

OUHSD COMMUNITY BULLETIN

SPRING 2023



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

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



100%

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

STATEMENT OF GUIDING PRINCIPLES

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. The District is committed to non-discrimination in discipline practices and treating all students fairly and equitably without regard to race, color, ancestry, nationality,

immigration status, age, ethnicity, religion, parental or pregnancy status, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics.

The District will take effective and prompt steps to prevent, eliminate and remedy the effects of harassment on students based on any protected characteristic or category.

It is critical that students learn appropriate behavior, and that it is reinforced when necessary, so they are engaged in the education program rather than the disciplinary system. Therefore, to the maximum extent possible, and permitted and consistent with the law, the District will use student discipline policies

that equitably implement research-based alternatives to exclusion; and will only use exclusionary discipline as a last resort.

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

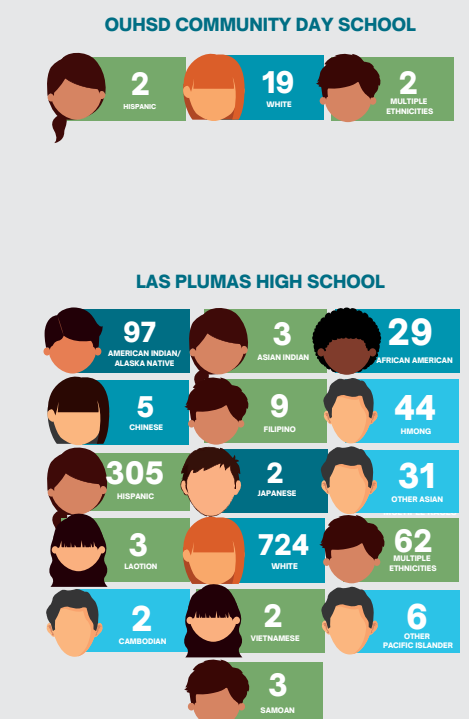
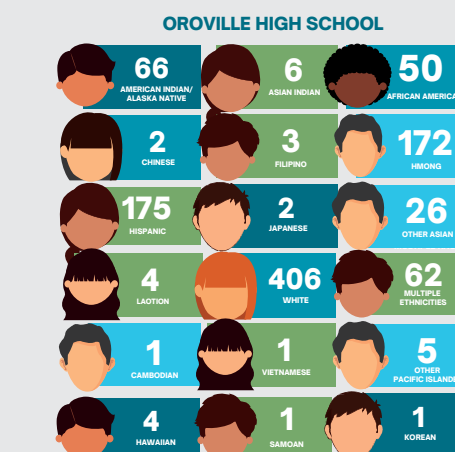
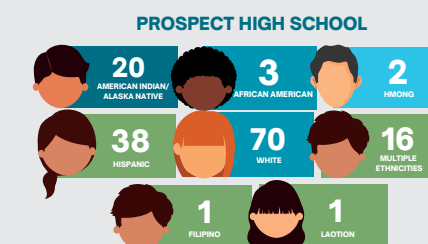
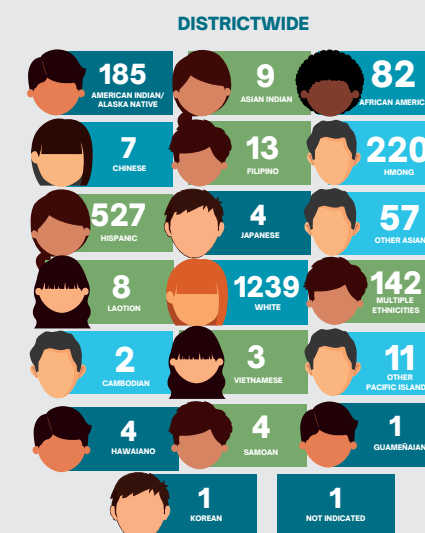
The Oroville Union High School District is committed to providing a safe, culturally responsive and nurturing environment for all of our students.

