taking effective and prompt steps to prevent, eliminate, and remedy the effects of harassment on students based on any protected characteristic or category.

4. For ten (10) school-year months[1] immediately after the Judgment's effective date, the District's Superintendent will lead the District's implementation of and be responsible internally for overseeing implementation of key aspects of this Judgment, including but not limited to ensuring training as approved by the Monitor is delivered, working with the Monitor to

[1] School-year month is a calendar month in which at least one regular day of instruction is offered.

develop the Culturally-Responsive System of Positive Behavior Interventions and Supports (CR-PBIS) set forth in paragraph 7, evaluating and implementing the CR-PBIS system, and addressing any complaints regarding discrimination or harassment in District schools. The District's Superintendent has committed to obtain training from the Monitor and other experts agreed to by the Monitor in school discipline data analysis with a focus on disaggregation and analysis of data by protected characteristics, research-based alternatives to exclusionary discipline strategies, such as CR-PBIS and restorative justice, systemic racism and bias in all of its forms, reducing disproportionate discipline and improving academic outcomes for African-American and Alaskan Native/Native American students and students with disabilities, preventing and effectively responding to harassment of students on protected bases, and creating positive, welcoming environments for all students.

5. During the eleventh (11th) school-year month after the effective date of the Judgment, the Monitor will provide his or her recommendation as to whether the District shall hire or select a Supportive School Climate Coordinator (Coordinator) approved by the Monitor and the Attorney General's office who reports directly to the Superintendent and who will lead the District's implementation of and be responsible internally for overseeing the key aspects of the Judgment outlined in paragraph 4. This recommendation shall be based on a determination as to whether the District has failed to substantially comply with two or more of the Judgment's provisions due as of the month of the Monitor's recommendation and has failed to make sufficient progress toward substantial compliance with all of the Judgment's provisions. If the Monitor did not make a determination that resulted in the hiring or appointment of a Supportive School Climate Coordinator in the eleventh school-year month, the Monitor will provide his or her recommendation as to whether the District shall hire or select a Coordinator using the same criteria during the first school-year month of the third and the fourth school year after the effective date of the Judgment. If the Monitor recommends that such a person be hired or appointed and the Attorney General's office agrees, the District will hire or appoint the person within 120 days of receiving notice of the Attorney General's office's agreement and publish the Coordinator's name and/or title, office and email address, and telephone number on its website, in all school publications, and in all relevant notices to parents.

6. Within 60 days of the effective date of this Judgment, the District will provide, for review and approval by the Monitor and the Attorney General's office, revised Board Policies, Administrative Regulations, and annual Discipline Procedure/Plan (District policies) covering discipline, nondiscrimination in discipline, discrimination and harassment, retaliation, intimidation, bullying, and students with disabilities, and annual notices to staff, parents, and guardians regarding the same that are internally consistent and compliant with state law and this Judgment. The revised District policies will also address different treatment and disproportionality in discipline and set forth the steps the District will take to consistently and effectively implement a range of other means of correction consistent with state law, including the statutory list of other means of correction and those set forth in this Judgment. Within 30 days of receiving approval of the District policies and notice from the Attorney General's office, the District will distribute a notice by e-mail to all staff, parents, and guardians regarding the revised policies with a link to access the policies on the District's website. The policies will remain on the District's website while this Judgment remains in effect. Any further revisions to the District's policies and notices made while this Judgment remains in effect will be provided to the Monitor and Attorney General's office for review and approval.

7. Within 90 days of the effective date of this Judgment, the District will develop a plan for full implementation within three years of CR-PBIS, which will include a social-emotional learning curriculum, restorative practices, and conflict resolution in tiers one and two; the specific plan for increasing mental health, social work, and counseling services through staff trained to provide trauma-informed services and/or by increasing partnerships with outside entities and agencies, training, and supplemental and concentration funding to support tier three interventions and to provide early access to services for students identified as needing support; and the methods by which students in need of tier three interventions will be referred, assessed, and supported. As part of the CR-PBIS plan, the District will create school-site teams that include students/student input, parents and guardians, teachers, special education teachers, counselors, classified security/campus monitors, and school-site administration. In creating this plan, the District will assess the usefulness of adding the School-Wide Information System to its

Data Zone system to help track and understand behavior patterns, disproportionality, and effectiveness of resolutions.

8. Within 90 days of the effective date of this Judgment and on or before July 15 of each year thereafter while this Judgment is in effect, the District will provide to the Monitor and the Attorney General's office for review and approval the annual all-staff training schedule and proposed independent trainer, which may include the Monitor, for mandatory all-certificated staff quarterly trainings and ongoing coaching and support regarding: (a) implementation of the culturally responsive tiered system of CR-PBIS; (b) nondiscrimination in discipline, equity, and equitable decision-making; (c) bias, including explicit and implicit bias, and individual and system-wide strategies to address both; (d) how to implement social-emotional learning, conflict resolution and de-escalation techniques in class and school-wide; (e) integration of trauma-informed strategies and practices; and (f) responsibilities and duties regarding oral and written reports and complaints of discrimination, harassment, retaliation, and intimidation. The District will provide bi-annual training in the above topics tailored for any campus security, law enforcement, or school resource officer(s) who provide services to the District pursuant to a contract or memorandum of understanding for which funding is provided by the District. The District may tailor the training for classified staff, other than campus security/monitors, to be appropriate to their roles on campus and propose a bi-annual alternative training plan that covers the aforementioned topics. The District may provide the trainings itself in year three and thereafter, to the extent the Monitor approves of the internal trainers proposed by the District.

9. On or before September 1 of each year that this Judgment is in effect, the District will provide support and training for teachers to co-develop, with their students, positive expectations for school and classroom behavior and achievement, and strategies for building community and resolving conflicts consistent with the CR-PBIS framework. This training may be incorporated into the training specified in paragraph 8 above. Within 90 days of the effective date of this Judgment, the District will develop a system for assessing and supporting ongoing classroom implementation of the aforementioned co-developed positive classroom expectations and strategies.

10. Within 90 days of the effective date of this Judgment, the District will update or revise its electronic data collection system to track implementation of CR-PBIS interventions and supports, other means of correction, and meetings held to review and revise supports for students prior to suspension, which shall include but not be limited to the range of positive interventions and supports provided in the revised District policies in paragraph 6 and set forth in paragraph 7.

11. Within 90 days of the effective date of this Judgment, the District will create a protocol for monthly review of disaggregated District- and school-site-level discipline and achievement data by District- and school-site level CR-PBIS teams with the purpose of working to timely: (a) address the root causes of discrimination in discipline; (b) consistently implement other positive means of correction, review effectiveness, and engage in continuous quality improvement efforts; and (c) assess whether the District and school are implementing student discipline policies, practices, and procedures in a nondiscriminatory manner. The aforementioned data shall include: test scores; attendance; class rank, if available; alternatives/other means of correction; teacher, office, and law enforcement referrals and dispositions related to the same; suspensions, including in-school, Saturday, and out-of-school suspensions, and days of suspension per incident; annual climate surveys; transfers to Community Day, Continuation, and independent study; and expulsions. The District will ensure that a system is established for consistent documentation of other positive means of correction by staff prior to suspension consistent with California Education Code section 48900.5. Each of these data elements shall be disaggregated by all of the categories required by state and federal law, including but not limited to those required for CalPads reporting.

12. During each monthly meeting, the CR-PBIS teams will specifically assess whether students of a particular race, color, national origin, or with a disability[ies] are more likely than students of other races, colors, national origins, or without a disability[ies] to receive discipline referral and sanctions, including harsher or longer sanctions, and/or referrals or sanctions for certain offenses, e.g. defiance and disruption, and/or referrals and sanctions, including harsher or longer sanctions, from particular teachers or administrators and report on the same. To the extent a team identifies higher rates of discipline and/or harsher or longer sanctions imposed for students of a particular race, color, national original, or with a disability[ies] as described above, the

District and committee will set forth the actions it will take to address the disparities and/or any different treatment in discipline.

13. Within 90 days of the effective date of this Judgment, the District will create a protocol for a monthly convening of a subset of the CR-PBIS team consisting of District certificated staff to review student-level discipline and achievement data and develop, as appropriate, individualized positive behavior intervention and support improvement plans (individualized support plan) to provide early intervention and support to at-risk students, including those with two or more suspensions in a semester or who are being considered for involuntary transfer, and students with mental health, social, emotional, and behavioral needs. In assessing appropriate interventions and support, the team will also discuss whether a referral for Section 504 or special education is appropriate and, for a student with a Section 504 plan or Individualized Education Program (IEP), whether the District needs to convene a Section 504 or IEP meeting to revise the student's Section 504 plan or IEP to address any unique needs or changes in circumstances.

