

OUHSD COMMUNITY BULLETIN

JANUARY 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.



HOW PARENTS CAN

PARTNER WITH SCHOOLS

When teachers and families partner together to support student achievement, students earn higher grades, attend school more regularly, and enroll in higher level courses. This collaboration also fosters more motivated students. Young people maintain higher educational aims and lower rates of dropout. Students with involved parents have better attendance, complete more homework, and have higher enrollment in educational opportunities after high school.

higher levels of motivation and self-esteem. Students also develop key social and emotional learning skills, such as self-awareness, relationship building, and responsible decision-making. When families and educators work together, they reinforce the kind of behaviors and skills young people need to become successful adults.

School involvement is a great way to build relationships with teachers and staff, meet other families in the neighborhood, and

3 WAYS TO PARTNER WITH YOUR SCHOOL

COMMUNICATE

Find out the best ways to communicate with your teen's teacher, and stay in touch with them.

PROVIDE FEEDBACK

Complete school and district surveys. Your feedback helps us make decisions for our budget and schools' programs and support for students, like social workers and CR-PBIS.

ENCOURAGE ACTIVE LEARNING

Young people need to be encouraged to ask and answer questions, solve problems, and explore their interests. Have frequent conversations about what they are learning and be prepared to ask questions.

If your teen needs extra support, register for Tutor.com. It's free and easy, and can be done from the comfort of your home.

“Through open communication and collaboration, parents and teachers create important opportunities for teens to develop social, emotional, and academic skills.”

Parents can participate at school by helping with functions and activities, or communicating with teachers. They can also be involved at home in many ways, including guiding their children to manage homework and other commitments and engaging in discussions about values and attitudes regarding education.

A school-family partnership does more than enhance academic achievement. When parents and teachers work together, students report

help the school community grow to meet the needs of the students. Creating effective school-community partnerships takes time, commitment, willingness, and trust. However, the pay-off is promising. Community involvement in schools is consistently seen as key to building high-achieving schools.

Source: Center for Parent and Teen Communication

MOVING FORWARD

Above all, you want your children to know you are engaged in their education. Even if you don't have time to volunteer, you can help them learn when you're at home. The key question is, "What can I do at home, easily and

in a few minutes a day, to reinforce what the school is doing?" This kind of involvement in what and how your teen is learning is crucial to support your children's success both in and out of school.



3 MORE WAYS TO PARTNER WITH YOUR SCHOOL

1 Provide support at home

You can be involved in your teen's education from home. Talk regularly with your teen about school and learning. Make it clear that you value their education.

2 Help your teen manage school work

Empower your teen to come up with a routine to complete assignments, time management and organizational skills. Encourage healthy eating, sleep and exercise.

3 Let the school know what groups, classes or guidance you would like them to provide

Want to know more about the school's new math curriculum, how to talk with your teen about relationships, or how to help your teen apply to financial aid? Let the school know!

Source: Center for Parent and Teen Communication

DURING THE REPORTING PERIOD OF FALL SEMESTER 2021

1

LAW ENFORCEMENT

During this reporting period, one student was 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.

4

EXPULSIONS

During this reporting period, there have been four 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.

STUDENT ATTENDANCE & ACHIEVEMENT

The following is the data collected on attendance, chronic absenteeism and achievement for the Fall Semester 2021.

OUHSD Student Attendance (Fall Semester 2021)