WANT TO LEARN MORE?



Visit the Supportive School Climate Committee webpage: ouhsd.org/domain/2596

OUHSD DEMOGRAPHICS 2022-23



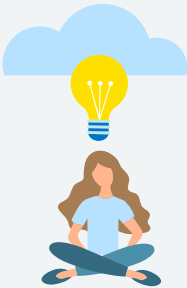
PORTRAIT OF AN OUHSD GRADUATE

A Graduate of the Oroville Union High School District is a reflective and growth-oriented learner who continually develops and applies their skills both in school and beyond. OUHSD graduates are **critical thinkers**, **reflective community members**, and **successful contributors**.



CRITICAL THINKERS

- ✓ Masters core content knowledge to create future opportunities
- ✓ Synthesizes existing knowledge to generate new ideas
- ✓ Strives for excellence in an area of passion
- ✓ Uses evidence and reasoning to guide decision making
- ✓ Analyzes digital and print sources to determine validity and biases
- ✓ Recognizes multiple ways of solving problems



REFLECTIVE COMMUNITY MEMBERS

- ✓ Shows empathy and compassion towards others
- ✓ Practices self-reflection
- ✓ Takes responsibility for their actions and decisions
- ✓ Adapts and demonstrates resilience
- ✓ Knows their strengths and actively seeks to build self-worth
- ✓ Is open to and embraces new challenges with a growth mindset



SUCCESSFUL CONTRIBUTORS

- ✓ Develops skills that are transferable to college, career, and life
- ✓ Communicates with purpose and clarity
- ✓ Works with a team to meet common goals
- ✓ Sets and monitors goals for continuous growth
- ✓ Manages time effectively and meets deadlines
- ✓ Leverages multiple resources and advocates for themselves



Want to learn more about how this looks in our schools?
 Scan the code to watch a video.



CLASS OF 2023: IN THEIR OWN WORDS WHAT IT MEANS TO BE AN OUHSD GRADUATE



OHS-JAYBELLE EMPASIS

What does it mean to be a critical thinker?

In high school you are better off utilizing the skills you have learned through experiences, school and your life, so that you can deal with many situations on your own.

What are some examples of how you learned to be a critical thinker at your high school?

I learned how to be a critical thinker in my honors classes, sports and my job as a lifeguard, where I used these skills to save a little girl's life.



LPHS-JASON MARTINEZ

What does it mean to be a reflective community member?

Being a reflective community member means always looking for ways to help out others and boosting other people's positive energy.

What are some examples of how you learned to be a reflective community member at your high school?

I learned through baseball that we can really impact how people feel with how we treat them. Whenever I see a friend that looks sad or like he doesn't want to talk, I try to make a joke to make him smile.



PHS - ITATI VELASQUEZ

What does it mean to be a successful contributor?

A successful contributor is one who sets their mind to things above and setting a goal, and the ability to communicate and cooperate with others to complete tasks while working as a team. Managing your time and prioritizing your work allows you to achieve your goal and increase your performance, which are key to being a successful contributor.

What are some examples of how you learned to be a successful contributor at your high school?

Examples of how to be a successful contributor at high school could be following rules, finishing the work that needs to be completed, doing what's right and going beyond and above. Additionally showing one another respect, courtesy, and kindness is also an important role. Working together as a group in projects or clubs is a way to gain experience with communicating amongst each other and creating those relationships.



OUHSD MISSION STATEMENT

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

OUHSD VISION STATEMENT

Preparing students for the future today.

OUHSD CORE BELIEFS

We believe:

- 1. When provided an engaging, inspiring and challenging learning environment, every student will have the opportunity to achieve at their maximum potential.
- 2. Active engagement of students by caring adults is key to helping students achieve.
- 3. Every student learns at their own pace and will have access to educational services and supports to enhance their learning experience.
- 4. Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities.
- 5. Every member of the learning community deserves to be part of a safe, caring, equitable and nurturing learning environment and should be treated with respect, dignity and worth.