14. If the District identifies higher rates of referrals, harsher, or longer sanctions issued in a classroom(s), the District will provide ongoing explicit support and training in the areas identified in paragraphs 7 and 8 and student-teacher relationship-building coaching.

15. On a quarterly basis, each school-site will share the data described in paragraph 11 with certificated staff as part of a discussion focused on: (a) addressing the root causes of discrimination in discipline; (b) consistently implementing other means of correction, reviewing effectiveness, and engaging in continuous quality improvement efforts; and (c) assessing whether the District and school are implementing student discipline policies, practices, and procedures in a nondiscriminatory manner.

16. Within 60 days of approval of the protocol, the District will provide on a monthly basis, the disaggregated District- and school-site-level data described in paragraph 11 for review by and quarterly discussion with the Attorney General's office and Monitor. The review and quarterly discussion will address ongoing disproportionality and disparities in discipline and progress toward achieving nondiscrimination in discipline and addressing high rates of exclusionary discipline.

17. Two times a year the District will publish the disaggregated District- and school-site-level data described on its website while taking any steps needed to de-identify or otherwise redact data, as required by law, to preserve student privacy.

18. Within 90 days of the effective date of this Judgment, the District will establish and implement a re-entry protocol for students returning from expulsion and in-school and out-of-school suspensions, which will include a voluntary restorative conversation on the day of return with an individual trained in restorative practices and CR-PBIS to address conflict and an assessment of any steps and check-ins needed to prevent and address any behaviors, factors, or conditions that contributed to the incident leading to suspension.

19. Within 90 days of the effective date of this Judgment, the District will: (a) implement a Monitor-approved walk-through protocol to provide support for academic instructional practices that focus on student engagement, opportunities for practice and feedback, and cultural relevance; and (b) develop a plan for implementing the protocol, including a plan for providing additional support to instructors as needed.

20. Within 90 days of the effective date of this Judgment, the District will provide its plan for implementing skills-building and social-emotional learning curriculum and group learning for Freshman students and other students at risk of conflict.

21. The District has decided to eliminate its Saturday School program. Within 90 days of the effective date of this Judgment, the District will provide its plan for implementing a curriculum and social, emotional, and educational support programming in detention with the goal of increasing student investment and engagement in school, developing teacher-student relationships and connections, and improving educational outcomes. To the extent the District decides to re-establish a Saturday School program at any time while this Judgment is in effect, 30 days prior to establishing the program, the District will provide and implement a plan consistent with the preceding sentence.

22. Within 15 days of the effective date of this Judgment, the District will provide required state statutory and regulatory justification for allocations of supplemental and concentration funding for school-site resource officers and deputies, security, and in-school suspension programs, including how these allocations are effective at increasing or improving

outcomes for targeted student groups, and assess whether funding should be reallocated for mental health services and other services to address the disparities in academic and discipline outcomes for African-American students and students with disabilities identified in the District's 2018-2019 and 2019-2020 Local Control Accountability Plan.

23. Within 90 days of the effective date of this Judgment, the District will provide a schedule for consistent informational bulletins and notices to be shared with parents, guardians, and education rights holders, and in-person information sessions to be held at least two times a year for parents, guardians, and education rights holders that: (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) outline the ways in which parents, guardians, and education rights holders can partner with the District to provide a safe, welcoming, and supportive school environment.

24. Within 90 days of the effective date of this Judgment, the District will establish a Supportive School Climate Advisory Committee consisting of parents and students who are representative of the diverse students attending District schools and members of community organizations and non-profits 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. Within 30 days of each meeting of the Committee, a written summary of the meeting will be posted on the District's website and a copy provided to the School Board and the Attorney General's office. The District Superintendent or designee will review the summaries to identify potential improvements or modifications to District policies, procedures, and practices. The District will provide notice of any changes made as a result of the Committee's recommendations to the Attorney General's office as required by paragraph 6 of this Judgment.

25. Within 180 days of the effective date of this Judgment, the District will develop a plan with responsible parties for increasing staff diversity at District schools. Within 30 days of receiving the Monitor's approval of the plan, the District will implement and report to the Monitor on its efforts once every 90 days thereafter while this Judgment is in effect. It is understood that increasing staff diversity depends upon availability of vacant positions and the District's determination whether to fill those vacant positions or not.

III. IN-SCHOOL SUSPENSION PROGRAM

26. Within 90 days of the effective date of this Judgment, the District will develop: (a) a system that can be reviewed to ensure that students assigned to in-school suspension receive applicable school work assignments, tests, and quizzes consistent with law; (b) regular individual and/or group counseling for students assigned to more than two days of in-school suspensions with the goal of assessing mental health, emotional, educational, and social needs and providing strategies and a plan for implementation upon return to the regular classroom schedule; (c) a method for the in-school suspension teacher to report to the Superintendent or, if appointed or hired pursuant to paragraph 5, the Coordinator, monthly data regarding gaps in assignment of school work, tests, and quizzes by class and school so that corrective measures can be taken; and (d) procedures for a re-entry check-in with a counselor or in-school suspension teacher on the day the student(s) return to their regular classroom schedule, which will include an assessment of student work completed and assignments missed to ensure that in-school suspension is not a cause of school failure, a review of the plan described in paragraph 26(b), and the voluntary re-entry protocol set forth in paragraph 18.

IV. INVOLUNTARY TRANSFERS TO COMMUNITY DAY AND CONTINUATION HIGH SCHOOLS

27. Within 30 days of the effective date of this Judgment, the District will revise District policies and procedures for involuntary placements in the District's Community Day and Continuation High Schools to bring them into compliance with state law and create two accessible one-page documents, one for Community Day and one for Continuation High, explaining rights under state law to be provided to any parent and student for signature before any transfer ("notice of explanation of rights"). Within 30 days of receiving approval of the policies,

procedures, and documents from the Monitor and the Attorney General's office, the District will: (a) distribute such policies and procedures to staff, students, parents, and guardians and post on the website; (b) provide training to administrative staff in the District and at all school sites regarding such policies, procedures, and the required distribution and signatures on the documents; and (c) retain copies of the signed notice of explanation of rights document in each student's records.

28. Within 180 days of the effective date of this Judgment, the District will work with the Monitor to re-assess the levels discipline system used at the Community Day School and replace it with implementation of CR-PBIS consistent with paragraph 7 and any other supports that the District and Monitor agree are research-based and will provide benefits to this specific population.

29. Within 180 days of the effective date of the Judgment, the District will develop an education planning and goal setting process for students upon entry into Continuation High that will include a plan and timeline for reentry to a comprehensive campus and steps that will best assist a student with success upon reentry to a comprehensive campus.

30. Within 90 days of the effective date of the Judgment, the District will: (a) review and revise the District's reporting system to ensure that involuntary transfers to Community Day and Continuation High and the nature of and reasons for such are properly recorded and in compliance with state law (see, California Education Code section 48432.5); (b) track meetings held with parents and students prior to and within two semesters of transfer to Continuation High; (c) ensure that none of the staff members involved in the final decision to make an involuntary transfer are a member(s) of the staff of the school in which the pupil is enrolled at the time that the decision is made and record the same; and (d) track and review student outcomes on a quarterly basis.

31. Within 180 days of the effective date of this Judgment, using the Uniform Complaint Procedures or another appropriate process approved by the Attorney General's office, the District will investigate and respond to reports that some students may be encountering a hostile environment at one of the alternative education sites and provide the investigation report,

findings, and any corrective actions to the Monitor and Attorney General's office for review and comment.

32. Within 15 days of the effective date of this Judgment, the District will develop and publicize a system for students, parents, and guardians affiliated with the Community Day and Continuation High to submit any concerns and complaints directly to the Superintendent and, after hire or appointment, to the Coordinator for prompt and timely resolution using the Uniform Complaint Procedures or Complaints Against Employees procedure established under state law.

V. HARASSMENT AND DISCRIMINATION COMPLAINTS

33. Within 30 days of the effective date of this Judgment, the District will provide, for review and approval by the Attorney General's office, revised policies and procedures for promptly and effectively addressing reports of harassment and discrimination on the basis of protected characteristics to comply with state law Uniform Complaint Procedures requirements. Within 30 days of receiving approval from the Attorney General's office, the District will: (a) post the policies and procedures on its website; (b) distribute them to parents and guardians; and (c) provide training to relevant staff.

34. Within 90 days of the effective date of this Judgment and by August 15 of every year thereafter while this Judgment is in effect, the District will develop a schedule for ongoing training and assemblies for students and staff regarding prohibitions on harassment and bullying, including harassment and bullying on the basis of protected characteristics, how to be an ally, and steps for obtaining redress under the District's revised policies and procedures set forth in paragraph 33.

