

OUHSD COMMUNITY BULLETIN

JUNE 2022



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

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



100%

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

STATEMENT

OF GUIDING PRINCIPLES



STATEMENT OF GUIDING PRINCIPLES

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

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

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

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

disciplinary system. Therefore, to the maximum extent possible, and permitted and consistent with the law, the District will use student discipline policies that equitably implement research-based alternatives to exclusion; and will only use exclusionary discipline as a last resort.

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

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



WANT TO LEARN MORE?

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



OUHSD SOCIAL WORKERS & TARGETED CASE MANAGERS:

FOCUSING ON THE WHOLE STUDENT

Last year, the OUHSD hired 9 total social workers and targeted case managers to support students' overall social, emotional and mental health.

School social workers are trained mental health professionals who provide critically important services directly to students (and sometimes teachers and staff) on campus. They also are dedicated to providing comprehensive supports that address many of the out-of-school needs that limit students' learning.

“Social workers help teachers and administrators identify evidence-based practices for maintaining a safe and effective learning environment, without overreliance on suspensions or expulsions.

Targeted case managers support this work through conducting special education or mental health assessments, attending IEP meetings, developing behavioral intervention plans for individual students, and providing direct case management to students with special needs. “I approach every student with an open and understanding mentality. As we learn more about each other I turn that approach into what I feel the student may respond to best,” said Brandon Giles, Targeted Case Manager at Las Plumas High School.

When students are struggling, social workers

and targeted case managers provide support to parents in facilitating their child's adjustment to school. For example, they might provide programs to help new students become acclimated to school or assist students after an extended absence due to illness or family stressors.

They also assist parents of students with special needs in accessing available programs for their needs. They support all students, their parents and families, mitigating the effect of stressful

situations on students. “I was working with a student who has anxiety and a lack of self esteem or self worth,” said Monica Jenkins, Targeted Case Manager/Family Liaison at Oroville High School. “The student and I met two or three times per week, and many times, the student would show up to my office more often. We practiced breathing exercises together and discussed coping skills. I provided worksheets and techniques to assist the student when feelings are escalating. Throughout our meetings, the student began to focus on being happy with themselves, understanding things that they can control and letting go of things

they can't control. Ultimately, our meetings were reduced, the student is happy, confident and excited for the journey ahead of them.”

School social workers and targeted case managers provide school staff with essential information to help them better understand factors that may affect student performance and behavior. For example, they can help teachers and administrators identify evidence-based practices for maintaining a safe and effective learning environment, without overreliance on suspensions or expulsions. School social workers also serve as a bridge between educators and the community in order to help educators obtain resources to meet classroom and student needs.

Through focusing on the whole student, and not only their academics or behaviors, social workers and targeted case managers help students succeed not only in school, but also in life. “The key priority that I focus on is student wellness: acknowledging the physical, mental, emotional, and social factors in our students' abilities to thrive, not merely survive. When our students are well, they thrive in academics, relationships, and meeting future goals,” said Erica Garman, School Social Worker at Oroville High School.

Source: <https://kappanonline.org/finigan-carr-shaia-school-social-workers-partners-school-mission/>



SOCIAL & EMOTIONAL LEARNING: STRATEGIES FOR PARENTS

Be present and a good listener

Being present does not just mean being physically present, but also being emotionally available and using active listening. Be intentional about the time you spend with your teen, and listen beyond the words they are saying to pick up on cues about academic, interpersonal, or other stressors.

Model the behavior you seek

Whether it's apologizing when you're in the wrong or treating others with respect and kindness, teens learn a great deal about relationships from observing the behavior of the adults in their lives.

Take care of yourself

In order to cultivate the social and emotional skills of young people, you must take care of your own mental, social and emotional wellness through journaling, going for a walk, meditating, exercising, for example.