STUDENT ATTENDANCE

Attendance % by Gender

SCHOOL	Adult Transition Center	Las Plumas High School	Oroville High School	OUHSD Community Day School	Prospect High School	Total
Gender						
Female	88.81%	92.98%	91.03%	70.56%	80.24%	91.44%
Male	91.26%	91.78%	90.57%	71.33%	72.51%	90.04%
Total	90.75%	92.41%	90.77%	70.91%	75.76%	90.72%

OUHSD Attendance % by Language Proficiency

SCHOOL	Adult Transition Center	Las Plumas High School	Oroville High School	OUHSD Community Day School	Prospect High School	Total
Language Proficiency						
EL		92.76%	94.10%	53.54%	90.43%	93.05%
EO	90.50%	91.93%	89.20%	71.65%	73.88%	89.71%
IFEP		93.86%	95.59%			94.70%
RFEP	91.24%	94.91%	95.80%		83.80%	94.86%
Total	90.74%	92.40%	90.76%	70.96%	75.74%	90.71%

Attendance % by Foster Youth

SCHOOL	Adult Transition Center	Las Plumas High School	Oroville High School	OUHSD Community Day School	Prospect High School	Total
Foster Youth						
No	90.52%	92.46%	90.96%	71.12%	75.81%	90.84%
Yes	100.00%	84.79%	76.07%	68.02%	72.59%	79.48%
Total	90.74%	92.40%	90.76%	70.96%	75.74%	90.71%

Notes:

Cells that are blank indicate that there is no measurable data.

Data points related to certain student groups could not be published due to confidentiality issues. As a result, some figures may appear inaccurate or incomplete.

Key:

No-SED: No Serious Emotional Disability

Discipline Definitions:

Disciplinary Disposition: Documented disciplinary incidence (referral, suspension, expulsion, structured day, counseling, lunchtime intervention)

Incident/Offense: Referral to school administrators

Language Proficiency Acronyms:

