

OUHSD COMMUNITY BULLETIN

MARCH 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 CONDUCTIVE 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

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.

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.

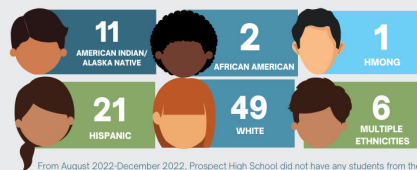
A student will not be suspended for tardiness or truancy. If a student's presence causes a danger to himself/herself or others, the District will take appropriate measures to ensure safety and protect the student and others. If the student engages in an offense for which suspension or expulsion is required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

OUHSD DEMOGRAPHICS 2022-23

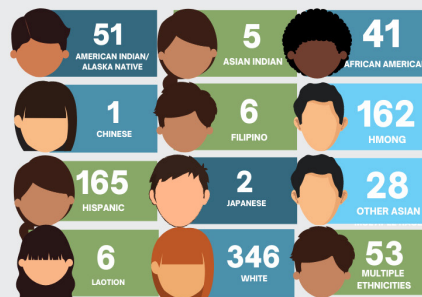


PROSPECT HIGH SCHOOL

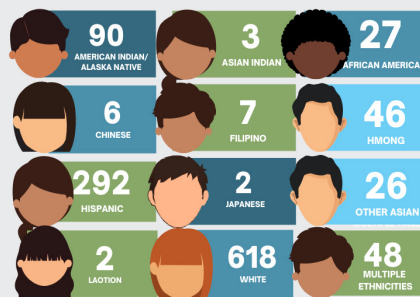


From August 2022-December 2022, Prospect High School did not have any students from the following demographics enrolled: Asian Indian, Chinese, Filipino, Japanese, Other Asian, Laotian

OROVILLE HIGH SCHOOL



LAS PLUMAS HIGH SCHOOL



WANT TO LEARN MORE?



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



UPDATE ON THE OUHSD

VISIONING PROCESS

Exciting efforts are currently underway in the Oroville Union High School District as we work to identify district priorities and come up with a strategic plan. We embarked on this process because we want to ensure that our schools are points of pride for our community and that our students are graduating with valuable academic, real-world, and life skills that will help them be successful in their career and life. When finished, this plan will help the district prioritize resources to provide an equitable,

When finished, this plan will help the district prioritize resources to provide an equitable, well-rounded educational experience for all students and guide OUHSD's work for years to come.

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As a part of the strategic visioning process, OUHSD has hired Thrive, a strategic planning firm, to guide the process. Thrive has been engaging with a diverse representation of staff, students, families and community member focus groups, surveys and one-on-one conversations. The more information we gather

from our community of students, staff and families, the better we can elevate their voices and determine a plan that accurately represents those groups.

Steps in the Process

Completed: 1,204 community, student and staff responded to the Thrive survey, conducted in October-November 2022.

Ongoing: Focus Group and Steering Committee Meetings

Next Steps in the Process: The next big step is creating "A Portrait of a Graduate" based on what students, parents, staff and community members have said. This portrait will help define what we want students to know and be able to do upon graduation and ultimately, drive program decisions.

This page and the following page provide a brief summary of the feedback gathered thus far. The full update can be viewed at bit.ly/3XWZkgW.

TRENDS IDENTIFIED:

- Students need a plan for the future that includes college and career.
- Workforce shortages impact school staffing and career options.
- Low engagement is seen in all parts of the community.
- Students want (and need) real world skills and experiences
- Natural disasters have impacted the well-being of students and staff.
- The City has seen an increase in poverty and a decrease in stability at home.
- Mental health issues are a priority for students, staff and the community.
- Relationships and a sense of belonging are core to improve our culture.
- Technology offers both opportunities and challenges.
- Decrease in emotional quotient humans.

NEXT STEPS IN THE PROCESS:

The next big step is creating "A Portrait of a Graduate" based on what students, parents, staff and community members have said. This portrait will help define what we want

students to know and be able to do upon graduation and ultimately, drive program decisions.

SUMMARY OF STAKEHOLDER RESPONSES

What Students Love:

- Teachers & Staff
- Friends
- School spirit & community
- Classes, Clubs & Activities
- Wellness Center, tutors
- Freedom/Open campus
- Food
- Diversity
- Music before class
- Small town & nature
- Consultation at OHS

Students' Suggestions, Concerns, and Ideas:

- Life Skills/Future Vision
- A Clear College Pathway and Steps
- Culture & Safety
- Other: More activities, clubs, classes, tech, drama, choir, arts, boys volleyball, makerspace, ROP, more languages, community service, coding

OUHSD Staff Love:

- Small town
- Students and colleagues
- Resilience through hard times

Staff Members' Suggestions, Concerns, and Ideas:

- Life Skills/Future Vision
- College AND Career Skills
- Deeper/Hands-on Learning
- Culture, Community & Safety
- Advisory and/or new ways to leverage social workers, SROs and MFTs to build community and create positive discipline
- Re-Engage Community
- Other: Coding, Robotics, Video game design, Snowboarding Team, Computer Engineering, more science classes, Psych, Boys volleyball, Nursing, child development, law enforcement, law, vet, Bass fishing, Medical track, shop, trades, home ec, internships, more dances, more activities like Harvest Fest, transportation for all sports, welding, driving classes (behind wheel)

Parents & Community Members Love:

- Small town
- Staff cares about kids
- School spirit
- Activities, classes & sports
- Diversity
- Community supports each other

Parents' & Community Members' Suggestions, Concerns, and Ideas:

- Parity: more equal treatment and outcomes
- Between schools - one system of great education, not just solo moments
- For discipline: dress code focuses on girls, student suspension heavy on kids of color
- Students of color experiencing racism
- Career skills and pathways: more career skills focus, technology, medical pathway, ranger/parks and recs careers
- Clear Focus on Life Skills
- Rigor and integrated critical thinking.
- SEL & Well-Being: Suicide prevention, antibullying, mental health, focus on kindness and connection, a path to address drugs, fights, vaping .
- Other: More drama, choir, arts, ROP, languages, technology, better football.

DURING THE REPORTING PERIOD OF FALL SEMESTER 2022

12

LAW ENFORCEMENT

During this reporting period, 12 students were referred to School Resource Officers regarding behavior.

320
VOLUNTARY

INDEPENDENT STUDY

During this reporting period, there have been 320 voluntarily assigned students to the independent study program.

10

EXPULSIONS

During this reporting period, there have been 10 students recommended for expulsion.