Sources:

<https://www.edutopia.org/social-emotional-learning-parent-resources>

<https://www.edsurge.com/news/2020-04-02-10-ways-parents-can-bring-social-emotional-learning-home>

DURING THE REPORTING PERIOD OF SPRING SEMESTER 2022

3

LAW ENFORCEMENT

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

365
VOLUNTARY

INDEPENDENT STUDY

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

11

EXPULSIONS

During this reporting period, there have been eleven 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.

STUDENT ATTENDANCE & ACHIEVEMENT

The following is the data collected on attendance, chronic absenteeism and achievement for the the 2021-22 school year, unless otherwise noted.

OUHSD Student Attendance (2021-22 school year)

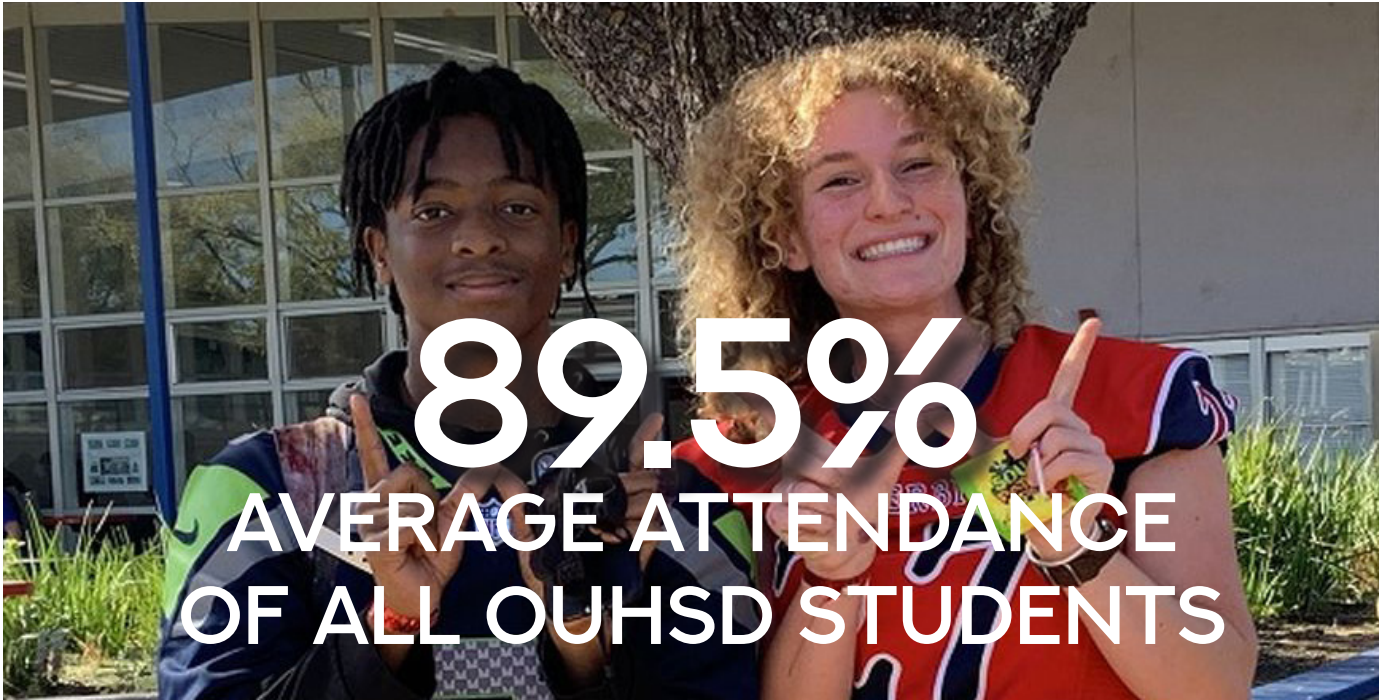
School	# of Enrolled Students	Attendance %
Las Plumas High	1,204	90.85%
Oroville High	866	89.14%
Prospect High	90	70%
Community Day	0	0