EL: English Learner

EO: English Only

IFEP: Initially Fluent English Proficient

RFEP: Reclassified Fluent English Proficient

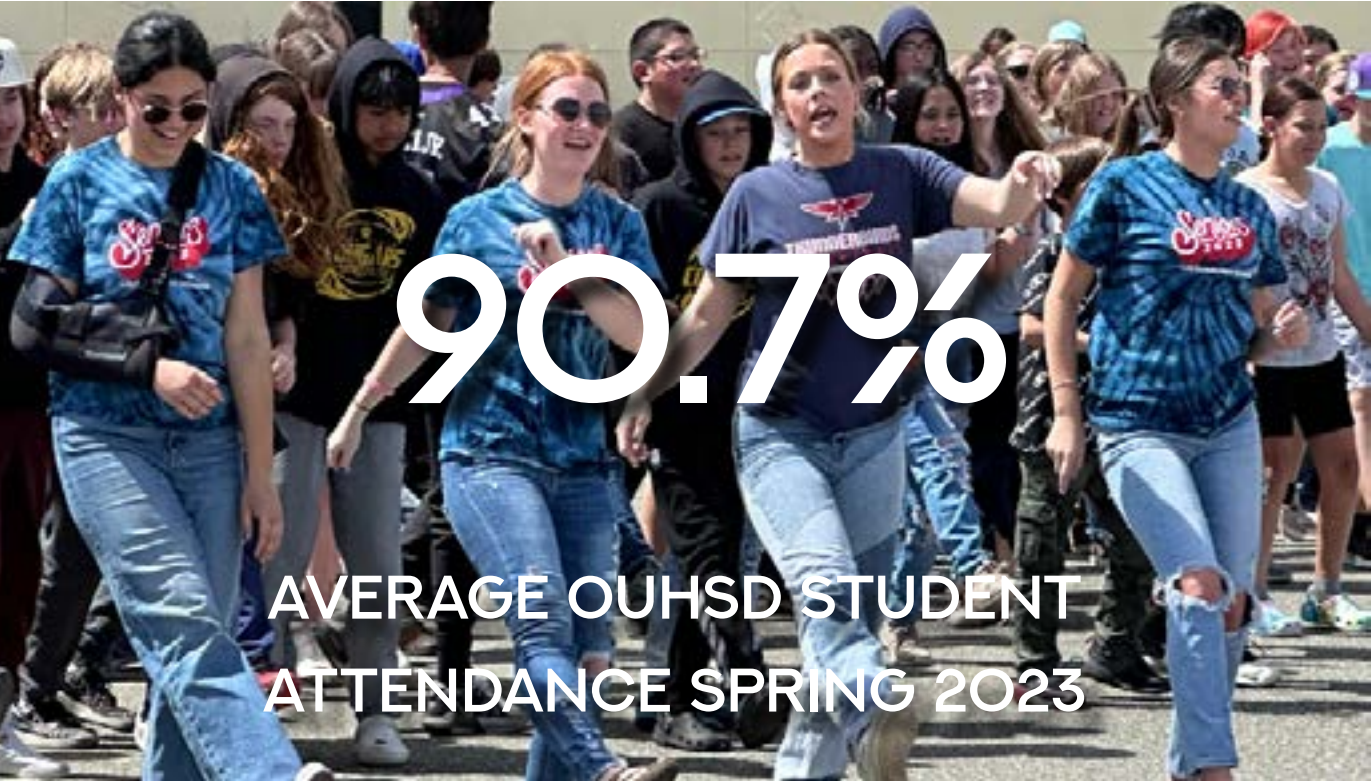
TBD: To Be Determined

Special Education Acronyms:

SPED: Special Education

No-SPED: No Special Education

SED: Serious Emotional Disability



Attendance % by SED

SCHOOL	Adult Transition Center	Las Plumas High School	Oroville High School	OUHSD Community Day School	Prospect High School	Total
SED						
No	89.31%	94.71%	95.25%	69.96%	79.54%	94.40%
Yes	92.31%	91.68%	90.03%	71.03%	75.51%	89.83%
Total	90.74%	92.40%	90.76%	70.96%	75.74%	90.71%

Attendance % by Race/Ethnicity

SCHOOL	Adult Transition Center	Las Plumas High School	Oroville High School	OUHSD Community Day School	Prospect High School	Total
Race						
Asian			93.83%			93.83%
Black or African American	92.34%	96.63%	96.56%		83.88%	96.41%
Hispanic		93.35%	86.12%		64.94%	87.95%
Multiple	90.97%	91.21%	90.37%	68.12%	82.64%	90.30%
Native American		93.16%	89.50%	77.33%	76.29%	89.60%
Pacific Islander	76.19%	91.50%	91.15%		76.14%	89.75%
Unknown		96.43%	94.44%			95.38%
White		92.52%	81.40%			91.61%
Total	92.41%	92.27%	88.18%	70.46%	71.51%	89.64%
	90.74%	92.40%	90.76%	70.96%	75.74%	90.71%

STUDENT GPA

Cumulative Grade Point Average (GPA) By Foster Youth																									
SCHOOL	Adult Transition Center		Las Plumas High School						Oroville High School						OUHSD Community Day School					Prospect High School					Total
	0 to 0.99	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	Total	
Foster Youth																									
No	30	30	116	219	476	504	34	1349	117	192	298	335	32	974	7	8	5	2	22	17	89	39	3	148	2523
Yes			2	3	6	2		13	3	5	4	5		17											35
Total	31	31	118	222	482	506	34	1362	120	197	302	340	32	991	7	8	6	2	23	18	90	40	3	151	2558

