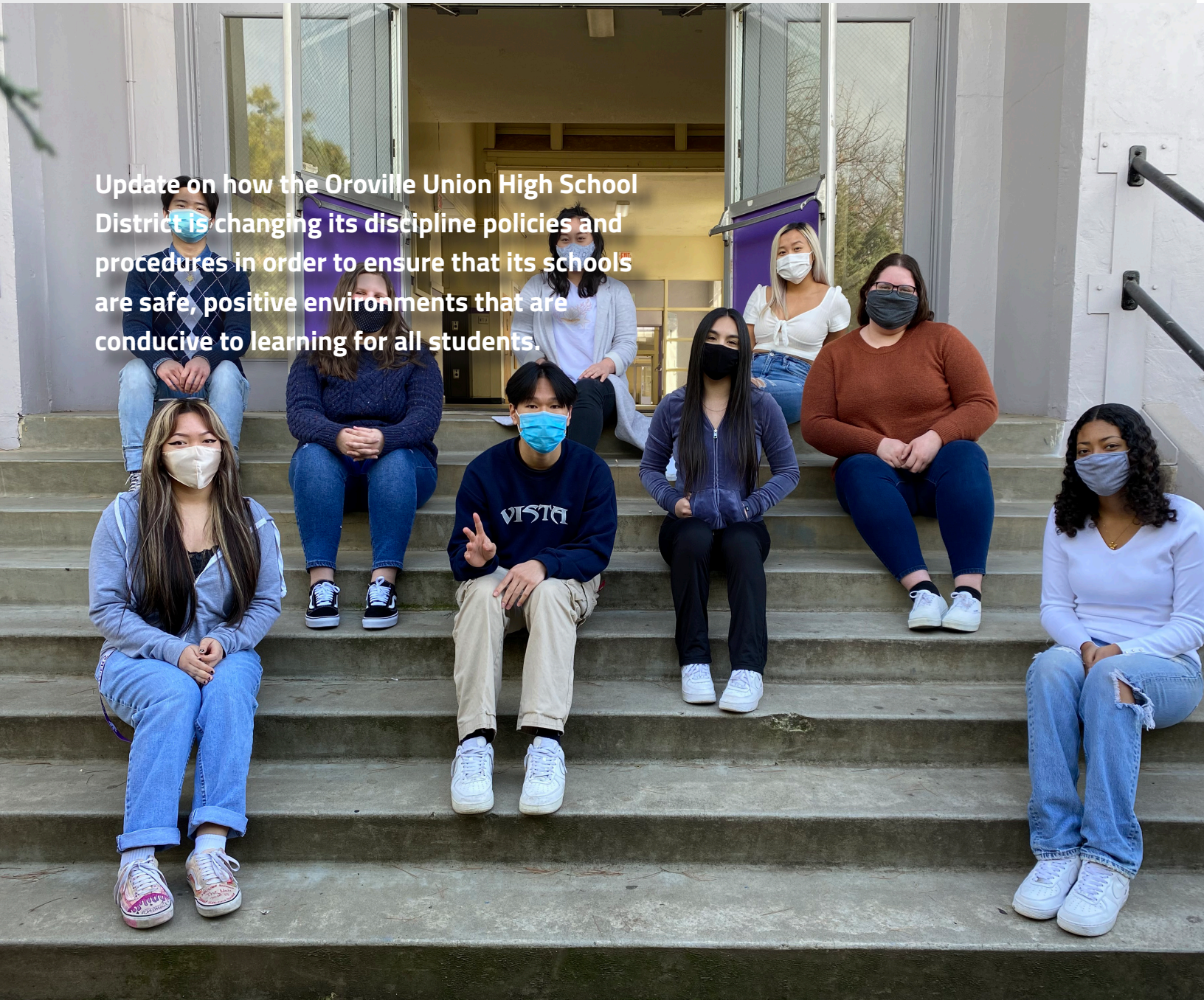


# OUHSD COMMUNITY BULLETIN

JUNE 2021

Update on how the Oroville Union High School District is changing its discipline policies and procedures 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](http://www.ouhsd.org/domain/2596).