35. Within 45 days of the effective date of this Judgment, the District will provide a trusted staff person trained in anti-bias and inclusion strategies to serve as a designated support person at each school-site for students who are experiencing or who have experienced harassment and bullying.

36. Within 120 days of the effective date of this Judgment, the District will work with school leadership and students to create a plan for increasing peer support and affinity clubs and/or additional support for minority student groups at each school-site.

37. For two years from the effective date of this Judgment, on a monthly basis, the District will provide to the Attorney General's office copies of oral reports and written complaints, if any, of discrimination, harassment, retaliation, and intimidation and all completed complaint investigations. The Attorney General's office will review the documents to assess compliance with the Uniform Complaint Procedures and the requirement to provide a timely, appropriate, and reasonably effective response. If a complainant timely appeals the District's decision to the California Department of Education (CDE) and CDE accepts the appeal, the Attorney General's office will limit the review described in this paragraph to those areas not covered in the appeal, if any. After completing the review, if needed, the Attorney General's office will provide the District with proposed corrective actions and a timeline for implementation. To the extent the District disagrees with any corrective action proposed, the parties will meet and confer for a maximum of 10 business days. If agreement cannot be reached, either party may exercise the option to file a motion with the Superior Court for resolution. The Superior Court's decision will be final and binding on the parties.

VI. POLICIES, PROCEDURES, AND PRACTICES FOR STUDENTS WITH DISABILITIES

38. Within 30 days of the effective date of this Judgment and by July 15 of every year thereafter while this Judgment is in effect, the District will provide, for review and approval by the Attorney General's office, an annual training plan, which includes timelines, proposed trainers, and training materials, to be used to provide training to all certificated staff on Child Find, manifestation determination meetings, Positive Behavior Intervention Plan creation and implementation, effective implementation of specialized instruction, and reasonable accommodations. The District will provide courtesy copies of any and all reports or plans generated in response to oversight by the California Department of Education for training on these issues. If the California Department of Education has already approved an annual training plan, trainers, and training with the same elements and training topics, then the Attorney General's office will make a determination that the plan overseen by the California Department of Education is sufficient to meet this provision. To the extent that an annual training plan, trainers, and training approved by the California Department of Education does not include any element(s)

and/or training topic(s), then the District will provide a supplemental annual training plan that covers omitted element(s) and/or topic(s) for review and approval by the Attorney General's office. The District will provide proof of implementation of the approved training plan(s) on February 1 and June 20 of each school year while this Judgment is in effect.

39. Within 90 days of the effective date of this Judgment, the District will review and revise Student Success Team and Section 504 protocols and processes to ensure accommodations are implemented and referrals for evaluation are timely and provide such revised protocols and processes for review and approval by the Attorney General's office. Within 90 days of approval by the Attorney General's office, the District will post the protocols and processes on the District's website, distribute to staff, parents, and guardians, and train relevant staff.

40. Within 30 days of the effective date of this Judgment, the District will review and revise required procedural protection documents to ensure accessibility for parents and guardians with different reading levels, including a list of free and low-cost advocacy and attorney resources (e.g., Disability Rights California), and translate all such documents into Spanish and any other language, as required by law.

41. Within 90 days of the effective date of this Judgment, the District will create and provide for review and approval by the Attorney General's office a plan with District and site-level special education leadership to: (a) effectively use and consistently implement Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) that include proactive and positive strategies; (b) support teachers and aides with implementation; and (c) establish procedures for ongoing evaluation of FBAs and BIPs, including effectiveness and timely implementation. If the California Department of Education has already approved a plan that complies with the requirements of the previous sentence, then the Attorney General's office will make a determination that the plan overseen by the California Department of Education is sufficient to meet this provision. The District will provide courtesy copies of any reports or plans generated in response to oversight by the California Department of Education that include these requirements. To the extent that a plan approved by the California Department of Education does not include any of the aforementioned requirements, the District will provide a supplemental plan

that covers the omitted requirement(s) for review and approval by the Attorney General's office. The District will provide proof of implementation of the approved plan(s) required by this paragraph on February 1 and June 20 of each school year while this Judgment is in effect.

42. Within 90 days of the effective date of this Judgment and each year thereafter by August 15, the District will provide a plan for providing annual training and ongoing workshops to parents of students with disabilities or suspected disabilities to inform them of their rights in the Individualized Education Program and Section 504 processes.

43. Within 90 days of the effective date of this Judgment, the District will either fund and post two school-site special education and Section 504 liaison positions dedicated to providing support, training, and assistance to parents of students with disabilities during special education and Section 504 processes, or implement a plan approved by the Attorney General's office to provide parent/guardian access to no-cost special education support and advocacy services in English, Spanish or Hmong, as needed, through arrangement with the Butte County Special Education Local Plan Area ("SELPA") and its parent-support service providers. The District will publicize the availability of these no-cost special education support and advocacy services in automated phone calls to District parents at least three times a year, in flyers posted and maintained in all school and District offices, and in notices home to District parents and guardians two times a year.

44. Within 90 days of the effective date of this Judgment, the District will develop protocols and memoranda to be distributed to school sites at least five days prior to start date of the first liaison and on an annual basis thereafter to help ensure that such liaisons or special education support service providers are protected, as required by law, from any retaliation for their advocacy and support of parents, guardians, and students with disabilities. While the Judgment is in effect, the District will provide semi-annual Section 504 and special education rights training from a trainer approved by the Attorney General's office for the special education liaison, if the District elects to hire such liaisons in lieu of the SELPA support services.

VII. TRANSLATION OF DOCUMENTS, INTERPRETATION SERVICES, AND DOCUMENT ACCESSIBILITY

45. On or before August 15 of each year while this Judgment is in effect, the District will: (a) provide annual notice to parents, guardians, and education rights holders regarding the availability of translation and interpretation services and the process for requesting translation and interpretation services from the District or school site; and (b) post the notice in the District office, on the District website, and in each school-site office.

46. Within 30 days of the effective date of this Judgment, the District will develop policies and procedures for Attorney General's office review and approval regarding the provision of translation and interpretation services that are consistent with the annual notice.

47. Within 60 days of the effective date of this Judgment, the District will develop a process for ensuring that Individualized Education Program, school placement, and discipline documents have been translated into Spanish and any other language, as required by law.

48. While this Judgment is in effect, the District will monitor and track requests for translation and interpretation services and responses to same and provide the Attorney General's office with the data collected on January 15 and June 15 of each year.

49. For any policies, procedures, notices, or other documents created pursuant to this Judgment that are publicly available, the District will translate the documents into Spanish and any other language, as required by law.

50. The District will ensure that any policies, procedures, notices, or other documents posted on its website are disability accessible, including PDF documents. For documents distributed to the public, parents, or students, the District will ensure that documents are provided in disability-accessible formats, where necessary for effective communication

VIII. TERMINATION OF JUDGMENT

51. The term of the Judgment is five years, and the Judgment will terminate automatically five years from the effective date, if the District is in substantial compliance with all of the substantive provisions of the Judgment.

52. Within 90 days prior to the termination date, if the Attorney General's office determines that the District has not substantially complied with the substantive provisions of the Judgment, then a meet and confer process, which shall not extend more than 30 days, will be initiated with the District. If the Attorney General's office and the District cannot agree on the

length of time that the Judgment shall be extended to allow the District to reach substantial compliance, then, the Attorney General's office may petition the Court for such an extension within 60 days of the close of the meet and confer timeframe. The parties shall be bound by the Superior Court's decision.

IX. CONTINUING COURT JURISDICTION, COMPLIANCE, AND DISPUTE RESOLUTION

53. This Judgment shall take effect immediately upon entry thereof by the Court, and the date of such entry is the effective date of the Judgment.

54. For all of the aforementioned requirements, the District will provide timely proof of compliance by submitting appropriate documentation or other information within 5 business days of each deadline or sooner. The Attorney General and his agents, and the experts designated in this Judgment, may make reasonable requests to the District for additional information demonstrating compliance with any provision(s) of this Judgment. The District shall furnish such information within 10 business days after the request is made, unless another date is agreed upon in writing. In addition, the Attorney General and his agents shall have access to speak with personnel, view documents, and visit the District's schools.

55. It is the intent of the parties to work collaboratively to address any potential violations of this Judgment. If the Attorney General denies, rejects, or objects to any policy, plan, procedure, protocol, or any other document submitted to the Attorney General's office by the District as required by this Judgment, the Attorney General shall, within 60 days of the date of the denial, rejection, or objection advise the District of the Attorney General's position in writing, and negotiate in good faith to reach a resolution of any dispute. If the parties are unable to reach an agreement regarding a provision of this Judgment that is subject to approval by the Attorney General's office, the matter or matters upon which they disagree will be submitted to the Court for initiation of any further proceedings that the Court may deem at its discretion necessary to reasonably resolve the matters in dispute.