Cumulative Grade Point Average (GPA) By Gender																																			
SCHOOL	Adult Transition Center								Las Plumas High School								Oroville High School								OUHSD Community Day School					Prospect High School					Total
	0 to 0.99		Total	0 to 0.99		1.0 to 1.99		2.0 to 2.99	3.0 to 4	4.0+	Total	0 to 0.99		1.0 to 1.99		2.0 to 2.99	3.0 to 4	4.0+	Total	0 to 0.99		1.0 to 1.99		2.0 to 2.99	3.0 to 4	Total									
Gender																																			
Female		6	6	46	101	233	299	23	702	57	79		140	188	14	478	3	4	4	1	12	3	42	21	3	69	1267								
Male		25	25	71	121	249	207	11	659	63	115		161	151	18	508	4	4	2	1	11	15	47	19		81	1284								
Total		31	31	118	222	482	506	34	1362	120	197		302	340	32	991	7	8	6	2	23	18	90	40	3	151	2558								

Cumulative Grade Point Average (GPA) By Language Proficiency																									
SCHOOL	Adult Transition Center		Las Plumas High School						Oroville High School						OUHSD Community Day School					Prospect High School					Total
Weighted GPA Range	0 to 0.99	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	Total	
Language Proficiency																									
EL			10	14	19	4	47	5	6	16	23		50											104	
EO	22	22	103	183	396	408	22	1112	113	181	241	203	14	752	7	7	6	2	22	18	74	34	3	129	2037
IFEP			2		5	7	1	15		1	5	9	2	17											32
RFEP	9	9	3	25	62	87	11	188	2	9	40	105	16	172							10	6		16	385
Total	31	31	118	222	482	506	34	1362	120	197	302	340	32	991	7	8	6	2	23	18	90	40	3	151	2558

Cumulative Grade Point Average (GPA) By Race/Ethnicity																									
SCHOOL	Adult Transition Center		Las Plumas High School						Oroville High School						OUHSD Community Day School					Prospect High School					Total
Weighted GPA Range	0 to 0.99	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	Total	
Race																									
Asian			6	8	25	56	6	101	4	13	45	139	17	218											326
Black or African American			3	7	11	8		29	10	14	16	10		50											82
Hispanic			28	57	110	104	6	305	23	30	60	58	4	175						3	27	7	1	38	527
Multiple			3	11	22	25	1	62	8	18	21	15		62						2	6	7		15	141
Native American			4	27	39	24	3	97	7	24	21	14		66							17	3		20	185
Pacific Islander			2		3	4	1	10		1	4	4	1	10											20
Unknown			4	4	14	12		34	2		1			3											37
White	20	20	68	108	258	273	17	724	66	97	133	100	10	406	7	6	5	1	19	13	35	20	2	70	1239
Total	31	31	118	222	482	506	34	1362	120	197	302	340	32	991	7	8	6	2	23	18	90	40	3	151	2558

Notes:
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STUDENT GPA

Cumulative Grade Point Average (GPA) By SED																										
SCHOOL	Adult Transition Center		Las Plumas High School						Oroville High School						OUHSD Community Day School					Prospect High School					Total	
Weighted GPA	0 to 0.99	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	Total		
SED																										
No	17	17	16	27	93	173	16	325	6	21	35	69	12	143						1	5	5		11	498	
Yes	14	14	102	195	389	333	18	1037	114	176	267	271	20	848	7	7	5	2	21	17	85	35	3	140	2060	
Total	31	31	118	222	482	506	34	1362	120	197	302	340	32	991	7	8	6	2	23	18	90	40	3	151	2558	

Cumulative Grade Point Average (GPA) By Special ED																										
SCHOOL	Adult Transition Center		Las Plumas High School						Oroville High School						OUHSD Community Day School					Prospect High School					Total	
Weighted GPA	0 to 0.99	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	Total		
SpEd																										
No			105	195	428	475	34	1237	110	174	260	319	32	895	6	7	6	2	21	13	75	36	3	127	2284	
Yes	27	27	13	27	54	31		125	10	23	42	21		96						5	15	4		24	274	
Total	31	31	118	222	482	506	34	1362	120	197	302	340	32	991	7	8	6	2	23	18	90	40	3	151	2558	