# WHY CR-PBIS?



## About Culturally Responsive-Positive Behavior Interventions and Support

CR-PBIS stands for “Culturally Responsive-Positive Behavior Interventions and Supports,” is a Multi-Tiered System of Support (MTSS). CR-PBIS is a prevention-oriented, three-tiered framework that uses evidence-based behavioral interventions to improve school climate and safety and academic outcomes for all students. It integrates school data, systems and practices affecting student outcomes.

The purpose of CR-PBIS is to make schools more effective and efficient in order to ensure an equitable learning environment for all students, including students with disabilities and students from underrepresented groups.

Culturally Responsive Positive Behavior Intervention Support is a proactive approach

to behavior management on a school-wide level for creating and sustaining safe and effective schools.

CR-PBIS places emphasis on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns.

Each school will have CR-PBIS Team meetings during the school year. The meetings focus on developing a system to teach students what is expected of them, to acknowledge students when expectations are met, and to have staff be consistent in correcting and acknowledging the expected student behaviors.

### Benefits of CR-PBIS

#### AFFORDABLE

This is a research-based program that is not costly to implement

#### CREATES A POSITIVE SCHOOL CLIMATE

Develops pro-social skills and problem solving

#### RESULTS IN INCREASED TIME FOR INSTRUCTION

For instruction and fewer disciplinary incidents

ONE OF THE KEYS IS TO  
FOCUS ON PREVENTION.

When students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 80-90% of students will meet these expectations.

The 10-20% of the students not responding to universal interventions will receive additional support through group and individual interventions.





## CR-PBIS METHODS ARE RESEARCH- BASED

SCHOOLS ARE DISCOVERING  
THAT CR-PBIS:

- 1 **Addresses the behavioral  
needs of all students**

With proven, easy to  
implement strategies.

- 2 **Allows the school to  
create the “right fit” for  
them**

So that practices are  
appropriate to the context  
and sustainable over time.

- 3 **Is doable and does not  
have to overwhelm staff**

Given the limited time and  
resources that schools  
generally experience.

**DURING THE REPORTING PERIOD OF  
AUGUST 11, 2020-MAY 13, 2021:**

0

### LAW ENFORCEMENT

During this reporting period, there have  
been no students referred to School  
Resource Officers regarding behavior.

452  
VOLUNTARY

### INDEPENDENT STUDY

During this reporting period, there have  
been 452 voluntarily assigned students  
to the independent study program.

0

### EXPULSIONS

During this reporting period, there have  
been no students recommended for  
expulsion.





# STUDENT ATTENDANCE & ACHIEVEMENT DATA

The following is the data collected on attendance, chronic absenteeism and achievement from August 11, 2020-May 13, 2021

## OUHSD Student Attendance (August 11, 2020-May 13, 2021)

School	# of Enrolled Students	Attendance %
Las Plumas High	1,077	94.7%
Oroville High	738	92.5%
Prospect High	123	75.4%
Community Day	0	0

## OUHSD Attendance % by Ethnicity (August 11, 2020-May 13, 2021)

Student Ethnicity	LPHS	OHS	Prospect	OUHSD
American Indian/Alaska Native	91.36%	91.63%	71.19%	89.44%
Asian Indian	99.80%	92.86%	73.83%	93.94%
African American	91.13%	92.34%	71.59%	90.04%
Chinese	97.37%	99.40%	N/A	97.95%
Filipino	99.25%	84.43%	N/A	91.84%
Hawaiian	100%	96.41%	N/A	98.2%
Hispanic	94.95%	91.89%	76.89%	92.92%
Hmong	97.53%	96.97%	96.60%	97.11%
White	94.50%	91.01%	73.34%	91.99%