56. The Attorney General and the District may jointly stipulate to make changes, modifications, and amendments to the Judgment for what the parties deem to be material

revisions, which shall be effective after a joint motion is filed by the parties and is granted by the Court.

57. Any time limits for performance imposed by the Judgment may by extended by the mutual agreement, in writing, of the Attorney General's office and the District, and/or by order of the Court for good cause shown.

58. Jurisdiction is retained by the Court to enforce the Judgment for a period of five years, unless time is extended pursuant to Section VIII, for the purpose of enabling any party to the Judgment to apply to the Court at any time for such further orders and directions as may be necessary or appropriate for the interpretation or the carrying out of this Judgment, for the modification of any of the injunctive provisions hereof, for enforcement of compliance herewith, and for the punishment of violations hereof, if any.

59. Nothing in this Judgment alters the requirements of federal or state law to the extent these laws may currently, or upon future amendment will, offer greater protection.

60. Nothing in this Judgment limits the powers vested in the Attorney General by the California Constitution and state statutory law, including Government Code section 11180 et seq., to oversee or enforce any California laws or regulations, which the Attorney General may use to monitor the District's compliance with the terms of the Judgment.

61. Nothing in this Judgment alters the requirements of the District related to any previously filed complaints before the District under California Code of Regulations, Title 5, Division 1, Chapter 5.1.

62. If any provision of the Judgement is found unlawful, impossible, unenforceable, or otherwise invalid on any other grounds by this Court, the Attorney General's office may move the Court for a modification of the Judgment eliminating that provision or the paragraph of the agreement in which the provision appears.

63. The Clerk is ordered to enter this Judgment forthwith.

DATED: _____

_____
JUDGE OF THE SUPERIOR COURT

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**

18/19 CBEDS Enrolment by Race

	9	10	11	12	Total	%
Asian	74	84	69	79	306	13.9%
Black or African American	22	34	21	15	92	4.2%
Hispanic	136	113	109	105	463	21.1%
Multiple	2	10	7	9	28	1.3%
Native American	58	51	42	46	197	9.0%
Filipino	4	2	4	2	12	0.5%
Pacific Islander	5	0	4	3	12	0.5%
Not Reported	1	0	0	1	2	0.1%
White	274	292	257	261	1084	49.4%
Total	576	586	513	521	2196	100.0%

19/20 CBEDS Enrollment by Race

	9	10	11	12	Total	%
Asian	70	72	83	65	290	13.0%
Black or African American	28	20	34	17	99	4.4%
Hispanic	127	132	111	111	481	21.5%
Multiple	8	3	9	10	30	1.3%
Native American	58	55	45	44	202	9.0%
Filipino	3	4	2	3	12	0.5%
Pacific Islander	3	4	0	4	11	0.5%
Not Reported	2	0	0	0	2	0.1%
White	321	258	268	263	1110	49.6%
Total	620	548	552	517	2237	100.0%

20/21 CBEDS Enrollment by Race

	9	10	11	12	Total	%
Asian	68	72	72	82	294	12.7%
Black or African American	17	25	21	32	95	4.1%
Hispanic	129	121	139	117	506	21.9%
Multiple	56	11	6	9	82	3.5%
Native American	33	56	53	39	181	7.8%
Filipino	3	3	4	2	12	0.5%
Pacific Islander	3	3	3	0	9	0.4%
Not Reported	20	1	0	0	21	0.9%
White	305	292	261	254	1112	48.1%
Total	634	584	559	535	2312	100.0%

District Attendance Rate by Ethnicity

	18-19	19-20	20-21
Asian	96.67%	97.55%	97.05%
Black or African American	89.36%	93.31%	89.89%
Hispanic	92.47%	94.47%	93.27%
Multiple	87.2%	92.52%	94.46%
Native American	91.42%	94.34%	90.21%
Pacific Islander	91.37%	97.03%	99.26%
White	92.47%	94.68%	92.02%

8th Grade Non-Graduates

19/20

Race	# of Students
American Indian/Native Alaskan	6
Asian	1
Black/African American	2
Filipino	0
Hispanic	10
Multiple	0
Pacific Islander	0
White	23
Total	**42**

18/19

Race	# of Students
American Indian/Native Alaskan	11
Asian	0
Black/African American	3
Filipino	1
Hispanic	15
Multiple	0
Pacific Islander	0
White	23
Total	**53**

17/18

Race	# of Students
American Indian/Native Alaskan	10
Asian	1
Black/African American	6
Filipino	0
Hispanic	12
Multiple	0
Pacific Islander	0
White	37
Total	**66**

18/19 LPHS Number of Students Suspended or Expelled

Out-of-School Suspension	Am Ind/ Alskn Nat	Asian	Black/Af Amer	Filipino	Hispanic	Multi	Pac Island	White	Grand Total
Possession, Sale, Furnishing a Firearm, Knife, Explosive, or Other Dangerous Object	1	0	0	0	0	0	0	2	3
Possession Use Sale or Furnishing a Controlled Substance Alcohol Intoxicant	1	1	1	0	3	0	0	4	10
Offering, Arranging, or Negotiating Sale of Controlled Substances, Alcohol, Intoxicants	0	0	0	0	0	0	0	1	1
Possession or Use of Tobacco Products	0	0	0	0	0	0	0	2	2
Sexual Harassment	0	0	0	0	0	0	0	1	1
Caused Attempted or Threatened Physical Injury	2	1	3	0	2	0	0	8	16
Used Force or Violence	2	0	0	0	1	0	0	1	4
Harassment or Intimidation	1	0	1	0	1	0	0		3
Made Terrorist Threats	0	0	0	0	0	0	0	1	1
Obscene Acts, Profanity, and Vulgarity	2	0	0	0	2	0	0	7	11
Disruption, Defiance	7	1	2	0	6	1	0	14	31
Property Damage	0	0	0	0	0	0	0	1	1
Property Theft	1	0	0	0	1	0	0	3	5
Total	**17**	**3**	**7**	**0**	**16**	**1**	**0**	**45**	**89**

In-School Suspension	Am Ind/ Alskn Nat	Asian	Black/Af Amer	Filipino	Hispanic	Multi	Pac Island	White	Grand Total
Possession, Sale, Furnishing a Firearm, Knife, Explosive, or Other Dangerous Object	0	0	0	0	0	0	0	3	3
Brandishing a Knife	0	0	0	0	0	0	0	1	1
Possession Use Sale or Furnishing a Controlled Substance Alcohol Intoxicant	9	0	0	0	4	3	0	13	29
Offering, Arranging, or Negotiating Sale of Drug Paraphernalia	0	0	0	0	1	0	0	0	1
Caused Attempted or Threatened Physical Injury	5	0	0	0	3	0	1	2	11
Used Force or Violence	2	0	0	0	2	0	0	4	8
Harassment or Intimidation	1	0	0	0	0	0	0	3	4
Harassment Intimidation of a Witness	1	0	0	0	0	0	0		1
Obscene Acts, Profanity, and Vulgarity	2	0	0	0	1	0	0	14	17
Disruption, Defiance	6	0	1	0	4	0	0	10	21
Property Damage	0	0	0	0	0	0	0	1	1
Property Theft	2	0	0	0	1	0	0	2	5
Total	**28**	**0**	**1**	**0**	**16**	**3**	**1**	**53**	**102**

Expulsion	Am Ind/ Alskn Nat	Asian	Black/Af Amer	Filipino	Hispanic	Multi	Pac Island	White	Grand Total
Caused Attempted or Threatened Physical Injury	0	0	0	0	0	0	0	1	1
Used Force or Violence	0	0	0	0	0	0	0	1	1
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**2**

18/19 OHS Number of Students Suspended or Expelled

Out-of-School Suspension	Am Ind/ Alskn Nat	Asian	Black/Af Amer	Filipino	Hispanic	Multi	Pac Island	White	Grand Total
Possession Use Sale or Furnishing a Controlled Substance Alcohol Intoxicant	2	0	0	0	0	0	0	5	7
Caused Attempted or Threatened Physical Injury	2	2	2	0	1	1	0	12	20
Aided or Abetted Physical Injury	0	0	1	0	1	0	0	1	3
Used Force or Violence	1	0	0	0	4	0	0	3	8
Harassment Intimidation of a Witness	0	0	0	0	0	0	0	2	2
Made Terrorist Threats	0	0	0	0	0	0	0	1	1
Obscene Acts, Profanity, and Vulgarity	2	0	0	0	1	0	0	2	5
Disruption, Defiance	2	8	6	0	4	0	0	32	52
Property Damage	0	0	1	0	1	0	0	3	5
Property Theft	0	0	1	0	2	0	0	2	5
Total	**9**	**10**	**11**	**0**	**14**	**1**	**0**	**63**	**108**