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 & ACHIEVEMENT

Attendance % by Gender

| Gender | Las Plumas High School | Oroville High School | Prospect High School | Total |
|--------|------------------------|----------------------|----------------------|--------|
| Female | 93.54% | 92.11% | 83.24% | 92.60% |
| Male | 92.51% | 90.76% | 74.18% | 90.85% |
| Total | 93.05% | 91.41% | 77.72% | 91.71% |

Attendance % by Language Proficiency

| Language Proficiency | Las Plumas High School | Oroville High School | Prospect High School | Total |
|----------------------|------------------------|----------------------|----------------------|---------|
| EL | 93.29% | 94.74% | 83.75% | 93.62% |
| EO | 92.62% | 89.94% | 76.55% | 90.82% |
| IFEP | 94.06% | 97.17% | | 95.44% |
| RFEP | 95.43% | 96.07% | 86.44% | 95.50% |
| TBD | 100.00% | | | 100.00% |
| Total | 93.05% | 91.41% | 77.72% | 91.71% |

Attendance % by Foster Youth

| Foster Youth | Las Plumas High School | Oroville High School | Prospect High School | Total |
|--------------|------------------------|----------------------|----------------------|--------|
| No | 93.10% | 91.53% | 77.74% | 91.79% |
| Yes | 87.41% | 80.91% | 76.24% | 83.81% |
| Total | 93.05% | 91.41% | 77.72% | 91.71% |

Attendance % by SED

| SED | Las Plumas High School | Oroville High School | Prospect High School | Total |
|-------|------------------------|----------------------|----------------------|--------|
| No | 93.23% | 91.89% | 80.65% | 92.30% |
| Yes | 92.82% | 90.87% | 75.91% | 91.03% |
| Total | 93.05% | 91.41% | 77.72% | 91.71% |

Attendance % by SPED

| SPED | Las Plumas High School | Oroville High School | Prospect High School | Total |
|-------|------------------------|----------------------|----------------------|--------|
| No | 93.38% | 91.93% | 79.57% | 92.25% |
| Yes | 89.71% | 86.72% | 69.69% | 86.80% |
| Total | 93.05% | 91.41% | 77.72% | 91.71% |

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.

The Community Day School data is so small that student confidentiality may be breached by releasing the data, and it is not included.

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:

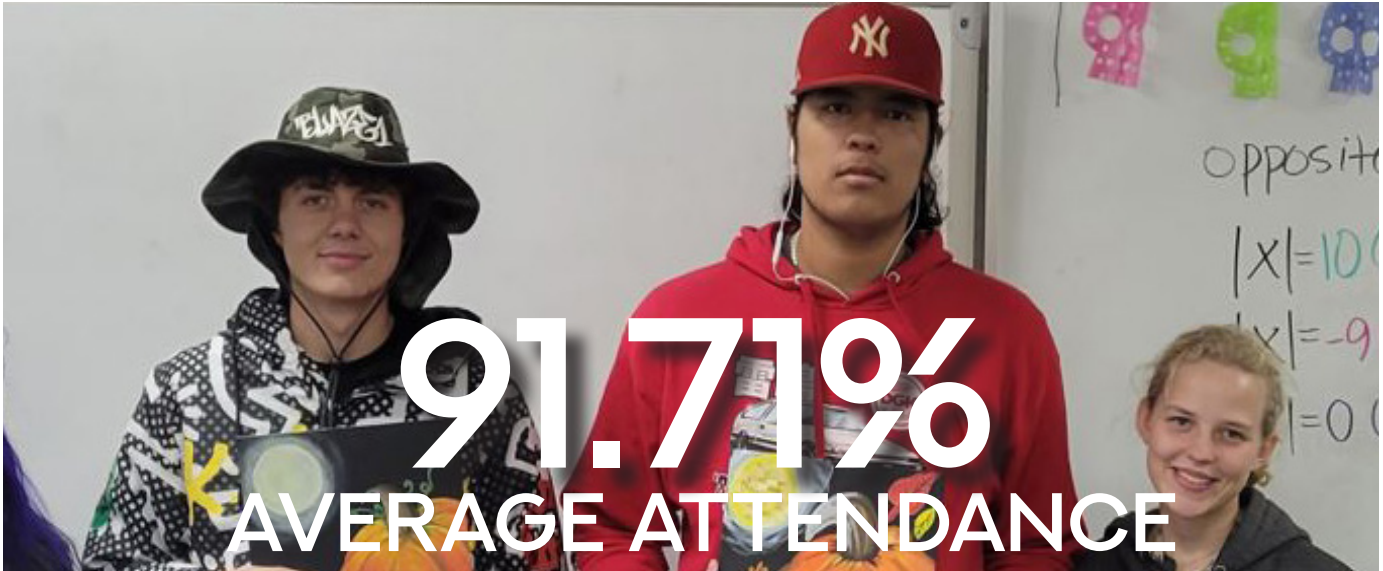
EL: English Learner

EO: English Only

IFEP: Initially Fluent English Proficient

RFEP: Reclassified Fluent English Proficient

TBD: To Be Determined



Attendance % by Ethnicity Detail

| Student Ethnicity | Las Plumas High School | Oroville High School | Prospect High School | Total |
|--------------------------------|------------------------|----------------------|----------------------|---------------|
| American Indian or Alaskan Nat | 92.30% | 91.30% | 80.40% | 90.94% |
| Asian Indian | 96.88% | 98.13% | | 97.81% |
| Black or African American | 93.48% | 88.88% | 54.96% | 89.70% |
| Cambodian | 100.00% | 96.25% | | 98.75% |
| Chinese | 98.25% | 99.38% | | 98.57% |
| Filipino | 94.84% | 90.48% | 54.67% | 90.84% |
| Guamanian | 100.00% | | | 100.00% |
| Hawaiian | | 93.44% | | 93.44% |
| Hispanic | 92.53% | 91.21% | 80.74% | 91.41% |
| Hmong | 97.23% | 97.24% | | 97.24% |
| Japanese | 98.13% | 65.00% | | 81.56% |
| Korean | | 42.86% | | 42.86% |
| Laotian | 100.00% | 99.06% | 80.00% | 97.03% |
| Multiple | 93.88% | 90.47% | 85.34% | 91.56% |
| No Race Indicated - Hispanic E | 92.94% | | | 92.94% |
| Other Asian | 97.48% | 95.84% | | 96.70% |
| Other Pacific Islander | 96.75% | 97.93% | | 97.29% |
| Samoaan | 91.14% | 91.25% | | 91.18% |
| Vietnamese | 99.38% | 94.59% | | 98.48% |
| White | 92.64% | 88.79% | 74.63% | 90.59% |
| Total | 93.04% | 91.41% | 77.72% | 91.69% |

Notes:

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

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EO: English Only

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TBD: To Be Determined

TRANSLATION & INTERPRETATION SERVICES

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

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

or local staff cannot translate the required language.