## OUHSD Chronic Absenteeism (August 11, 2020-May 13, 2021)

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	1,077	84 (7.8%)	102 (9.4%)	71 (6.6%)	153 (14.2%)
Oroville High	738	70 (9.5%)	126 (17.1%)	92 (12.5%)	160 (21.7%)
Prospect High	123	70 (56.9%)	14 (11.4%)	30 (24.4%)	95 (77.2%)
Community Day	0	0	0	0	0

## OUHSD Grades\* 2020-2021 (1st Semester)

School	# of Enrolled Students	A	B	C	D	F
Las Plumas High	1,077	1,521 (36.47%)	770 (18.47%)	611 (14.65%)	738 (17.7%)	481 (11.53%)
Oroville High	738	887 (35.14%)	434 (17.19%)	375 (24.86%)	386 (15.29%)	440 (17.43%)
Prospect High	123	14 (13.9%)	58 (19.66%)	58 (19.66%)	40 (13.56%)	86 (29.15%)
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 Ethnicity and Grade Point Average (G.P.A.) (1st Semester)

Student Ethnicity	LPHS (1062)*	OHS (722)	PHS (111)
American Indian/Alaska Native	(92) 2.30	(55) 2.48	(16) 1.42
Asian Indian	(2) 3.85	(4) 3.02	0
African American	(22) 2.01	(41) 2.47	(6) 1.26
Chinese	(4) 3.15	(2) 3.47	0
Filipino	(4) 3.50	(4) 3.52	0
Hmong	(29) 2.47	(95) 3.15	(2) 1.51
Hispanic	(268) 2.47	(158) 2.72	(22) 1.64
Japanese	(1) 3.72	(2) 2.87	0
Other Asian	(19) 3.12	(18) 3.11	0
Laotian	0	(5) 3.38	0
White	(561) 2.54	(314) 2.43	(63) 2.31
Multiple Races	(43) 2.39	(26) 1.94	(2) 1.78

\*Numbers in the parentheses indicate the number of students.

## OUHSD GPA 2020-2021 (1st Semester)

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	1,077	22 (2%)	80 (7.4%)	253 (23.5%)	200 (18.6%)	179 (1.7%)	303 (2.8%)
Oroville High	738	16 (2.1%)	48 (6.5%)	152 (2.1%)	125 (1.7%)	107 (1.5%)	274 (37.1%)
Prospect High	123	No GPA	No GPA	No GPA	No GPA	No GPA	No GPA
Community Day	0	0	0	0	0	0	0

## 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.



# STUDENT DISCIPLINE & INCIDENTS DATA

The following is the data collected on student discipline and incidents from August 11, 2020-May 13, 2021.

## OUHSD Suspensions (August 11, 2020-May 13, 2021)

School	# of Enrolled Students	# of Students Suspended	% of Students Suspended
Las Plumas High	1,077	1	.93%
Oroville High	738	1	.013%
Prospect High	123	0	0
Community Day	0	0	0

## OUHSD # of Incidents (August 11, 2020-May 13, 2021)

School	# of Enrolled Students	# of Student Incidents	% of Students with Incidents
Las Plumas High	1,077	1	.93%
Oroville High	738	4	.54%
Prospect High	123	0	0
Community Day	0	0	0

## OUHSD Disciplinary Dispositions (August 11, 2020-May 13, 2021)

Action	LPHS	OHS
Behavioral Contract	0	0
Community Service	0	0
Confiscation of Item	0	1
Conflict Resolution	0	0
Counselor	0	2
Detention	0	0
Suspension	1	1
Remove from Bus	0	0
Remove from Class	0	0
Warning	0	0
Counselled by Admin	0	1



# STUDENT DISCIPLINE & INCIDENTS DATA,

## CONTINUED

### OUHSD # of Incidents by Ethnicity (August 11, 2020-May 13, 2021)

Student Ethnicity	2020-21
American Indian or Alaskan Native	1
African American	0
Filipino	0
Hispanic	1
Hmong	0
Other Asian	1
White	3
<b>Total Incidents</b>	<b>5</b>

## OUHSD DEMOGRAPHICS



### PROSPECT HIGH SCHOOL



### 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 will be 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 will align with and support 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.





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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