In-School Suspension	Am Ind/ Alskn Nat	Asian	Black/Af Amer	Filipino	Hispanic	Multi	Pac Island	White	Grand Total
Possession Use Sale or Furnishing a Controlled Substance Alcohol Intoxicant	2	0	0	0	5	0	0	7	14
Possession or Use of Tobacco Products	0	0	0	0	0	0	0	1	1
Caused Attempted or Threatened Physical Injury	0	0	0	0	0	0	0	6	6
Used Force or Violence	2	0	0	0	0	0	0	3	5
Harassment or Intimidation	1	0	0	0	0	0	0		1
Obscene Acts, Profanity, and Vulgarity	1	0	1	0	0	0	0	2	4
Disruption, Defiance	2	0	1	0	1	0	0	2	6
Property Theft	0	0	1	0	0	0	0	1	2
Received Stolen Property	0	0	0	0	0	0	0	1	1
Total	**8**	**0**	**3**	**0**	**6**	**0**	**0**	**23**	**40**

Expulsion	Am Ind/ Alskn Nat	Asian	Black/Af Amer	Filipino	Hispanic	Multi	Pac Island	White	Grand Total
Possession Use Sale or Furnishing a Controlled Substance Alcohol Intoxicant	0	0	0	0	1	0	0	0	1
Harassment or Intimidation	0	0	0	0	0	0	0	1	1
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**2**

18/19 PHS Number of Students Suspended or Expelled

Out-of-School Suspension	Am Ind/ Alskn Nat	Asian	Black/Af Amer	Filipino	Hispanic	Multi	Pac Island	White	Grand Total
Possession Use Sale or Furnishing a Controlled Substance Alcohol Intoxicant	2	1	0	0	3	0	0	3	9
Offering, Arranging, or Negotiating Sale of Drug Paraphernalia	0	0	0	0	0	0	0	1	1
Possession or Use of Tobacco Products	1	0	0	0	0	0	0	2	3
Caused Attempted or Threatened Physical Injury	0	0	0	0	3	0	0	12	15
Harassment or Intimidation	0	0	0	0	1	0	0	1	2
Made Terrorist Threats	0	0	0	0	0	0	0	1	1
Obscene Acts, Profanity, and Vulgarity	0	1	3	0	5	0	0	12	21
Disruption, Defiance	8	2	0	0	15	1	0	40	66
Property Damage	0	0	0	0	0	0	0	1	1
Bullying	0	0	0	0	0	0	0	1	1
Total	**11**	**4**	**3**	**0**	**27**	**1**	**0**	**74**	**120**

Expulsion	Am Ind/ Alskn Nat	Asian	Black/Af Amer	Filipino	Hispanic	Multi	Pac Island	White	Grand Total
Used Force or Violence	1	0	0	0	0	0	0	0	1
Disruption, Defiance	1	0	0	0	0	0	0	0	1
Total	**2**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2**

19/20 LPHS Number of Students Suspended or Expelled

Out-of-School Suspension	Am Ind/ Alskn Nat	Asian	Black/ Af Amer	Filipino	Hispanic	Multi	Pac Island	White	Grand Total
Possession, Sale, Furnishing a Firearm, Knife, Explosive, or Other Dangerous Object	0	0	0	0	1	0	0	1	2
Possession Use Sale or Furnishing a Controlled Substance Alcohol Intoxicant	2		0	0	4	0	1	9	16
Possession or Use of Tobacco Products	0	0	0	0	1	0	0	2	3
Caused Attempted or Threatened Physical Injury	2	0	1	0	5	0	0	21	29
Used Force or Violence	0	0	0	0	3	0	0	1	4
Harassment or Intimidation	0	0	0	0	4	0	0	4	8
Made Terrorist Threats	0	1	0	0	0	0	0	0	1
Obscene Acts, Profanity, and Vulgarity	2	0	1	0	2	0	0	6	11
Disruption, Defiance	0	0	0	0	0	0	0	3	3
Property Damage	0	0	0	0	1	0	0	0	1
Property Theft	0	0	0	0	1	0	0	1	2
Received Stolen Property	0	0	0	0	1	0	0	0	1
Total	**6**	**1**	**2**	**0**	**23**	**0**	**1**	**48**	**81**

In-School Suspension	Am Ind/ Alskn Nat	Asian	Black/Af Amer	Filipino	Hispanic	Multi	Pac Island	White	Grand Total
Possession, Sale, Furnishing a Firearm, Knife, Explosive, or Other Dangerous Object	0	0	0	0	1	1	0	2	4
Possession Use Sale or Furnishing a Controlled Substance Alcohol Intoxicant	0	0	1	0	1	1	0	4	7
Caused Attempted or Threatened Physical Injury	1	0	0	0	1	1	0	3	6
Harassment or Intimidation	0	0	0	0	0	0	0	2	2
Obscene Acts, Profanity, and Vulgarity	1	0	0	0	0	0	0	3	4
Property Theft	0	0	0	0	0	0	0	1	1
Total	**2**	**0**	**1**	**0**	**3**	**3**	**0**	**15**	**24**

Expulsion	Am Ind/ Alskn Nat	Asian	Black/Af Amer	Filipino	Hispanic	Multi	Pac Island	White	Grand Total
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

19/20 OHS Number of Students Suspended or Expelled

Out-of-School Suspension	Am Ind/ Alskn Nat	Asian	Black/Af Amer	Filipino	Hispanic	Multi	Pac Island	White	Grand Total
Possession Use Sale or Furnishing a Controlled Substance Alcohol Intoxicant	3	0	0	0	3	0	0	4	10
Offering, Arranging, or Negotiating Sale of Drug Paraphernalia	0	0	0	0	0	0	0	1	1
Caused Attempted or Threatened Physical Injury	3	0	0	0	0	0	0	9	12
Aided or Abetted Physical Injury	0	0	0	0	2	0	0	0	2
Used Force or Violence	0	0	0	0	2	0	0	4	6
Harassment or Intimidation	0	0	0	0	2	0	0	2	4
Made Terrorist Threats	0	0	0	0	0	0	0	1	1
Sexual Assault	0	0	1	0	0	0	0	0	1
Obscene Acts, Profanity, and Vulgarity	1	0	0	0	1	0	0	5	7
Possession or Use of Tobacco Product	0	0	0	0	4	0	0	5	9
Disruption, Defiance	2	0	0	0	2	0	0	5	9
Property Damage	0	0	0	0	1	0	0	0	1
Total	**9**	**0**	**1**	**0**	**17**	**0**	**0**	**36**	**63**

In-School Suspension	Am Ind/ Alskn Nat	Asian	Black/Af Amer	Filipino	Hispanic	Multi	Pac Island	White	Grand Total
Possession Use Sale or Furnishing a Controlled Substance Alcohol Intoxicant	3	0	0	0	5	0	0	15	23
Offering, Arranging, or Negotiating Sale of Controlled Substances, Alcohol, Intoxicants	0	0	0	0	3	0	0	0	3
Caused Attempted or Threatened Physical Injury	1	0	0	0	3	0	0	5	9
Used Force or Violence	1	1	2	0	1	0	0	7	12
Harassment or Intimidation	0	0	1	0	0	0	0	1	2
Possession, Sale, Furnishing a Firearm, Knife, Explosive, or Other Dangerous Object	0	0	0	0	0	0	0	1	1
Obscene Acts, Profanity, and Vulgarity	1	0	0	0	0	0	0	0	1
Disruption, Defiance	1	0	0	0	0	0	0	0	1
Property Theft	0	0	0	0	0	0	0	1	1
Received Stolen Property	1	0	1	0	0	0	0	2	4
Total	**8**	**1**	**4**	**0**	**12**	**0**	**0**	**32**	**57**

Expulsion	Am Ind/ Alskn Nat	Asian	Black/Af Amer	Filipino	Hispanic	Multi	Pac Island	White	Grand Total
Causing serious physical injury to another person, except in self-defense.	0	0	1	0	0	0	0	1	2
Caused Attempted or Threatened Physical Injury	1	0	0	0	0	0	0	1	2
Possession Use Sale or Furnishing a Controlled Substance Alcohol Intoxicant	0	0	0	0	0	0	0	1	1
Total	**1**	**0**	**1**	**0**	**0**	**0**	**0**	**3**	**5**