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TBD: To Be Determined

SUPPORTIVE SCHOOL CLIMATE ADVISORY COMMITTEE

The Supportive School Climate Advisory Committee consists of parents, students and staff who are representative of the diverse students attending District schools and members of community organizations and non-profit organizations who work with and provide supports to students and parents in the area to provide suggestions on improvements to the District’s discipline policies, procedures, and practices, the terms and implementation of substantive provisions in this Judgment, and communications with parents, students, and the community regarding the same.

The focus of this committee is to: (a) emphasize the District’s commitment to treating all students fairly and equitably in the administration of discipline without regard to race, color, national origin, sex, gender, gender identity, disability, religion or foster youth or homeless status; (b) discuss what is expected of students and staff under the revised policies and practices; (c) describe the alternative means of correction that will be

available and implemented; (d) explain the law, research, and evidence supporting the steps and practices the District will be implementing to provide a safe, welcoming, and supportive school environment; and (e) the ways in which parents, guardians, and education rights holders can partner with the District to provide a safe, welcoming, and supportive school environment.

The committee and its work aligns with and supports the District’s larger efforts to improve its equity and achievement policies and practices, including increasing staff training, modifying its student discipline policies and practices, establishing district-wide multi-tiered systems of support, strengthening mental health, social work, and counseling services for students, engaging with the school community regarding student discipline policy changes, and improving procedures for handling student complaints. More information can be found at: <https://www.ouhsd.org/domain/2596>

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. Intervention procedures are documented at each of our schools and additional interventions not listed may be utilized as well.

Tier I: Teacher/Staff Interventions

Tier II: Counselor/ Social Worker/ Targeted Case Manager Interventions

Tier III: Administration Interventions

Examples of alternatives to suspensions include, but are not limited to: structured day, restorative practice agreement, brief intervention, lunch with teacher, reflection sheet.

OUHSD's goal is to prevent student misconduct and correct student behavior through School Wide 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.

OUHSD's full Progressive Intervention Policy can be found at: www.ouhsd.org/Page/3256

SUSPENSIONS & EXPULSIONS

Suspensions/Expulsions by Race/Ethnicity

School Discipline Action Type	Las Plumas High School							Oroville High School				OUHSD Community Day School				Prospect High School				Total
	Documentation only - Stipulated Expulsion	Expulsion	Home Suspension	Remove from Class	Suspension - In School	With Asst Principal	Total	Documentation only - Stipulated Expulsion	Expulsion	Home Suspension	Total	Documentation only - Stipulated Expulsion	Expulsion	Home Suspension	Remove from Class	Total	Expulsion	Home Suspension	Remove from Class	Total
Race																				
Asian				3			3			4	5									9
Black or African American										6	6									6
Hispanic				18			19			16	17				5	6		4		38
Multiple Native American				5			6			13	14						3			19
Pacific Islander				11			11			10	10									21
Unknown																				1
White				68			75			65	67				21	26		18		145
Total	2	4	106	1	1	1	115	2	3	115	120	1	4	26	1	32	2	29	1	240

Suspensions/Expulsions by Foster Youth

School Discipline Action Type	Las Plumas High School							Oroville High School				OUHSD Community Day School				Prospect High School				Total	
	Documentation only - Stipulated Expulsion	Expulsion	Home Suspension	Remove from Class	Suspension - In School	With Asst Principal	Total	Documentation only - Stipulated Expulsion	Expulsion	Home Suspension	Total	Documentation only - Stipulated Expulsion	Expulsion	Home Suspension	Remove from Class	Total	Expulsion	Home Suspension	Remove from Class	Total	
Foster Youth																					
No		2	4	102	1	1	110		2	3	114	119		1	4	26	1	32	2	28	31
Yes			4			1	5			1	1							1		1	
Total	2	4	106	1	1	1	115	2	3	115	120	1	4	26	1	32	2	29	1	32	240