OUHSD Attendance % by Ethnicity (2021-22 school year)

Student Ethnicity	LPHS	OHS	Prospect	OUHSD
American Indian/Alaska Native	90.66%	89.10%	74.03%	89.08%
African American	85.66%	85.14%	64.75%	84.97%
Hispanic	90.55%	89.02%	71.32%	89.40%
Pacific Islander	93.35%	99.79%	N/A	95.15%
White	90.62%	87.63%	67.44%	88.82%
Multiple Ethnicities	90.93%	85.11%	82.39%	87.65%

OUHSD Chronic Absenteeism (Spring Semester 2022)

School	# of Enrolled Students	Severe Chronic Absenteeism (<80%)	At Risk Attendance (91-95%)	Moderate Attendance (81-90%)	Missing 10% or More Days of School
Las Plumas High	1,204	15.50%	48.88%	35.61%	30.00%
Oroville High	866	23.48%	38.26%	38.26%	38.00%
Prospect High	90	70.37%	7.41%	22.22%	78.00%
Community Day	0	0	0	0	0



OUHSD Grades* (Spring Semester 2022)

School	# of Enrolled Students	A	B	C	D	F
Las Plumas High	1,204	1,017	970	844	741	580
Oroville High	866	670	687	583	512	486
Prospect High	90	112	141	160	132	148
Community Day	0	0	0	0	0	0

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

OUHSD GPA (Spring Semester 2022)

School	# of Enrolled Students	4.01+	4.0	3.00-3.99	2.00-2.00	1.00-1.99	0-.99
Las Plumas High	1,204	27	73	335	264	179	289
Oroville High	866	18	66	202	168	128	275
Prospect High	90	0	0	1	1	0	79
Community Day	0	0	0	0	0	0	0

*The number of students listed under each GPA does not equal the number of students enrolled. This is because enrollment in our schools shifted throughout the year, and some schools may show more GPAs than the # of students who were enrolled by end of the Spring 2022 semester.

TRANSLATION & INTERPRETATION SERVICES

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

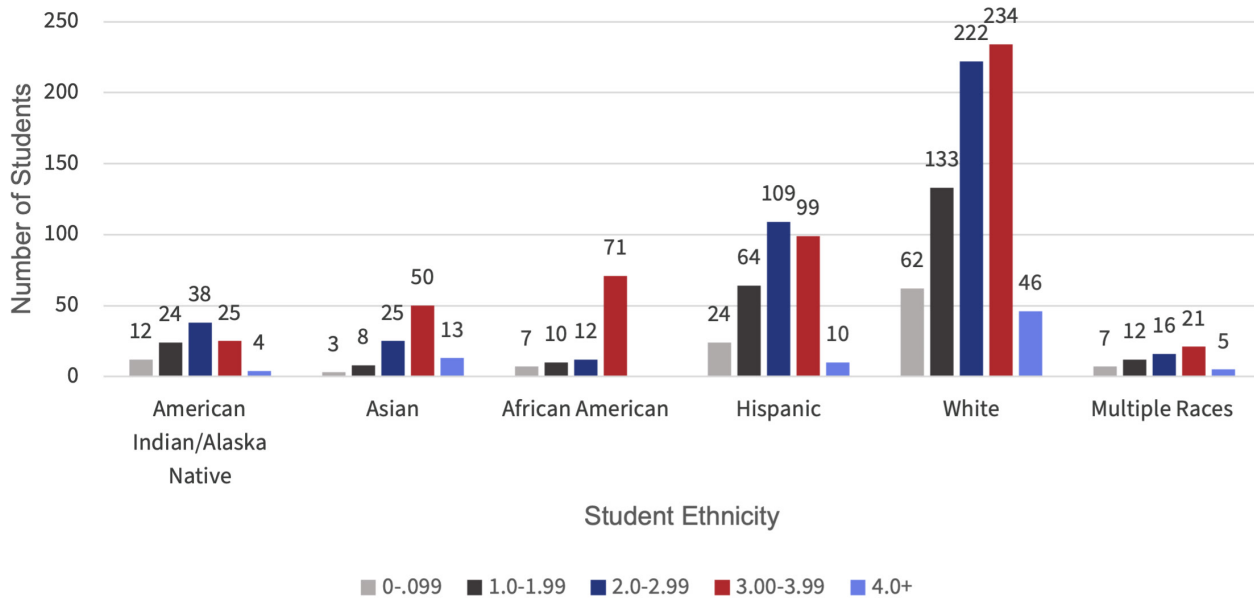
OUHSD is contracting with Language Line Services, Inc. to provide phone interpreting, document translation and virtual meeting translation when local staff are not available or local staff cannot translate the required language.