19/20 PHS Number of Students Suspended or Expelled

Out-of-School Suspension	Am Ind/ Alskn Nat	Asian	Black/Af Amer	Filipino	Hispanic	Multi	Pac Island	White	Grand Total
Possession Use Sale or Furnishing a Controlled Substance Alcohol Intoxicant	2	0	0	0	2	1	0	3	8
Offering, Arranging, or Negotiating Sale of Drug Paraphernalia	1	0	0	0	0	0	0	1	2
Possession or Use of Tobacco Products	1	0	0	0	0	0	0	3	4
Caused Attempted or Threatened Physical Injury	2	0	0	0	0	0	0	4	6
Made Terrorist Threats	0	0	0	0	0	0	0	1	1
Obscene Acts, Profanity, and Vulgarity	1	0	0	0	0	0	1	3	5
Disruption, Defiance	5	0	1	0	3	1	0	11	21
Total	**12**	**0**	**1**	**0**	**5**	**2**	**1**	**26**	**47**

Expulsion	Am Ind/ Alskn Nat	Asian	Black/Af Amer	Filipino	Hispanic	Multi	Pac Island	White	Grand Total
Possession Use Sale or Furnishing a Controlled Substance Alcohol Intoxicant	1	0	0	0	0	0	0	0	1
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**

19/20 Interventions by Race

Las Plumas High School	Am Ind/ Alskn Nat	Asian	Black/ Af Amer	Filipino	Hispanic	Multi	Pac Island	White	Grand Total
Home Visits	1	0	0	0	8	0	0	10	19
Homework Hall	0	0	0	0	0	0	0	0	0
SAART	1	0	0	0	2	0	0	6	9
Saturday School	46	8	20	2	100	0	0	184	360
Truancy Contract Meeting	10	1	1	2	19	0	0	25	58

Oroville High School	Am Ind/ Alskn Nat	Asian	Black/ Af Amer	Filipino	Hispanic	Multi	Pac Island	White	Grand Total
Home Visits	2	3	7	0	3	0	0	9	24
Homework Hall	8	3	4	0	7	0	0	16	38
SAART	1	1	1	0	6	0	0	4	13
Saturday School	26	9	45	0	54	0	2	118	254
Truancy Contract Meeting	3	3	7	0	14	0	0	24	51

Notes

Homework Hall was only offered at OHS for students who did not attend Saturday School. They were assigned 3 days of HH.

Saturday School and Trauncy Meeting numbers include duplicates as meetings were rescheduled if the student and/or parent did not attend.

PHS #'s were not counted as the vast majority are duplicates from when they were at LPHS or OHS earlier in the same year.

Current Staff by School Site and Race

Las Plumas High School	Am Ind/ Alskn Nat	Asian	Black/ Af Amer	Filipino	Hispanic	Pac Island	White	Grand Total
Principal	0	0	0	0	0	0	1	1
Assistant Principal	0	0	0	0	0	0	1	1
School Psycholgist	0	0	0	0	0	0	1	1
Counselors	0	0	0	0	0	0	3	3
Social Worker	0	0	0	0	1	0	0	1
Teachers	0	1	0	0	2	0	47	50
Para-Educators	3	3	0	1	3	0	6	16
Clerical	0	1	0	0	1	0	5	7
Food Service	0	0	0	0	0	0	7	7
Custodians	0	0	0	0	0	0	3	3
Campus Sup/Universals	0	0	0	0	0	0	2	2
Total	**3**	**5**	**0**	**1**	**7**	**0**	**76**	**92**

Oroville High School	Am Ind/ Alskn Nat	Asian	Black/ Af Amer	Filipino	Hispanic	Pac Island	White	Grand Total
Principal	0	0	0	0	1	0	0	1
Assistant Principal	0	0	1	0	0	0	0	1
School Psycholgist	0	0	0	0	0	0	1	1
Counselors	0	0	0	0	0	0	3	3
Social Worker	0	0	0	1	0	0	0	1
Teachers	0	1	1	0	4	0	36	42
Para-Educators	0	1	0	0	3	0	6	10
Clerical	0	0	0	0	0	0	6	6
Food Services	0	1	0	0	0	0	5	6
Custodians	0	0	1	0	0	0	3	4
Campus Sup/Universals	0	0	0	0	1	0	2	3
Total	**0**	**3**	**3**	**1**	**9**	**0**	**62**	**78**

Prospect High School/ Community Day School	Am Ind/ Alskn Nat	Asian	Black/ Af Amer	Filipino	Hispanic	Pac Island	White	Grand Total
Principal	0	0	0	0	0	0	1	1
Assistant Principal	0	0	0	0	0	0	0	0
Counselors	0	0	0	0	0	0	1	1
Teachers	0	0	1	0	1	0	7	9
Para-Educators	0	0	0	0	0	0	0	0
Clerical	0	0	0	0	0	0	1	1
Food Services	0	0	0	0	0	0	2	2
Custodians	0	0	0	0	0	0	1	1
Campus Sup/Universals	0	0	0	0	0	0	2	2
Total	0	0	1	0	1	0	15	17

Oroville Adult Education (including ATC)	Am Ind/ Alskn Nat	Asian	Black/ Af Amer	Filipino	Hispanic	Pac Island	White	Grand Total
Director	0	0	0	0	0	0	1	1
Teachers	0	0	0	0	0	0	0	0
Indian Education Coordinator	0	0	0	0	0	0	1	1
Para-Educators	0	1	1	1	1	0	9	13
Secretaries	0	0	0	0	0	0	4	4
Custodian	0	0	0	0	0	0	1	1
Total	0	1	1	1	1	0	16	20

District Office	Am Ind/ Alskn Nat	Asian	Black/ Af Amer	Filipino	Hispanic	Pac Island	White	Grand Total
Superintendent	0	0	0	0	0	0	1	1
Asstistant Supt/CBO	0	0	0	0	0	0	1	1
Director of Education	0	0	0	0	0	0	1	1
Clerical	0	0	0	1	1	0	4	6
Total	0	0	0	1	1	0	7	9

Maintenance/Grounds/IT	Am Ind/ Alskn Nat	Asian	Black/ Af Amer	Filipino	Hispanic	Pac Island	White	Grand Total
Maintenance Technicians	0	0	0	0	0	0	3	3
Groundskeepers	0	0	0	0	0	0	2	2
IT Staff	0	0	0	0	0	0	3	3
Total	0	0	0	0	0	0	8	8

Transportation	Am Ind/ Alskn Nat	Asian	Black/ Af Amer	Filipino	Hispanic	Pac Island	White	Grand Total
Supervisor	0	0	0	0	0	0	1	1
Bus Drivers	0	0	2	0	1	0	10	13
Courier	0	0	1	0	0	0	0	1
Mechanic/Mechanic Asst.	0	0	0	0	0	0	2	2
Clerical	0	0	0	0	0	0	3	3
Total	0	0	3	0	1	0	16	20

What is Restorative Practices?

Restorative practices provides a proactive systematic approach for schools to build a positive school culture that promotes School-Wide Positive Behavior Interventions and Supports.

Restorative practices emphasize community building and commit to restoring positive relationships.

Restorative practices promote and strengthen positive school culture. It allows school staff to commit to the creation of an environment focused on instruction and positive behavioral support which leads to academic success for all students.

School communities implement school-wide expectations and restorative practices in unison with stakeholder groups to ensure successful positive school climates, stronger school communities, productive interpersonal relationships, and tools to address student misconduct.

The Three Big Ideas

1. Repair: crime causes harm and **justice** requires repairing that harm.
2. Encounter: the best way to determine how to do that is to have the parties decide together.
3. Transformation: this can cause **fundamental** changes in people, relationships and communities.

Scenarios

Infraction	Punitive	Restorative
Graffiti or property damage	Referral to law enforcement; pay a court fee or fine.	Help clean, repair, or repaint and pay for damages.
Putdowns, gossip, or interpersonal conflicts	Spend time in detention.	Write a letter of apology to the individual(s) harmed; write a reflection paper on how it feels to be put down or gossiped about.
Classroom disruption	Be shamed in front of the class by the teacher.	Verbally apologize to the teacher and fellow students with a promise to contribute more positively in the future. Request that peers hold him/her accountable. Spend a week assisting the teacher with classroom supervision or clean-up.

What Is High School PBIS?

High school PBIS is simply PBIS implemented in high schools. The same critical features apply. A representative school leadership team works with administrators, school personnel, and students to:

- Identify and monitor school-wide outcomes
- Develop systems to support and sustain implementation
- Implement evidence-based practices to create positive social and learning environments
- Develop data management systems to monitor progress and make decisions

The difference with high schools is: The school's context carries an equally important weight. There are three primary contextual influences to consider in high schools:

School Size
High schools are large and complex. With big administrative teams and school personnel divided by departments, a challenge for PBIS implementation is to build consistency and predictability across so many folks.

School Culture
The organizational culture in high schools is made up of the values, expectations, attitudes, and beliefs held by the people inside. Sometimes high school personnel prioritize academics and feel less of a responsibility to teach things like social skills or study strategies.