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

ATTENDANCE BY MONTH

Attendance % by Month by Gender

| School Name Gender | Las Plumas High School | | | | | | Oroville High School | | | | | | Prospect High School | | | | | | Total |
|-----------------------|------------------------|---------------|---------------|---------------|---------------|---------------|----------------------|---------------|---------------|---------------|---------------|---------------|----------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | Aug | Dec | Nov | Oct | Sep | Total | Aug | Dec | Nov | Oct | Sep | Total | Aug | Dec | Nov | Oct | Sep | Total | ▼ |
| Female | 95.16% | 93.84% | 93.81% | 94.06% | 94.81% | 94.07% | 94.61% | 92.52% | 92.36% | 93.01% | 93.47% | 92.81% | 89.55% | 82.78% | 84.16% | 85.84% | 87.44% | 84.77% | 93.23% |
| Male | 93.31% | 93.07% | 92.96% | 93.16% | 93.46% | 93.13% | 94.66% | 91.31% | 91.28% | 92.14% | 92.48% | 91.80% | 77.30% | 77.71% | 76.53% | 76.09% | 77.36% | 76.95% | 91.74% |
| Total | 94.27% | 93.48% | 93.41% | 93.63% | 94.17% | 93.62% | 94.58% | 91.91% | 91.82% | 92.57% | 92.89% | 92.29% | 82.31% | 79.37% | 79.32% | 79.79% | 81.53% | 79.87% | 92.47% |

Attendance % by Month by Language Proficiency

| School Name Language Proficiency | Las Plumas High School | | | | | | Oroville High School | | | | | | Prospect High School | | | | | | Total |
|-------------------------------------|------------------------|---------------|---------------|---------------|---------------|----------------|----------------------|---------------|---------------|---------------|---------------|---------------|----------------------|---------------|---------------|---------------|---------------|---------------|----------------|
| | Aug | Dec | Nov | Oct | Sep | Total | Aug | Dec | Nov | Oct | Sep | Total | Aug | Dec | Nov | Oct | Sep | Total | ▼ |
| TBD | | | 100.00% | 100.00% | | 100.00% | | | | | | | | | | | | | 100.00% |
| RFEP | 96.80% | 95.90% | 95.80% | 95.62% | 95.86% | 95.85% | 97.24% | 96.10% | 96.16% | 96.83% | 97.34% | 96.49% | 81.72% | 88.73% | 87.74% | 87.94% | 90.57% | 88.21% | 95.95% |
| IFEP | 91.67% | 94.06% | 93.93% | 93.98% | 93.94% | 93.88% | 96.88% | 97.20% | 97.40% | 97.88% | 97.08% | 97.37% | | | | | | | 95.40% |
| EL | 94.00% | 93.72% | 94.11% | 94.66% | 94.48% | 94.15% | 95.78% | 94.65% | 94.97% | 95.92% | 95.74% | 95.22% | 78.33% | 83.70% | 84.00% | 81.85% | 80.00% | 82.64% | 94.19% |
| EO | 93.90% | 93.05% | 92.97% | 93.25% | 93.87% | 93.22% | 93.84% | 90.58% | 90.44% | 91.20% | 91.57% | 90.97% | 82.60% | 78.29% | 78.25% | 78.80% | 80.72% | 78.91% | 91.66% |
| Total | 94.27% | 93.48% | 93.41% | 93.63% | 94.17% | 93.62% | 94.58% | 91.91% | 91.82% | 92.57% | 92.89% | 92.29% | 82.31% | 79.37% | 79.32% | 79.79% | 81.53% | 79.87% | 92.47% |

Attendance % by Month by Foster Youth

| School Name | Las Plumas High School | | | | | | Oroville High School | | | | | | Prospect High School | | | | | | Total |
|-------------|------------------------|---------------|---------------|---------------|---------------|---------------|----------------------|---------------|---------------|---------------|---------------|---------------|----------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | Aug | Dec | Nov | Oct | Sep | Total | Aug | Dec | Nov | Oct | Sep | Total | Aug | Dec | Nov | Oct | Sep | Total | ▼ |
| No | 94.29% | 93.51% | 93.46% | 93.67% | 94.20% | 93.66% | 94.66% | 92.03% | 91.95% | 92.69% | 93.02% | 92.41% | 82.22% | 79.49% | 79.44% | 79.85% | 81.64% | 79.97% | 92.54% |
| Yes | 91.67% | 89.26% | 87.85% | 89.69% | 90.25% | 89.19% | 87.20% | 80.94% | 80.36% | 81.94% | 80.92% | 81.29% | 91.67% | 72.34% | 72.27% | 74.07% | 69.70% | 72.98% | 84.56% |
| Total | 94.27% | 93.48% | 93.41% | 93.63% | 94.17% | 93.62% | 94.58% | 91.91% | 91.82% | 92.57% | 92.89% | 92.29% | 82.31% | 79.37% | 79.32% | 79.79% | 81.53% | 79.87% | 92.47% |

Attendance % by Month by Special ED

| School Name Special ED | Las Plumas High School | | | | | | Oroville High School | | | | | | Prospect High School | | | | | | Total |
|---------------------------|------------------------|---------------|---------------|---------------|---------------|---------------|----------------------|---------------|---------------|---------------|---------------|---------------|----------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | Aug | Dec | Nov | Oct | Sep | Total | Aug | Dec | Nov | Oct | Sep | Total | Aug | Dec | Nov | Oct | Sep | Total | ▼ |
| No | 94.70% | 93.86% | 93.77% | 93.93% | 94.47% | 93.97% | 95.03% | 92.46% | 92.33% | 93.07% | 93.42% | 92.81% | 83.75% | 81.24% | 81.59% | 82.13% | 83.73% | 81.98% | 92.98% |
| Yes | 90.16% | 89.66% | 89.77% | 90.66% | 91.18% | 90.14% | 90.57% | 87.01% | 87.24% | 88.12% | 88.17% | 87.64% | 76.39% | 71.28% | 69.37% | 69.52% | 71.70% | 70.65% | 87.46% |
| Total | 94.27% | 93.48% | 93.41% | 93.63% | 94.17% | 93.62% | 94.58% | 91.91% | 91.82% | 92.57% | 92.89% | 92.29% | 82.31% | 79.37% | 79.32% | 79.79% | 81.53% | 79.87% | 92.47% |

Attendance % by Month by SED

| School Name SED | Las Plumas High School | | | | | | Oroville High School | | | | | | Prospect High School | | | | | | Total |
|--------------------|------------------------|---------------|---------------|---------------|---------------|---------------|----------------------|---------------|---------------|---------------|---------------|---------------|----------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | Aug | Dec | Nov | Oct | Sep | Total | Aug | Dec | Nov | Oct | Sep | Total | Aug | Dec | Nov | Oct | Sep | Total | ▼ |
| No | 94.55% | 93.60% | 93.59% | 93.93% | 94.43% | 93.83% | 95.02% | 92.15% | 92.20% | 92.88% | 93.79% | 92.68% | 86.49% | 80.55% | 81.46% | 82.06% | 83.73% | 81.82% | 92.98% |
| Yes | 93.94% | 93.33% | 93.19% | 93.27% | 93.85% | 93.38% | 94.09% | 91.63% | 91.38% | 92.21% | 91.87% | 91.84% | 79.70% | 78.61% | 78.01% | 78.47% | 80.19% | 78.67% | 91.87% |
| Total | 94.27% | 93.48% | 93.41% | 93.63% | 94.17% | 93.62% | 94.58% | 91.91% | 91.82% | 92.57% | 92.89% | 92.29% | 82.31% | 79.37% | 79.32% | 79.79% | 81.53% | 79.87% | 92.47% |