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

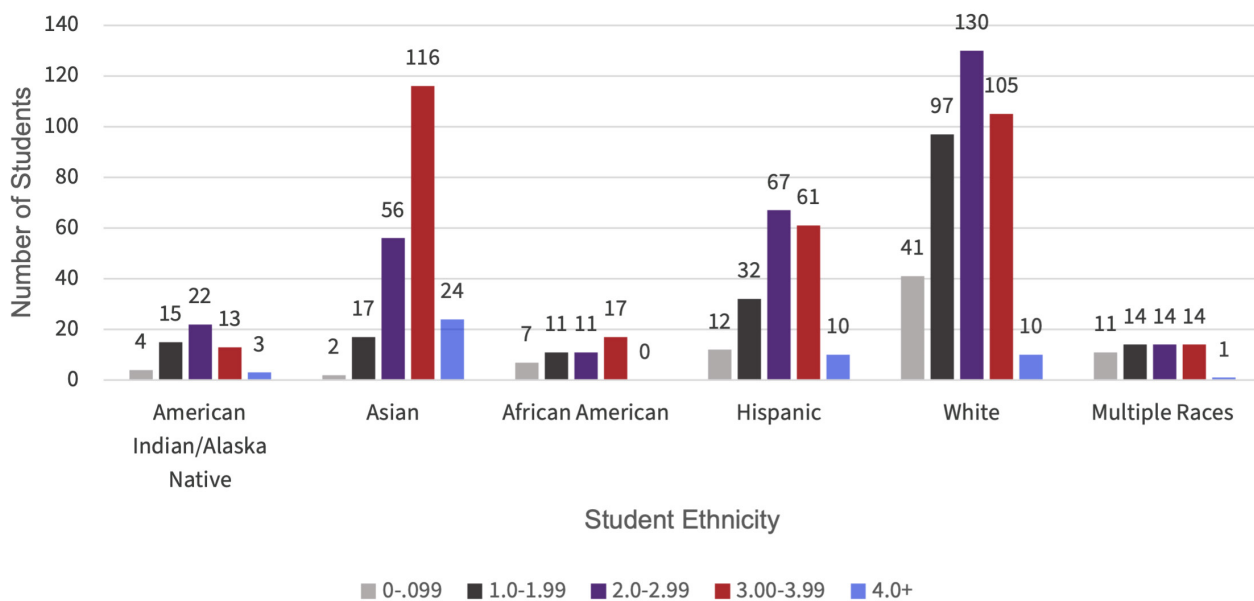
OUHSD has Google Translate on our website that is available to students, parents and teachers.