Age of Students
High school students expect to have input on decisions impacting their experience. High school PBIS leadership teams have to find ways to get students more involved in their process.

Why Address High School PBIS?

When implemented with fidelity, high school PBIS is associated with reductions in office discipline referrals, frequency of tardy behavior, and in- and out-of-school suspensions. High schools also see increases in attendance and improved student perceptions of school climate and safety. These outcomes are particularly important at the high school level because they are conceptually and descriptively related to reducing dropout risk.[1][2][3]

Foundational Systems

High school contextual factors – size, culture, and student age – have an impact on three foundational systems:

- Leadership
- Communication
- Data systems

Leadership
Leadership teams include representation from administrative teams, PBIS teams, and other leadership roles in the building – deans of students, department heads, etc. Including representation from these teams ensures everyone works together to accomplish the school's overall goals.

Communication
This system includes plans for what needs to be communicated, how it should be communicated, and when it will be communicated to the school's various stakeholder groups. Communication should be two-way and include students.

Data Systems
It's important to know how high schools will collect, summarize, and use data to drive decisions. Because high schools collect lots of information, the systems need to be clear and run by school personnel who understand how these data connect with each other in meaningful ways.

Tiers of High School PBIS

Just as with PBIS implemented at lower grade levels, high school's implement a multi-tiered system of PBIS practices in their setting.

Tier 1
At Tier 1, leadership teams focus on building systems to support staff buy-in and student voice. In addition to focusing on foundational systems, teams integrate practices for supporting academic performance alongside both positive behavior, and improved attendance. The transition from middle to high school is a difficult one for many students. Success during freshman year is critical. Leadership teams may consider proactively intensifying support for freshman.

Tier 2
Tier 2 supports function the same in high schools as they do in lower grade levels. The only small difference is Tier 2 supports include a focus on improving attendance and academic performance in addition to addressing a student's behavior needs.

Tier 3
Tier 3 supports at the high school level are student-focused with a clear connection to transition and career/college readiness goals.

Assessing High School PBIS

In addition to using the Tiered Fidelity Inventory to assess fidelity of implementation, high school leadership teams should consider at least four types of data to inform their implementation:

- Attendance
- Behavior
- Course Performance
- Climate

Culturally Responsive Teaching and Learning (CRTL)

All district staff participated in CRTL training this year. Due to COVID, Dr. Sharrocky Hollie was unable to give the district a live presentation. Therefore, staff members read Dr. Hollie's book (Culturally and Linguistically Responsive Teaching and Learning – Classroom Practices for Student Success), watched a series of videos showing Dr. Hollie giving a presentation at another school, and participated in a Zoom meeting to ask questions and receive answers.

In addition, administrators and a group of 11 recruited teachers have been receiving individual coaching from Dr. Hollie's staff. This group is also doing a binder study with Kevin Simas, our Director of Education, to learn how to apply what they are learning to their classrooms.

Description of Dr. Hollie's Book

Written to address all grade levels, this book provides teachers with strategies and suggestions to support their culturally and linguistically diverse students. With the influx of cultural diversity in schools, teachers can use the strategies in this resource to improve on the following five pedagogical areas: classroom management, use of text, academic vocabulary, and situational appropriateness.

Dr. Hollie's Biography

Dr. Sharroky Hollie is a national educator who provides professional development to thousands of educators in the area of cultural responsiveness. Since 2000, Dr. Hollie has trained over 150,000 educators and worked in nearly 2,000 classrooms. Going back 25 years, he has been a classroom teacher at the middle and high school levels, a central office professional development coordinator in Los Angeles Unified School District, a school founder and administrator, and university professor in teacher education at Cal State University. Sharroky has also been a visiting professor for Webster University in St. Louis and a guest lecturer at Stanford and UCLA.
In addition to his experience in education, he has authored several texts and journal articles. Most recently, he wrote *Strategies for Culturally and Linguistically Responsive Teaching and Learning* (2015) and contributed a chapter in the *Oxford Handbook of African American Language* (2015). Dr. Hollie's first book, *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success,* was published in 2011, followed soon thereafter by *The Skill to Lead, The Will to Teach*, co-written with Dr. Anthony Muhammad. Also, Dr. Hollie has been a contributing author with Pearson publishing, in the *Cornerstone and Keystone* textbook series (2009), *Prentice Hall Anthology* (2012), and iLit e-series (2014). In 2003, he and two colleagues founded the Culture and Language Academy of Success, a laboratory school that demonstrated the principles of cultural responsiveness in an exemplary school wide model, which operated until 2013.

Oroville Union High School District

2019-20 LCAP OVERVIEW

Local Control Funding Formula (LCFF)

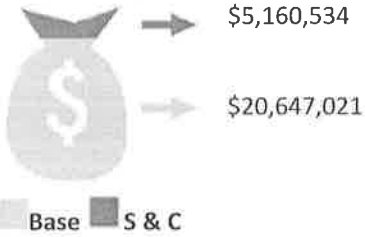


California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students - especially for English learner, foster youth, and low income students.

The Local Control Accountability Plan (LCAP) shows how these funds will Improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth.

Local Control Accountability Plan (LCAP)

2019-20 Total LCFF Funding



OVERVIEW



Communities Served: Oroville, Palermo, Thermalito, Concow, Berry Creek, Bangor and Feather Falls

2,196 Students | 5 Schools | 224 Full- and Part-time Staff

Student Ethnicity

African American	4.20%
Asian	13.90%
Filipino	0.50%
Hispanic/Latino	21.10%
White	49.40%
Multiracial	1.30%

Student Groups

3.9%	77%	1.2%
English Learners	Low Income	Foster Youth

Unduplicated Students: students who are English learners, low income, and/or foster youth

2019-20 LCAP AT-A-GLANCE

3 LCAP Goals | **47 LCAP Actions & Services** | **5 LCAP Measures** | **13,339,664 LCAP Budget**

LCAP Goals

1. Quality Educational Experiences for All Students
2. Safe and Nurturing Environment for All Students
3. Prepare Students to be Critical Thinkers in the 21st Century

Funding for LCAP Goals

Goal 1 is supported by $4,055,285.00 in total funding

Goal 2 is supported by $5,914,102.00 in total funding

Goal 3 is supported by $3,370,277.00 in total funding

Supplementary & Concentration Funding by LCAP Goal

NEW 2019-20 BUDGET ONE PAGERS



One page summaries are included this year in Appendix C of the LCAP packet.

These summaries show all the funding that supports LCAP Goals including: 1) LCFF Base (for all students), 2) LCFF Supplementary/Concentration (to help high need students), and 3) Restricted Grant Funding (for specific uses).

What is in Oroville Union High School District's LCAP?

The District designed the LCAP to focus on three goals for all students: 1) quality educational experiences for all students; 2) safe and nurturing environment for all students; and 3) prepare students to be critical thinkers in the 21st century. During the 2018-2019 school year, the District focused on improving academic performance for all students, especially in the areas of special education, mathematics and English-Language Arts. The District is exploring alternatives to suspensions and expulsions while still maintaining a safe school environment that is conducive to learning. OUHSD is also considering ways to reduce Chronic Absenteeism. The Board and District Administration are exploring ways
to offer quality educational programs for students, retain high quality teachers and meet the challenges of increasing District contributions to employee pension programs and health and welfare benefits. OUHSD plans to focus on ELA, math, science and SPED instruction for the 19-20 school year, as well as, reducing Chronic Absenteeism, improving campus safety, improving academic achievement for all students, and reduce suspensions and expulsions. OUHSD is also making sure our Career and Technical Education meet state and industry standards.

MAJOR CHANGES FOR 2019-20 LCAP

OUHSD continues to address instruction for all students in order to improve dashboard indicators in Chronic Absenteeism, ELD, College/Career Readiness, Graduation Rate and/or Suspension Rate. For the 2019-2020 school year, OUHSD is planning to offer the PSAT to all students. OUHSD is also exploring ways to offer the SAT during the school day to increase participation. The PSAT and the SAT will assist the district in improving our College/Career Readiness indicator by having more students deemed college ready. OUHSD is also renewing a 3 year license for ODESSYWARE, which is used for credit recovery so that struggling students graduate with their cohort. We are also renewing our READ 180 license which is used with our readers, that read below grade level, which assist students in improving reading skills and will assist with the district's College/Career Readiness indicator. OUHSD will work on science curriculum for the 2019-2020 school year and will align all courses to the Next Generation Science Standards (NGSS). For the 2019-2020 school year, there will be two officers assigned to the OUHSD schools. BSCO will assign a deputy and OPD will assign an officer to OUHSD. The School Resource Officers, Campus Supervisors, and Teachers on Special Assignment (TOSAs) will assist the district in conducting home visits in order to reduce the district's Chronic Absenteeism indicator.