Suspensions/Expulsions by Language Proficiency

School Discipline Action Type	Las Plumas High School							Oroville High School				OUHSD Community Day School				Prospect High School				Total
	Documentation only - Stipulated Expulsion	Expulsion	Home Suspension	Remove from Class	Suspension - In School	With Asst Principal	Total	Documentation only - Stipulated Expulsion	Expulsion	Home Suspension	Total	Documentati on only - Stipulated Expulsion	Expulsion	Home Suspension	Remove from Class	Total	Expulsion	Home Suspension	Remove from Class	Total
Language Proficiency																				
EL			1	6			7			2	2		1	5		6		1		10
EO	2	3	97	1	1	1	105	2	3	111	116	1	3	21	1	26	2	26	1	223
IFEP			1				1													1
RFEP			2				2			2	2						2		2	6
Total	2	4	106	1	1	1	115	2	3	115	120	1	4	26	1	32	2	29	1	240

Suspensions/Expulsions by SED

School Discipline Action Type	Las Plumas High School							Oroville High School				OUHSD Community Day School				Prospect High School				Total
	Documentation only - Stipulated Expulsion	Expulsion	Home Suspension	Remove from Class	Suspension - In School	With Asst Principal	Total	Documentation only - Stipulated Expulsion	Expulsion	Home Suspension	Total	Documentation only - Stipulated Expulsion	Expulsion	Home Suspension	Remove from Class	Total	Expulsion	Home Suspension	Remove from Class	Total
SED																				
No		1	23				24			4	4		1	5		6		1		1
Yes	2	3	83	1	1	1	91	2	3	111	116	1	3	21	1	26	2	28	1	31
Total	2	4	106	1	1	1	115	2	3	115	120	1	4	26	1	32	2	29	1	240

Suspensions/Expulsions by Special ED

School Discipline Action Type	Las Plumas High School							Oroville High School				OUHSD Community Day School				Prospect High School				Total
	Documentation only - Stipulated Expulsion	Expulsion	Home Suspension	Remove from Class	Suspension - In School	With Asst Principal	Total	Documentation only - Stipulated Expulsion	Expulsion	Home Suspen sion	Total	Documentation only - Stipulated Expulsion	Expulsion	Home Suspension	Remove from Class	Total	Expulsion	Home Suspension	Remove from Class	Total
SpEd																				
No	2	4	98	1	1		106	2	3	104	109	1	4	24	1	30	2	22	1	25
Yes			8			1	9			11	11			2		2	7	7		28
Total	2	4	106	1	1	1	115	2	3	115	120	1	4	26	1	32	2	29	1	240

Notes:
Cells that are blank indicate that there is no measurable data.
Data points related to certain student groups could not be published due to confidentiality issues. As a result, some figures may appear inaccurate or incomplete.
Key:

Discipline Definitions:

Disciplinary Disposition: Documented disciplinary incidence (referral, suspension, expulsion, structured day, counseling, lunchtime intervention)
Incident/Offense: Referral to school administrators

Special Education Acronyms:
SPED: Special Education

No-SPED: No Special Education
SED: Serious Emotional Disability
No-SED: No Serious Emotional Disability

Language Proficiency Acronyms:

EL: English Learner
EO: English Only
IFEP: Initially Fluent English Proficient
RFEP: Reclassified Fluent English Proficient
TBD: To Be Determined

Suspensions/Expulsions by Gender

SCHOOL	Las Plumas High School	Oroville High School	OUHSD Community Day School	Prospect High School	Total
Gender					
Female	35	43	10	11	82
Male	80	76	22	21	157
Total	115	120	32	32	240

OUHSD
TRANSLATION
SERVICES

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

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

Parents can contact the Oroville Union High School District, Director of Education if they require translation services. OUHSD has Google Translate on our website that is available to students, parents and teachers.