SNAPSHOT: STUDENT GPA BY ETHNICITY

GPA By Ethnicity
Las Plumas High School

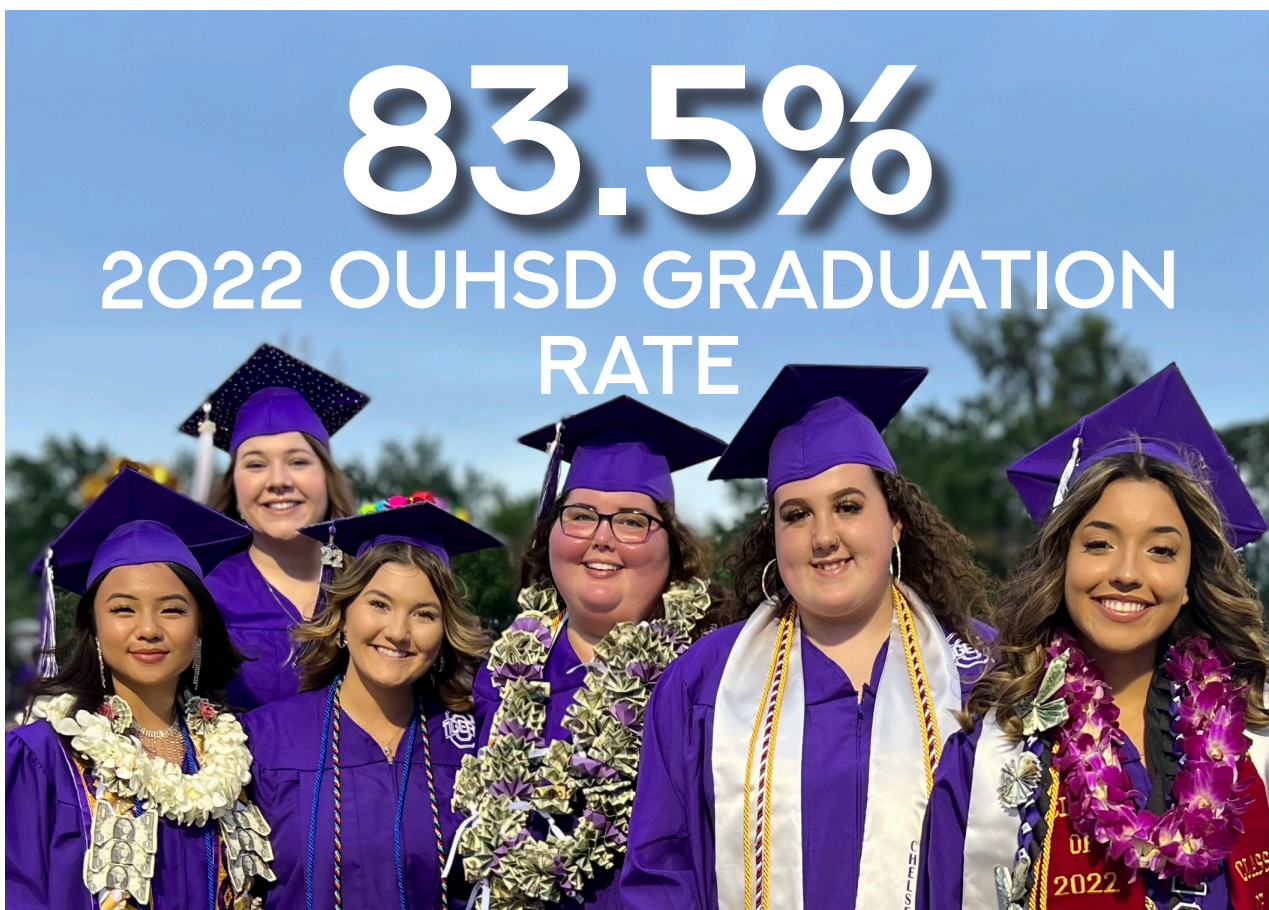
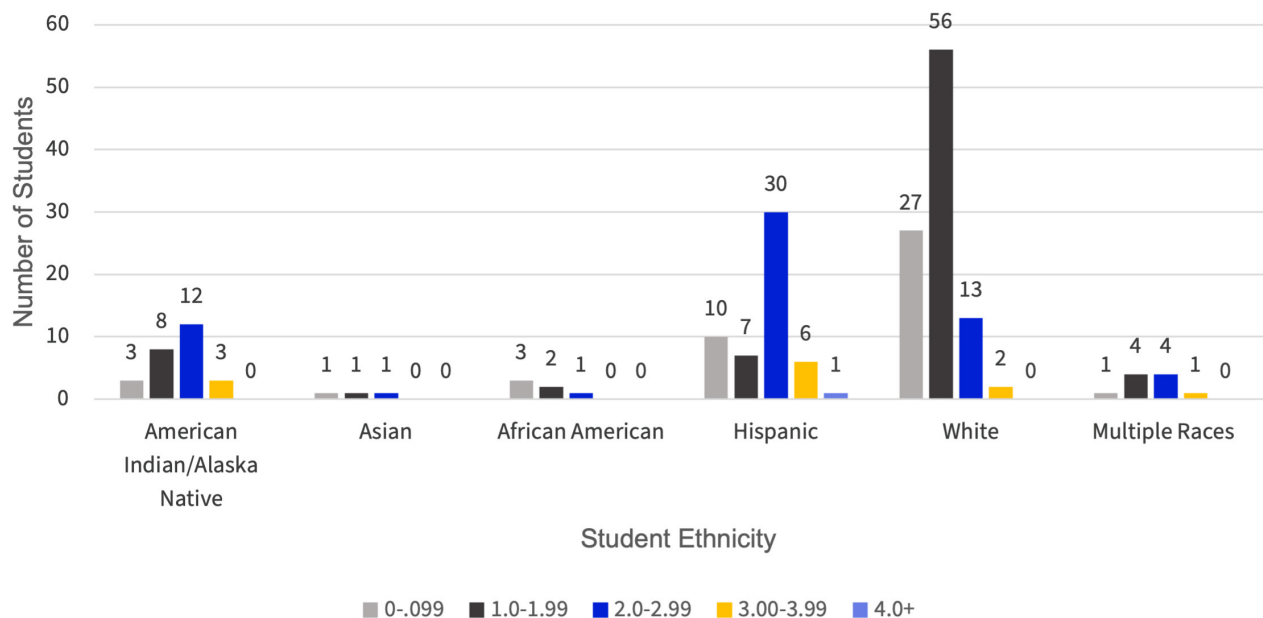