LCAP Goal 1:
Quality Educational Experiences for All Students



Goal 1 Budget = $4,055,285.00

Related State Priorities:
Basic Services
Academic Standards
Course Access

Technology replacement and repair	X All Schools
Professional Development for all staff, including BTSA, Administration Training, PLC, CCSS. This includes pull out time and four contracted days above the student school year for teachers to collaborate and participate in professional development opportunities.	
Intervention for 5th Year seniors (SPED & Foster Youth only)	X All Schools
NWEA MAP assessment for high school readiness and intervention needs. Use MAP scores to appropriately place students in math courses.	
Maintain/expand library services, purchase books & Follett Software	

Supplemental Support Services- increase library hours by 60 hours per year. Provide tutoring in math and ELA after school at both OHS and LPHS.	
Staff two 7 hr./day Supplemental Education Technician positions	Specific Schools: Las Plumas High and Oroville High
Outreach for foster youth by School Social Worker(district-wide and a Behavioral Specialist (Community Day School) in collaboration with the BCOE School Ties program	X All Schools
Consultation periods 4 days per week	X All Schools
Math and English Intervention. Teachers on Assignment (TOSA's) will assist in implementation of MTSS	
Tutorial Support (push-in) for SPED students Differentiation of instruction for diverse learners Additional assistance for students is provided by classified para-educators in classroom and one-on-one settings.	X All Schools
EL Coordinator - 20% (1 section)	
Supplemental English Language Development Support Classes for EL students	
Credit Recovery/Summer School through Oroville Adult Education, Prospect High and Community Day School	
Extended instructional hours from 15/week to 30/week at PHS	Specific Schools: Prospect High School
A 6 hour per day bilingual para-educator at Las Plumas	

LCAP Goal 2:
Safe and Nurturing Environment for All Students



Goal 2 Budget = $5,914,102.00

Related State Priorities:
Parent Involvement
Student Achievement
Student Engagement
School Climate
Course Access

Actively pursue family involvement (incl. web hosting, and auto-dialer)	
Healthy Kids Survey will be used to guide schools in improving school culture.	X All Schools
Have School Resource Officers address bullying, social media use and implications for using social media to harass students. Provide the Life Changers assemblies that are designed to help shift school culture, student engagement and decrease bullying on campus.	X All Schools
Improve attendance with incentives, SAART, transportation, and Saturday School. Teachers on Assignment (TOSAs) will identify and communicate with students and their parents to help reduce barriers to attending school. Reduce chronic absenteeism from 8.9% to 6.9%.	
Provide nutritious meals (breakfast and lunch)	
Student support services (Psych, Social Worker, Nurse, Speech Therapist). We will have a Behavioral Specialist at Community Day School	
Extra-curricular and Co-Curricular Activities (Athletic Director sections, coaching, equipment reconditioning/replacement, cost of travel, drug testing for athletes, advisor stipends, fuel/maintenance of vehicles)	
Student social media training	X All Schools

Student mediation/conflict resolution supports	X All Schools
School Resource Officer and Campus Supervisors. OUHSD contracted with both OPD and BCSO to provide SRO's and SRD's services at all district schools	
In School Suspension Program	
Staff, materials and tools to provide Safe and clean facilities	X All Schools
Upgrade or repair safety communication devices	X All Schools
Participate in the RISE program through CSU, Chico that will provide co-teachers to both LPHS and OHS at no cost to the district.	X All Schools
Collaborate with Butte College to improve student achievement at the post-secondary level for OUHSD graduates. OUHSD and Butte College are working on offering dual enrollment courses to high school students.	X All Schools

LCAP Goal 3:
Prepare Students to be Critical Thinkers in the 21st Century



Goal 3 Budget = $3,370,277.00

Related State Priorities:
Student Achievement
Other Outcomes

Provide CTE Courses (incl. CTE courses for SPED students) that consist of career pathways with at least a 2 course sequence that prepare students for high skill and/or high wage careers.	
Additional section allocation for band, art, drama and CTE sections for supplies and materials.	
Create/link industry certifications for CTE pathways	
Revise courses to meet A-G Requirements	X All Schools
Offer AP courses and evaluate course offerings to determine needs for additional AP Courses. Add/reduce courses as appropriate	
Evaluate and plan for increasing staff and student technology proficiency	X All Schools
Purchase CCSS curriculum for Science	X All Schools
Academic counseling (A-G with freshmen, 4-year planning, FAFSA, college awareness). OUHSD purchased Naviance software for college and career planning, ACT, SAT and AP test preparation.	
Outreach for 8th graders to support transition to high school in CTE, A-G, extra/co-curricular activities	
Create webcasts for website to share Information about CTE, athletics, counseling services, A-G options, etc.	
College tours/activity coordination and organize a College Fair, pay for PSAT tests, reimburse SAT fees for students scoring a 3 or better.	X All Schools
Implement four year academic plans for all students beginning with the class of 2020.	
Be more involved in economic development in the community and developing community and business partnerships.	
College Connection Program - 30 students enrolled	
Review ELD reclassification process due to the suspension of CAHSEE. Celebrate students and family with a reclassification ceremony at the end of the school year.	

LCAP MEASURES

We want to maintain:	We want to increase:	We want to decrease:

Graduation Rate for All Students (88.8%) and English Learner Proficiency (30.5% well developed).	Performance on the CASSP (21.24% met or exceeded standards in Math and 53.33% met or exceeded standards in ELA) , increase the number of students that are deemed prepared on the College and Career Readiness Indicator (23.8%) and increase the School Climate Index Score to over 300 (LP: 260 and OHS: 256).	Suspension and Expulsion Rates for All Students (14.4%) and Chronic Absenteeism (26.3%)

STAKEHOLDER ENGAGEMENT

District LCAP (DLCAP) Parent Committee

Stakeholders invited to these meetings included Superintendent Advisory Council, DELAC, students, instructional staff, support staff, bargaining units and representatives from the Board. The Superintendent Advisory Council members that provided guidance on the LCAP were Louisa Louie (parent), Seng Yang (President, Hmong Cultural Center), Bobby Jones (Executive Director of the African American Cultural Center), Joe Hejl (COO, Boys and Girls Club of the North Valley), and Alexis Jesika (LPHS student). Information provided included a review of student performance on a variety of academic measures, attendance, discipline, course data, student completion information, stakeholder input and stakeholder survey results. The district schedules ELAC meetings, but parents have not attended those meetings. OUHSD included The Hmong Cultural Center staff in the Superintendent's Advisory Committee and at all stakeholder meetings.

In addition to formal stakeholder meetings, district administration met with student groups during the school day at each school to gather their feedback (2/7/19 at OHS, and 2/7/19 at LPHS). Discussion of the annual review occurred at the January 14th and March 4th stakeholder meetings. Superintendent Advisory Council meetings were held on January 15th, and May 21, 2019. The Superintendent and site administration met with the Butte County NAACP on August 7, 2018 to discuss dashboard indicators in the areas of graduation rates, suspension and chronic absenteeism. OUHSD held a DELAC meeting on May 28, 2019 to review the LCAP and provide feedback.



View measures & most up-to-date data on our LCAP Dashboard:

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

KEY ACRONYMS

A-G- A-G Course Requirements for College Entrance
AP- Advanced Placement
API- Academic Performance Index
BEST- Building Effective Schools Together
CAASPP- California Assessment of Student Performance and Progress
CBO- Community Based Organization
CCSS – Common Core State Standards
CDE- California Department of Education
CELDT - CA English Language Development Test
CHKS - CA Healthy Kids Survey
CSO- Campus Safety Officer
CSU- California State University
CTE- Career Technical Education
DDI - Data Driven Instruction
EAP- Early Assessment Program
ELA - English Language Arts
EL or ELL - English Language Learner
FTE- Full-Time Equivalent
FY - Foster Youth
IEP- Individualized Education Program
K- Kindergarten
LCAP- Local Control Accountability Plan
LCFF - Local Control Funding Formula
LEP- Limited English Proficient
LI - Low Income
NGSS- Next Generation Science Standards
PO- Professional Development
PFT - Physical Fitness Test
PI - Program Improvement
PSAT - Preliminary Scholastic Assessment Test
PTA - Parent Teacher Association
S3 - Safe, Supportive Schools Program
S&C - Supplementary &Concentration Funds
SARC - School Accountability Report Card
SAT - Scholastic Assessment Test
SBAC - Smarter Balanced Assessment Consortium
SRO - School Resource Officer
SST- Student Study Team
STEM – Science, Technology, Engineering, Math
TK -Transitional Kindergarten
UC - University of California