Attendance % by Month by Ethnicity Details

| School Name Ethnicity | Las Plumas High School | | | | | | Oroville High School | | | | | | Prospect High School | | | | | | Total |
|--------------------------------|------------------------|---------------|---------------|---------------|---------------|----------------|----------------------|---------------|---------------|---------------|---------------|---------------|----------------------|---------------|---------------|---------------|---------------|---------------|----------------|
| | Aug | Dec | Nov | Oct | Sep | Total | Aug | Dec | Nov | Oct | Sep | Total | Aug | Dec | Nov | Oct | Sep | Total | ▼ |
| American Indian or Alaskan Nat | 93.84% | 92.34% | 92.21% | 92.38% | 93.41% | 92.52% | 96.03% | 92.11% | 90.90% | | 91.77% | 92.05% | 91.88% | 83.33% | 81.40% | 82.70% | 84.03% | 83.14% | 82.61% |
| Asian Indian | 100.00% | 96.91% | 97.86% | 100.00% | 100.00% | 98.40% | 98.61% | 98.15% | 97.86% | | 99.07% | 98.48% | 98.33% | | | | | | 98.35% |
| Black or African American | 90.38% | 94.43% | 94.23% | 93.96% | 92.65% | 93.82% | 91.36% | 88.99% | 89.13% | | 90.79% | 90.88% | 89.79% | 41.67% | 63.58% | 63.57% | 62.04% | 68.18% | 63.32% |
| Cambodian | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 91.67% | 96.30% | 95.71% | | 94.44% | 90.91% | 94.80% | | | | | | 98.27% |
| Chinese | 100.00% | 98.27% | 98.00% | 98.15% | 99.39% | 98.40% | 100.00% | 99.38% | 99.29% | | 100.00% | 100.00% | 99.60% | | | | | | 98.74% |
| Filipino | 100.00% | 94.90% | 95.72% | 96.33% | 98.18% | 96.09% | 100.00% | 90.61% | 91.67% | | 93.18% | 97.10% | 92.56% | 75.00% | 54.67% | 58.57% | 75.93% | 84.85% | 65.57% |
| Guamanian | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | | | | | | | | | | | | | 100.00% |
| Hawaiian | | | | | | | 97.92% | 93.52% | 92.86% | | 93.06% | 96.97% | 93.90% | | | | | | 93.90% |
| Hispanic | 94.27% | 93.00% | 92.99% | 93.22% | 93.69% | 93.20% | 95.39% | 91.63% | 91.57% | | 92.51% | 92.98% | 92.16% | 79.94% | 84.28% | 80.73% | 80.73% | 82.11% | 81.94% |
| Hmong | 97.42% | 97.27% | 97.28% | 97.44% | 97.04% | 97.29% | 97.70% | 97.24% | 97.30% | | 97.88% | 98.09% | 97.53% | | | | | | 97.48% |
| Japanese | 100.00% | 98.15% | 97.86% | 98.15% | 100.00% | 98.40% | 91.67% | 65.43% | 66.43% | | 71.30% | 81.82% | 70.40% | | | | | | 84.40% |
| Korean | | | | | | | 100.00% | | | | 42.86% | 44.44% | 49.18% | | | | | | 49.18% |
| Laotian | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 99.07% | 98.93% | | 99.07% | 100.00% | 99.20% | 91.67% | 80.00% | 82.86% | 85.19% | 90.91% | 83.94% |
| Multiple | 96.63% | 93.91% | 94.01% | 95.06% | 96.39% | 94.65% | 89.70% | 91.10% | 91.10% | | 91.39% | 90.49% | 91.01% | 90.68% | 83.46% | 85.18% | 86.07% | 85.14% | 85.07% |
| No Race Indicated - Hispanic E | 75.00% | 93.10% | 92.86% | 94.44% | 90.91% | 92.19% | | | | | | | | | | | | | 92.19% |
| Other Asian | 100.00% | 97.49% | 97.86% | 98.02% | 98.31% | 97.94% | 95.02% | 95.89% | 95.85% | | 96.77% | 97.17% | 96.20% | | | | | | 97.11% |
| Other Pacific Islander | 100.00% | 96.79% | 97.14% | 98.52% | 100.00% | 97.84% | 100.00% | 97.64% | 98.02% | | 97.86% | 97.83% | 97.92% | | | | | | 97.87% |
| Samoa | 100.00% | 97.53% | 98.57% | 90.15% | 98.99% | 95.93% | 100.00% | 91.36% | 90.00% | | 92.59% | 96.97% | 92.40% | | | | | | 94.61% |
| Vietnamese | 100.00% | 99.38% | 99.29% | 100.00% | 100.00% | 99.60% | | 94.74% | 92.59% | | 100.00% | 94.74% | | | | | | | 98.96% |
| White | 93.70% | 93.18% | 93.06% | 93.27% | 93.81% | 93.28% | 93.45% | 89.49% | 89.50% | | 90.25% | 90.79% | 90.03% | 82.40% | 76.30% | 77.09% | 77.21% | 80.21% | 77.54% |
| Total | 94.27% | 93.48% | 93.41% | 93.63% | 94.17% | 93.62% | 94.58% | 91.91% | 91.82% | 92.57% | 92.89% | 92.29% | 82.31% | 79.37% | 79.32% | 79.79% | 81.53% | 79.87% | 92.47% |

Notes:

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Special Education Acronyms:

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No-SPED: No Special Education

SED: Serious Emotional Disability

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Language Proficiency Acronyms:

EL: English Learner

EO: English Only

IFEP: Initially Fluent English Proficient

RFEP: Reclassified Fluent English Proficient

TBD: To Be Determined

STUDENT PERFORMANCE MARKS

Marks by Gender

| School Name | Las Plumas High School | | | | | | | Oroville High School | | | | | | | Prospect High School | | | | | | | Total | | |
|----------------|------------------------|------|------|-----|-----|-----|-------|----------------------|-----|-----|-----|-----|-----|---|----------------------|-----|----|----|----|----|----|-------|------|------|
| Student Gender | A | B | C | D | F | NP | Total | A | B | C | D | F | NP | W | Total | A | B | C | D | F | X | Total | | |
| Female | | 573 | 520 | 413 | 319 | 259 | 604 | 323 | 320 | 279 | 221 | 213 | 1 | 3 | 383 | 36 | 37 | 34 | 20 | 13 | 6 | 39 | 1015 | |
| Male | 1 | 526 | 488 | 425 | 329 | 301 | 1 | 570 | 359 | 350 | 314 | 257 | 246 | | 1 | 434 | 46 | 57 | 58 | 45 | 35 | 10 | 65 | 1059 |
| Total | 1 | 1100 | 1009 | 839 | 649 | 561 | 1 | 1175 | 686 | 674 | 597 | 483 | 463 | 1 | 4 | 822 | 82 | 94 | 93 | 66 | 49 | 17 | 105 | 2080 |