GPA By Ethnicity
Oroville High School



SNAPSHOT: STUDENT GPA BY ETHNICITY

GPA By Ethnicity
Prospect High School



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

STUDENT DISCIPLINE & INCIDENTS

OUHSD Suspensions (2021-22 School Year)

School	# of Enrolled Students	# of Students Suspended	% of Students Suspended
Las Plumas High	1,204	40	3.00%
Oroville High	866	67	8.00%
Prospect High	90	14	16.00%
Community Day	0	0	0

OUHSD # of Incidents (2021-22 School Year)

School	# of Enrolled Students	# of Student Incidents	% of Students with Incidents
Las Plumas High	1,204	54	4%
Oroville High	866	18	2%
Prospect High	90	4	4%
Community Day	0	0	0

OUHSD # of Incidents by Ethnicity (2021-2022 School Year)

Student Ethnicity	2021-22
American Indian or Alaskan Native	13
Asian	5
African American	10
Hispanic	35
White	135
Multiple Ethnicities	12
Total Incidents	210

OUHSD Discipline by Ethnicity (2021-22 School Year)

Ethnicity	LPHS	OHS	PHS	OUHSD
Asian	0	5	0	5
African American	5	5	0	10
Hispanic	11	20	4	35
Multiple	0	8	4	12
Native American	5	6	2	13
White	45	76	14	135
Total	66	120	24	210

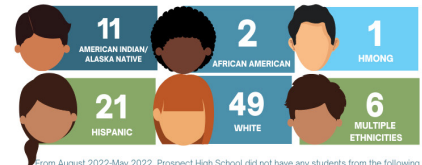
OUHSD Disciplinary Incidents (2021-2022 School Year)