DISCIPLINE INCIDENTS-BY SCHOOL (SPRING SEMESTER 2023)

School	Oroville High School		Las Plumas High School		Prospect High School		OUHSD Community Day School	
	Frequency	Proportion	Frequency	Proportion	Frequency	Proportion	Frequency	Proportion
Abusive Language/Inappropriate Language/Profanity	76	1.17%	30	0.97%	23	2.58%	17	19.54%
Academic Dishonesty	2	0.03%						
Bullying	11	0.17%	5	0.16%				
Defiance/Insubordination/Non-Compliance	129	1.99%	66	2.13%	78	8.76%	10	11.49%
Disrespect	36	0.56%	14	0.45%	5	0.56%		
Disruption	69	1.06%	61	1.97%	9	1.01%	1	1.15%
Fighting	33	0.51%	1	0.03%	8	0.90%	1	1.15%
Gang Affiliation Display	2	0.03%	40	1.29%				
Harassment	19	0.29%	5	0.16%	4	0.45%		
Inappropriate Location/Out of Bounds Area	4	0.06%	3	0.10%				
Lying	1	0.02%	3	0.10%				
Other Behavior	30	0.46%	41	1.33%	10	1.12%	1	1.15%
Physical Aggression	87	1.34%	20	0.65%	5	0.56%	2	2.30%
Property Damage/Vandalism	6	0.09%	20	0.65%	2	0.22%		
Skip Class	75	1.16%	79	2.55%	13	1.46%		
Staff-managed (minor) - Material/Property Misuse	31	0.48%	13	0.42%	3	0.34%		
Staff-managed (minor) - Physical Contact/Physical	45	0.69%	10	0.32%	2	0.22%		
Staff-managed (minor) - Defiance/Insubordination/Non-compliance	626	9.65%	268	8.67%	108	12.13%	11	12.64%
Staff-managed (minor) - Disrespect	81	1.25%	59	1.91%	11	1.24%	6	6.90%
Staff-managed (minor) - Disruption	424	6.54%	677	21.90%	13	1.46%	2	2.30%
Staff-managed (minor) - Dress Code Violation	13	0.20%	4	0.13%				
Staff-managed (minor) - Inappropriate Language	94	1.45%	54	1.75%	16	1.80%	5	5.75%
Staff-managed (minor) - Other	1602	24.70%	979	31.66%	159	17.87%	10	11.49%
Staff-managed (minor) - Tardy	534	8.23%	103	3.33%	18	2.02%		
Staff-managed (minor) - Technology Violation	1750	26.99%	407	13.16%	308	34.61%	17	19.54%
Tardy	27	0.42%	16	0.52%	6	0.67%		
Technology Violation	173	2.67%	19	0.61%	76	8.54%	1	1.15%
Theft	10	0.15%	1	0.03%	4	0.45%		
Threatening Behavior	4	0.06%	6	0.19%				
Truancy	445	6.86%	46	1.49%				
Use/Possession of Alcohol	2	0.03%	6	0.19%				
Use/Possession of Combustibles	1	0.02%	2	0.06%				
Use/Possession of Restricted Substances	7	0.11%	10	0.32%			2	2.30%
Use/Possession of Tobacco/Nicotine	30	0.46%	21	0.68%	6	0.67%	1	1.15%
Use/Possession of Weapons	6	0.09%	3	0.10%	3	0.34%		
Totals:	6,485	100%	3,092	100%	890	100%	87	100%

REPORTING PERIOD: SPRING SEMESTER 2023

14

LAW ENFORCEMENT

During this reporting period, 14 students were referred to School Resource Officers regarding behavior.

319

VOLUNTARY

INDEPENDENT STUDY

During this reporting period, there have been 315 voluntarily assigned students to the independent study program.

20

EXPULSIONS

During this reporting period, there have been 20 students recommended for expulsion.



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.

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