Marks by Student Groups

| SCHOOL NAME | | Las Plumas High School | | | | | | | Oroville High School | | | | | | | OUIHSD Community Day School | | | | | Prospect High School | | | | | | | Total | | |
|----------------|---------------------------|------------------------|------|-----|-----|-----|-----|-------|----------------------|-----|-----|-----|-----|-----|---|-----------------------------|-----|---|---|-------|----------------------|----|----|----|----|----|-------|-------|------|--|
| Student Groups | | A | B | C | D | F | NP | Total | A | B | C | D | F | NP | W | Total | C | D | F | Total | A | B | C | D | F | X | Total | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Foster Youth | 1 | 1090 | 998 | 831 | 641 | 551 | 1 | 1158 | 685 | 672 | 592 | 480 | 454 | 1 | 4 | 812 | 1 | 2 | 5 | | 83 | 94 | 93 | 69 | 54 | 17 | 105 | 2080 | |
| | FY | | 10 | 10 | 10 | 10 | 7 | | 11 | 7 | 8 | 6 | 5 | 6 | | | 10 | | | | | | | | | | | | 23 | |
| | No-FY | 1 | 1080 | 988 | 821 | 631 | 544 | 1 | 1147 | 678 | 664 | 586 | 475 | 448 | 1 | 4 | 802 | 1 | 2 | 5 | | 82 | 92 | 91 | 67 | 52 | 17 | 103 | 2057 | |
| | Language Proficiency | 1 | 1090 | 998 | 831 | 641 | 551 | 1 | 1158 | 685 | 672 | 592 | 480 | 454 | 1 | 4 | 812 | 1 | 2 | 5 | | 83 | 94 | 93 | 69 | 54 | 17 | 105 | 2080 | |
| | EL | | 43 | 42 | 42 | 36 | 31 | | 47 | 57 | 57 | 53 | 41 | 32 | 1 | | 61 | | | | | | | | | | | | 113 | |
| | EO | 1 | 872 | 799 | 665 | 522 | 453 | | 934 | 471 | 479 | 452 | 385 | 384 | | 4 | 590 | 1 | 2 | 5 | | 71 | 80 | 81 | 61 | 48 | 17 | 91 | 1620 | |
| | IFEP | | 13 | 13 | 8 | 4 | 4 | | 14 | 13 | 8 | 8 | 6 | 3 | | | 13 | | | | | | | | | | | | 27 | |
| | RFEP | | 161 | 144 | 116 | 79 | 62 | | 162 | 144 | 128 | 79 | 48 | 35 | | | 148 | | | | | 8 | 9 | 8 | 5 | 5 | | 9 | 319 | |
| | TBD | | 1 | | | | 1 | | 1 | | | | | | | | | | | | | | | | | | | | 1 | |
| | Race | 1 | 1089 | 998 | 831 | 641 | 550 | | 1157 | 685 | 672 | 592 | 480 | 454 | 1 | 4 | 812 | 1 | 2 | 5 | | 83 | 94 | 93 | 69 | 54 | 17 | 105 | 2079 | |
| | Asian | | 84 | 73 | 52 | 28 | 18 | | 86 | 198 | 179 | 119 | 80 | 62 | 1 | | 201 | | | | | | | | | | | | 290 | |
| | Black or African American | | 20 | 20 | 17 | 16 | 9 | | 22 | 33 | 35 | 34 | 32 | 27 | | 1 | 42 | | | | | | | | | | | | 66 | |
| | Hispanic | | 245 | 232 | 202 | 159 | 140 | | 262 | 121 | 119 | 110 | 93 | 86 | | 1 | 144 | | | 1 | | 23 | 26 | 23 | 18 | 14 | | 27 | 434 | |
| | Multiple | | 51 | 46 | 39 | 31 | 22 | | 52 | 43 | 42 | 42 | 31 | 32 | | | 52 | | | | | 8 | 10 | 8 | 6 | 4 | | 10 | 114 | |
| | Native American | | 82 | 76 | 66 | 57 | 51 | | 84 | 31 | 31 | 32 | 30 | 27 | | | 39 | | | | | 12 | 16 | 14 | 10 | 8 | | 16 | 139 | |
| | Pacific Islander | | 8 | 7 | 6 | 3 | 3 | | 8 | 9 | 7 | 6 | 4 | 2 | | | 9 | | | | | | | | | | | | 17 | |
| | Unknown | | 32 | 30 | 25 | 23 | 17 | | 33 | 2 | 2 | 2 | 2 | 2 | | | 2 | | | | | | | | | | | | 35 | |
| | White | 1 | 567 | 514 | 424 | 324 | 290 | | 610 | 248 | 257 | 247 | 208 | 216 | | 2 | 323 | 1 | 2 | 4 | | 35 | 37 | 43 | 32 | 26 | 7 | 47 | 984 | |
| | SED | 1 | 1090 | 998 | 831 | 641 | 551 | 1 | 1158 | 685 | 672 | 592 | 480 | 454 | 1 | 4 | 812 | 1 | 2 | 5 | | 83 | 94 | 93 | 69 | 54 | 17 | 105 | 2080 | |
| | No-SED | 1 | 596 | 530 | 431 | 322 | 297 | 1 | 633 | 378 | 366 | 312 | 251 | 226 | 1 | 1 | 425 | 1 | 2 | 3 | | 29 | 34 | 34 | 25 | 15 | 6 | 35 | 1096 | |
| | SED | | 494 | 468 | 400 | 319 | 254 | | 525 | 307 | 306 | 280 | 229 | 228 | | 3 | 387 | | | 2 | | 54 | 60 | 59 | 44 | 39 | 11 | 70 | 984 | |
| | SPED | 1 | 1090 | 998 | 831 | 641 | 551 | 1 | 1158 | 685 | 672 | 592 | 480 | 454 | 1 | 4 | 812 | 1 | 2 | 5 | | 83 | 94 | 93 | 69 | 54 | 17 | 105 | 2080 | |
| | No-SPED | 1 | 1000 | 919 | 758 | 581 | 494 | 1 | 1060 | 620 | 600 | 526 | 424 | 401 | 1 | 3 | 727 | 1 | 2 | 5 | | 71 | 80 | 77 | 54 | 43 | 13 | 86 | 1878 | |
| | SPED | | 90 | 79 | 73 | 60 | 57 | | 98 | 65 | 72 | 66 | 56 | 53 | | 1 | 85 | | | | | 12 | 14 | 16 | 15 | 11 | 4 | 19 | 202 | |
| | Total | 1 | 1090 | 998 | 831 | 641 | 551 | 1 | 1158 | 685 | 672 | 592 | 480 | 454 | 1 | 4 | 812 | 1 | 2 | 5 | | 83 | 94 | 93 | 69 | 54 | 17 | 105 | 2080 | |