Action	LPHS	OHS	PHS	OUHSD
Assault/Endangerment	6	21	1	28
Bullying	0	0	1	1
Disruption/Defiance	16	20	10	46
Documentation	1	0	0	1
Drugs/Alcohol	4	15	1	20
Harassment/Intimidation	0	3	0	3
Bus Referrals	1	0	0	1
Fighting	22	34	11	67
Tobacco	1	0	6	7
Inciting a Fight	0	0	2	2
Imitation Firearm	0	3	0	3
Profanity/Vulgarity	4	15	11	30
Sexual Harassment	0	2	0	2
Terroristic Threat	0	3	0	3
Theft/Stealing	0	2	0	2
Vandalism/Arson	4	1	1	6
Weapons/Explosives	2	1	1	4
Suspension	40	67	14	121
Recommendations for Expulsion	1	8	2	11

OUHSD DEMOGRAPHICS 2021-22

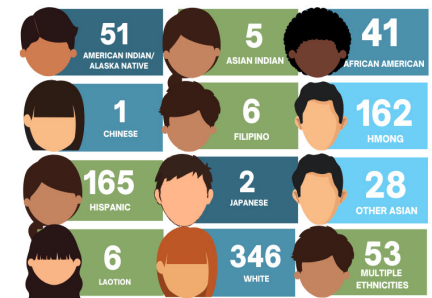


PROSPECT HIGH SCHOOL

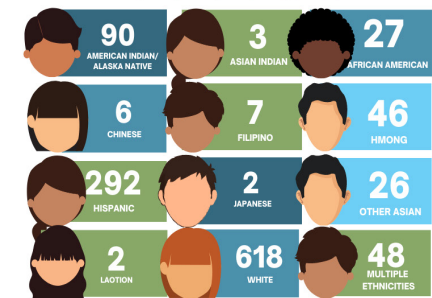


From August 2022-May 2022, Prospect High School did not have any students from the following demographics enrolled: Asian Indian, Chinese, Filipino, Japanese, Other Asian, Laotian

OROVILLE HIGH SCHOOL



LAS PLUMAS HIGH SCHOOL



ABOUT THE SUPPORTIVE SCHOOL CLIMATE ADVISORY COMMITTEE

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

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

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

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

More information about the Supportive School Climate Committee can be found at: <https://www.ouhsd.org/domain/2596>

STUDENT SUSPENSIONS BY GROUP

OUHSD TOTAL				
Student Groups	Category	Count	Suspension	Suspension %
Foster Youth	Total	2064	114	5.52%
	FY	25	6	24.00%
	No-FY	2039	108	5.30%
Language Proficiency	Total	2063	114	5.53%
	EL	87	1	1.15%
	EO	1585	107	6.75%
	IFEP	31	1	3.23%
	RFEP	360	5	1.39%
Ethnicity	Total	2064	114	5.52%
	Asian	295	6	2.03%
	Black or African American	67	7	10.45%
	Hispanic	456	20	4.39%
	Multiple	102	6	5.88%
	Native American	136	8	5.88%
	Pacific Islander	9	0	0.00%
	Unknown	26	0	0.00%
	White	973	67	6.89%
Redesignated	Total	1	0	0.00%
	Redesignated	1	0	0.00%
SED	Total	2064	114	5.52%
	No-SED	431	8	1.86%
	SED	1633	106	6.49%
SPED	Total	2064	114	5.52%
	No-SPED	1775	89	5.01%
	SPED	289	25	8.65%
Total		2064	114	5.52%

Abbreviations:

EL=English Learner; EO=English Only, IFEP=Initially Fluent English Proficient; RFEP=Reclassified Fluent English Proficient; Redesignated= Redesignated English Learner;

SED=Socioeconomically Disadvantaged; SPED=Special Education



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

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