Pass/Fail by Gender

| School Name | Las Plumas High School | | | Oroville High School | | | Prospect High School | | | Total |
|----------------|------------------------|------|-------|----------------------|------|-------|----------------------|------|-------|----------|
| Student Gender | Fail | Pass | Total | Fail | Pass | Total | Fail | Pass | Total | |
| Female | 265 | 597 | 607 | 230 | 369 | 384 | 21 | 39 | 39 | 1019 |
| Male | 1 | 307 | 560 | 577 | 254 | 415 | 434 | 41 | 63 | 65 1065 |
| Total | 1 | 573 | 1158 | 1185 | 489 | 789 | 823 | 63 | 103 | 105 2090 |

Pass/Fail by Student Groups

| School Name | Las Plumas High School | | | Oroville High School | | | Prospect High School | | | Total |
|---------------------------|------------------------|------|-------|----------------------|------|-------|----------------------|------|-------|----------|
| Student Groups | Fail | Pass | Total | Fail | Pass | Total | Fail | Pass | Total | |
| | | | | | | | | | | |
| Foster Youth | 1 | 573 | 1158 | 1185 | 489 | 789 | 823 | 63 | 103 | 105 2090 |
| FY | | 8 | 12 | 12 | 6 | 8 | 10 | | | 23 |
| No-FY | 1 | 565 | 1146 | 1173 | 483 | 781 | 813 | 61 | 101 | 103 2067 |
| Language Proficiency | 1 | 573 | 1158 | 1185 | 489 | 789 | 823 | 63 | 103 | 105 2090 |
| EL | | 32 | 48 | 48 | 33 | 60 | 61 | | | 114 |
| EO | 1 | 469 | 931 | 957 | 410 | 569 | 601 | 58 | 89 | 91 1628 |
| IFEP | | 4 | 15 | 15 | 4 | 13 | 13 | | | 28 |
| RFEP | | 67 | 163 | 164 | 42 | 147 | 148 | 4 | 9 | 9 319 |
| TBD | | 1 | 1 | 1 | | | | | | 1 |
| Race | 1 | 572 | 1157 | 1184 | 489 | 789 | 823 | 63 | 103 | 105 2089 |
| Asian | | 20 | 88 | 88 | 68 | 198 | 201 | | | 292 |
| Black or African American | | 9 | 22 | 23 | 28 | 40 | 42 | | | 67 |
| Hispanic | | 147 | 262 | 268 | 93 | 144 | 146 | 15 | 26 | 27 434 |
| Multiple | | 24 | 53 | 54 | 34 | 48 | 53 | 6 | 10 | 10 115 |
| Native American | | 52 | 84 | 85 | 29 | 40 | 41 | 9 | 16 | 16 139 |
| Pacific Islander | | 3 | 8 | 8 | 3 | 9 | 9 | | | 17 |
| Unknown | | 17 | 33 | 33 | 2 | 2 | 2 | | | 35 |
| White | 1 | 300 | 607 | 625 | 232 | 308 | 329 | 29 | 46 | 47 990 |
| SED | 1 | 573 | 1158 | 1185 | 489 | 789 | 823 | 63 | 103 | 105 2090 |
| No-SED | 1 | 303 | 626 | 644 | 240 | 416 | 427 | 21 | 35 | 35 1101 |
| SED | | 270 | 532 | 541 | 249 | 373 | 396 | 42 | 68 | 70 989 |
| SPED | 1 | 573 | 1158 | 1185 | 489 | 789 | 823 | 63 | 103 | 105 2090 |
| No-SPED | 1 | 516 | 1057 | 1082 | 431 | 708 | 736 | 49 | 85 | 86 1882 |
| SPED | | 57 | 101 | 103 | 58 | 81 | 87 | 14 | 18 | 19 208 |
| Total | 1 | 573 | 1158 | 1185 | 489 | 789 | 823 | 63 | 103 | 105 2090 |

Notes:

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

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Key:

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Special Education Acronyms:

SPED: Special Education

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Language Proficiency Acronyms:

EL: English Learner

EO: English Only

IFEP: Initially Fluent English Proficient

RFEP: Reclassified Fluent English Proficient

TBD: To Be Determined

STUDENT GPA

Grade Point Average (GPA) By Student Groups

| SCHOOL_NAME | Las Plumas High School | | | | | Oroville High School | | | | | OUHSD Community Day School | | | | | Prospect High School | | | | |
|-----------------------------|------------------------|-------------|-------------|-------------|------|----------------------|-------------|-------------|-------------|------|----------------------------|-------------|-------------|-------------|------|----------------------|-------------|-------------|-------------|------|
| Student Groups | 0 to 0.99 | 1.0 to 1.99 | 2.0 to 2.99 | 3.0 to 3.99 | 4.0+ | 0 to 0.99 | 1.0 to 1.99 | 2.0 to 2.99 | 3.0 to 3.99 | 4.0+ | 0 to 0.99 | 1.0 to 1.99 | 2.0 to 2.99 | 3.0 to 3.99 | 4.0+ | 0 to 0.99 | 1.0 to 1.99 | 2.0 to 2.99 | 3.0 to 3.99 | 4.0+ |
| Foster Youth | | | | | | | | | | | | | | | | | | | | |
| FY | | 3 | 5 | 3 | | 3 | | 3 | 4 | | | | | | | | | | | |
| No-FY | 113 | 165 | 378 | 406 | | 94 | 285 | 102 | 172 | 209 | 35 | | | | | 21 | 61 | | 21 | |
| Language Proficiency | | | | | | | | | | | | | | | | | | | | |
| EL | 7 | 14 | 17 | 10 | | 22 | | 4 | 12 | 23 | | | | | | | | | | |
| EO | 102 | 133 | 311 | 319 | | 76 | 234 | 90 | 131 | 118 | 18 | | | | | 21 | 51 | | 19 | |
| IFEP | 2 | 1 | 3 | 6 | | 3 | 4 | 1 | 2 | 4 | 2 | | | | | | | | | |
| RFEP | 2 | 20 | 52 | 74 | | 14 | 28 | 7 | 30 | 68 | 15 | | | | | | | 7 | | 2 |
| TBD | | | | | | 1 | | | | | | | | | | | | | | |
| Race | | | | | | | | | | | | | | | | | | | | |
| Asian | 3 | 4 | 25 | 42 | | 14 | 55 | 7 | 34 | 90 | 15 | | | | | | | | | |
| Black or African American | 2 | 6 | 8 | 7 | | 16 | | 4 | 11 | 11 | | | | | | | | | | |
| Hispanic | 26 | 48 | 85 | 95 | | 8 | 50 | 20 | 33 | 33 | 8 | | | | | | | 22 | | 1 |
| Multiple | 3 | 4 | 22 | 17 | | 7 | 19 | 10 | 11 | 11 | 1 | | | | | | | 3 | | 5 |
| Native American | 4 | 19 | 34 | 24 | | 3 | 20 | 3 | 9 | 6 | 1 | | | | | | | 11 | | 2 |
| Pacific Islander | 2 | | 3 | 2 | | 6 | | 1 | 1 | 1 | | | | | | | | | | |
| Unknown | 4 | 3 | 15 | 11 | | 2 | | | | | | | | | | | | | | |
| White | 69 | 84 | 191 | 211 | | 60 | 120 | 57 | 77 | 61 | 9 | | | | | 12 | 24 | | 11 | |
| SED | | | | | | | | | | | | | | | | | | | | |
| No-SED | 50 | 90 | 199 | 235 | | 64 | 131 | 53 | 95 | 124 | 22 | | | | | 8 | 19 | | 8 | |
| SED | 63 | 78 | 184 | 174 | | 30 | 157 | 49 | 80 | 89 | 13 | | | | | 14 | 43 | | 13 | |
| SPED | | | | | | | | | | | | | | | | | | | | |
| No-SPED | 104 | 145 | 340 | 385 | | 90 | 277 | 86 | 135 | 194 | 35 | | | | | 14 | 53 | | 19 | |
| SPED | 9 | 23 | 43 | 24 | | 4 | 11 | 16 | 40 | 19 | | | | | | 8 | 9 | | 2 | |

Grade Point Average (GPA) By Gender

| SCHOOL_NAME | Las Plumas High School | | | | | Oroville High School | | | | | OUHSD Community Day School | | | | | Prospect High School | | | | |
|----------------|------------------------|-------------|-------------|-------------|-----------|----------------------|-------------|-------------|-------------|------------|----------------------------|-------------|-------------|-------------|----------|----------------------|-------------|-------------|-------------|-----------|
| student_gender | 0 to 0.99 | 1.0 to 1.99 | 2.0 to 2.99 | 3.0 to 3.99 | 4.0+ | 0 to 0.99 | 1.0 to 1.99 | 2.0 to 2.99 | 3.0 to 3.99 | 4.0+ | 0 to 0.99 | 1.0 to 1.99 | 2.0 to 2.99 | 3.0 to 3.99 | 4.0+ | 0 to 0.99 | 1.0 to 1.99 | 2.0 to 2.99 | 3.0 to 3.99 | 4.0+ |
| Female | 44 | 71 | 186 | 241 | 55 | 597 | 140 | 42 | 73 | 106 | 20 | 381 | | 1 | | 2 | 4 | 23 | 12 | 39 |
| Male | 68 | 97 | 197 | 168 | 39 | 569 | 147 | 58 | 102 | 106 | 15 | 428 | 1 | | 1 | 3 | 17 | 39 | 9 | 65 |
| Total | 113 | 168 | 383 | 409 | 94 | 1167 | 288 | 102 | 175 | 213 | 35 | 813 | 1 | 1 | 1 | 2 | 5 | 22 | 62 | 21 |

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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/ Target Case Manager Interventions

Tier 3 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

DISCIPLINARY DISPOSITIONS

Disciplinary Dispositions by Gender

| Student Gender | Las Plumas High School | Oroville High School | Prospect High School | Total |
|----------------|------------------------|----------------------|----------------------|------------|
| Female | 14 | 18 | 3 | 35 |
| Male | 29 | 35 | 4 | 68 |
| Total | 43 | 54 | 7 | 104 |

Disciplinary Dispositions by Student Groups

| Student Groups | Las Plumas High School | Oroville High School | Prospect High School | Total |
|--|------------------------|----------------------|----------------------|------------|
| <input type="checkbox"/> Foster Youth | 43 | 54 | | 104 |
| FY | 3 | | | 3 |
| No-FY | 40 | 54 | 7 | 101 |
| <input type="checkbox"/> Language Proficiency | 43 | 54 | 7 | 104 |
| EL | 4 | | | 5 |
| EO | 39 | 52 | 5 | 96 |
| RFEP | | 2 | 1 | 3 |
| <input type="checkbox"/> Race | 43 | 54 | 7 | 104 |
| Asian | | | | 1 |
| Black or African American | | 2 | | 2 |
| Hispanic | 10 | 10 | 2 | 22 |
| Multiple | 1 | 3 | 1 | 5 |
| Native American | 5 | 6 | | 11 |
| White | 27 | 33 | 3 | 63 |
| <input type="checkbox"/> SED | 43 | 54 | 7 | 104 |
| No-SED | 18 | 28 | 2 | 48 |
| SED | 25 | 26 | 5 | 56 |
| <input type="checkbox"/> SPED | 43 | 54 | 7 | 104 |
| No-SPED | 39 | 49 | 4 | 92 |
| SPED | 4 | 5 | 3 | 12 |
| Total | 43 | 54 | 7 | 104 |

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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>

DISCIPLINARY DISPOSITIONS

Discipline Offense Count by Gender

| Student Gender | Las Plumas High School | Oroville High School | Prospect High School | Total |
|----------------|------------------------|----------------------|----------------------|-------|
| Female | 13 | 18 | 3 | 34 |
| Male | 28 | 32 | 4 | 64 |
| Total | 41 | 51 | 7 | 99 |

Discipline Offense Count by Students Groups

| Student Groups | Las Plumas High School | Oroville High School | Prospect High School | Total |
|--|------------------------|----------------------|----------------------|-------|
| <input type="checkbox"/> SPED | 41 | 51 | 7 | 99 |
| SPED | 4 | 5 | 3 | 12 |
| No-SPED | 37 | 46 | 4 | 87 |
| <input type="checkbox"/> SED | 41 | 51 | 7 | 99 |
| SED | 25 | 22 | 5 | 52 |
| No-SED | 16 | 29 | 2 | 47 |
| <input type="checkbox"/> Race | 41 | 51 | 7 | 99 |
| White | 25 | 30 | 3 | 58 |
| Native American | 5 | 6 | | 11 |
| Multiple | 1 | 4 | 1 | 6 |
| Hispanic | 10 | 9 | 2 | 21 |
| Black or African American | | 2 | | 2 |
| Asian | | | | 1 |
| <input type="checkbox"/> Language Proficiency | 41 | 51 | 7 | 99 |
| RFEP | | 2 | 1 | 3 |
| EO | 37 | 49 | 5 | 91 |
| EL | 4 | | | 5 |
| <input type="checkbox"/> Foster Youth | 41 | 51 | 7 | 99 |
| No-FY | 38 | 51 | | 96 |
| FY | 3 | | | 3 |
| Total | 41 | 51 | 7 | 99 |

Suspension by Gender

| School Name | Las Plumas High School | | | Oroville High School | | | Prospect High School | | | Total | | |
|----------------|------------------------|------------|--------------|----------------------|------------|--------------|----------------------|------------|--------------|-------|------------|--------------|
| Student Gender | Count | Suspension | Suspension % | Count | Suspension | Suspension % | Count | Suspension | Suspension % | Count | Suspension | Suspension % |
| Female | 592 | 9 | 1.52% | 364 | 15 | 4.12% | 32 | 3 | 9.38% | 978 | 27 | 2.76% |
| Male | 548 | 23 | 4.20% | 410 | 19 | 4.63% | 55 | 4 | 7.27% | 1003 | 46 | 4.59% |
| Total | 1141 | 32 | 2.80% | 779 | 35 | 4.49% | 88 | 7 | 7.95% | 1987 | 74 | 3.72% |

Suspension by Student groups

| School Name | Las Plumas High School | | | Oroville High School | | | Prospect High School | | | Total | | |
|--|------------------------|------------|--------------|----------------------|------------|--------------|----------------------|------------|--------------|-------|------------|--------------|
| Student Groups | Count | Suspension | Suspension % | Count | Suspension | Suspension % | Count | Suspension | Suspension % | Count | Suspension | Suspension % |
| <input type="checkbox"/> | | | | | | | | | | | | |
| <input type="checkbox"/> Foster Youth | 1141 | 32 | 2.80% | 779 | 35 | 4.49% | 88 | 7 | 7.95% | 1987 | 74 | 3.72% |
| FY | 11 | 2 | 18.18% | 10 | | | | | | 22 | 2 | 9.09% |
| No-FY | 1130 | 30 | 2.65% | 769 | 35 | 4.55% | 86 | 7 | 8.14% | 1965 | 72 | 3.66% |
| <input type="checkbox"/> Language Proficiency | 1141 | 32 | 2.80% | 779 | 35 | 4.49% | 88 | 7 | 7.95% | 1987 | 74 | 3.72% |
| EL | 45 | 2 | 4.44% | 58 | | | 5 | | 20.00% | 108 | 3 | 2.78% |
| EO | 919 | 30 | 3.26% | 562 | 33 | 5.87% | 78 | 5 | 6.41% | 1540 | 68 | 4.42% |
| IFEP | 15 | | | 13 | | | | | | 28 | | |
| RFEP | 161 | | | 146 | 2 | 1.37% | 5 | 1 | 20.00% | 310 | 3 | 0.97% |
| TBD | 1 | | | | | | | | | 1 | | |
| <input type="checkbox"/> Race | 1140 | 32 | 2.81% | 779 | 35 | 4.49% | 88 | 7 | 7.95% | 1986 | 74 | 3.73% |
| Asian | 87 | | | 195 | | | 1 | | 100.00% | 283 | 1 | 0.35% |
| Black or African American | 21 | | | 39 | 2 | 5.13% | 2 | | | 62 | 2 | 3.23% |
| Hispanic | 256 | 7 | 2.73% | 141 | 6 | 4.26% | 21 | 2 | 9.52% | 411 | 15 | 3.65% |
| Multiple | 53 | 1 | 1.89% | 51 | 3 | 5.88% | 9 | 1 | 11.11% | 112 | 5 | 4.46% |
| Native American | 85 | 4 | 4.71% | 39 | 5 | 12.82% | 15 | | | 136 | 9 | 6.62% |
| Pacific Islander | 6 | | | 9 | | | | | | 15 | | |
| Unknown | 32 | | | 2 | | | | | | 34 | | |
| White | 600 | 20 | 3.33% | 303 | 19 | 6.27% | 40 | 3 | 7.50% | 933 | 42 | 4.50% |
| <input type="checkbox"/> SED | 1141 | 32 | 2.80% | 779 | 35 | 4.49% | 88 | 7 | 7.95% | 1987 | 74 | 3.72% |
| No-SED | 619 | 11 | 1.78% | 412 | 21 | 5.10% | 32 | 2 | 6.25% | 1058 | 34 | 3.21% |
| SED | 522 | 21 | 4.02% | 367 | 14 | 3.81% | 56 | 5 | 8.93% | 929 | 40 | 4.31% |
| <input type="checkbox"/> SPED | 1141 | 32 | 2.80% | 779 | 35 | 4.49% | 88 | 7 | 7.95% | 1987 | 74 | 3.72% |
| No-SPED | 1040 | 29 | 2.79% | 696 | 32 | 4.60% | 70 | 4 | 5.71% | 1786 | 65 | 3.64% |
| SPED | 101 | 3 | 2.97% | 83 | 3 | 3.61% | 18 | 3 | 16.67% | 201 | 9 | 4.48% |
| Total | 1141 | 32 | 2.80% | 779 | 35 | 4.49% | 88 | 7 | 7.95% | 1987 | 74 | 3.72% |

Incidents by Gender

| Student Gender | Las Plumas High School | Oroville High School | Prospect High School | Total |
|----------------|------------------------|----------------------|----------------------|-------|
| Female | 13 | 18 | 3 | 34 |
| Male | 28 | 32 | 4 | 64 |
| Total | 41 | 51 | 7 | 99 |

Incidents by Students Groups

| Student Groups | Las Plumas High School | Oroville High School | Prospect High School | Total |
|--|------------------------|----------------------|----------------------|-------|
| <input type="checkbox"/> Foster Youth | 41 | 51 | 7 | 99 |
| FY | 3 | | | 3 |
| No-FY | 38 | 51 | 7 | 96 |
| <input type="checkbox"/> Language Proficiency | 41 | 51 | 7 | 99 |
| EL | 4 | | 1 | 5 |
| EO | 37 | 49 | 5 | 91 |
| RFEP | | 2 | | 3 |
| <input type="checkbox"/> Race | 41 | 51 | 7 | 99 |
| Asian | | | | 1 |
| Black or African American | | 2 | | 2 |
| Hispanic | 10 | 9 | 2 | 21 |
| Multiple | 1 | 4 | 1 | 6 |
| Native American | 5 | 6 | | 11 |
| White | 25 | 30 | 3 | 58 |
| <input type="checkbox"/> SED | 41 | 51 | 7 | 99 |
| No-SED | 16 | 29 | 2 | 47 |
| SED | 25 | 22 | 5 | 52 |
| <input type="checkbox"/> SPED | 41 | 51 | 7 | 99 |
| No-SPED | 37 | 46 | 4 | 87 |
| SPED | 4 | 5 | 3 | 12 |
| Total | 41 | 51 | 7 | 99 |

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. The Community Day School data is so small that student confidentiality may be breached by releasing the data, and it is not included.

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



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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