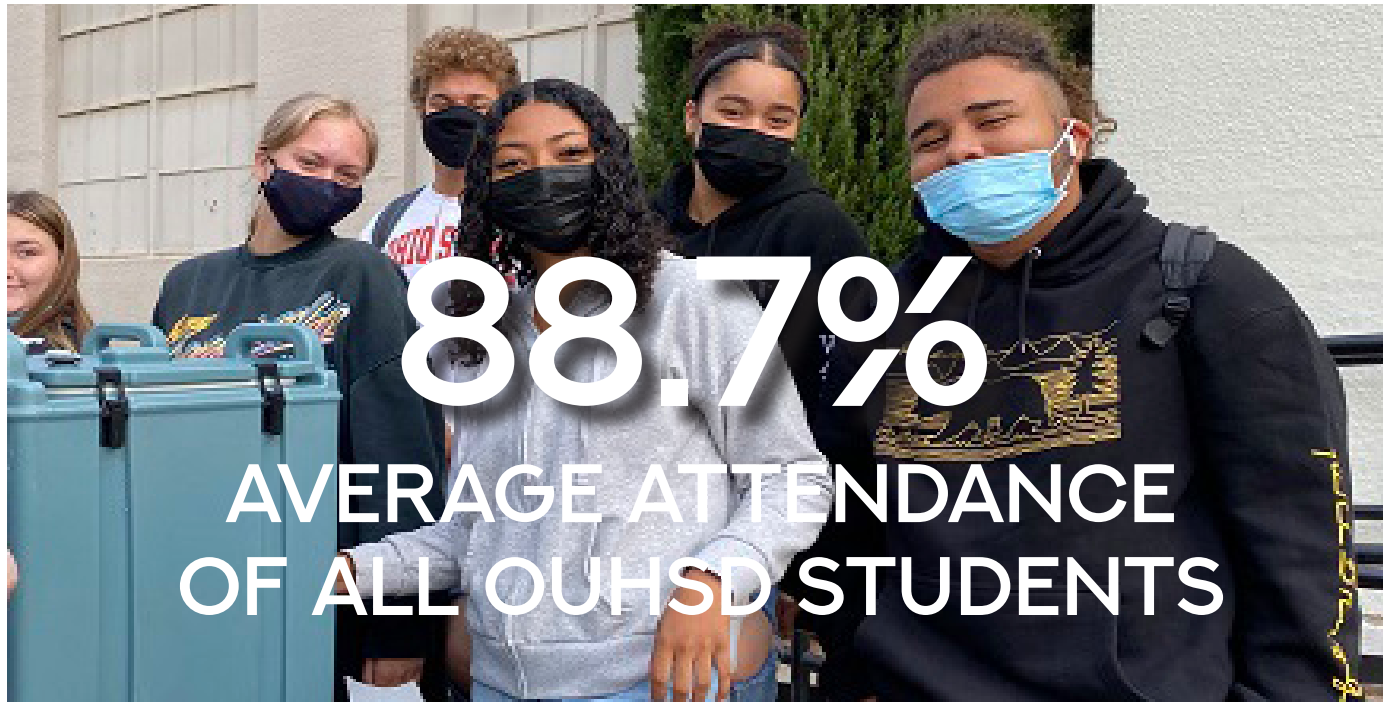
School	# of Enrolled Students	Attendance %
Las Plumas High	1,283	90.24%
Oroville High	920	88.76%
Prospect High	100	66.70%
Community Day	0	0

OUHSD Attendance % by Ethnicity (Fall Semester 2021)

Student Ethnicity	LPHS	OHS	Prospect	OUHSD
American Indian/Alaska Native	86.85%	88.05%	69.67%	85.71%
Asian Indian	96.20%	95.00%	N/A	95.45%
African American	82.84%	85.17%	45.56%	82.11%
Chinese	94.18%	100%	N/A	95.16%
Filipino	89.16%	96.07%	N/A	92.23%
Hmong	94.61%	93.74%	89.74%	93.91%
Hispanic	90.09%	88.87%	68.10%	88.63%
Japanese	96.84%	56.88%	N/A	76.73%
Other Asian	94.35%	91.75%	N/A	93.08%
Laotian	98.67%	90.75%	N/A	92.00%
White	89.42%	86.29%	62.19%	87.04%
Multiple Ethnicities	87.18%	85.34%	58.19%	85.70%

OUHSD Chronic Absenteeism (Fall Semester 2021)

School	# of Enrolled Students	Severe Chronic Absenteeism (<80%)	At Risk Attendance (91-95%)	Moderate Attendance (81-90%)	Missing 10% or More Days
Las Plumas High	1,283	13%	24%	21%	41%
Oroville High	920	17%	20%	17%	46%
Prospect High	100	8%	7%	20%	65%
Community Day	0	0	0	0	0



OUHSD Grades* (Fall Semester 2021)

School	# of Enrolled Students	A	B	C	D	F
Las Plumas High	1,282	1,010	969	842	738	575
Oroville High	920	664	676	575	503	478
Prospect High	100	81	107	124	98	108
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 (Fall Semester 2021)

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	1,282	81	78	444	426	244	130
Oroville High	920	51	48	319	280	198	90
Prospect High	100	0	0	2	21	84	34
Community Day	0	0	0	0	0	0	0

TRANSLATION & INTERPRETATION SERVICES

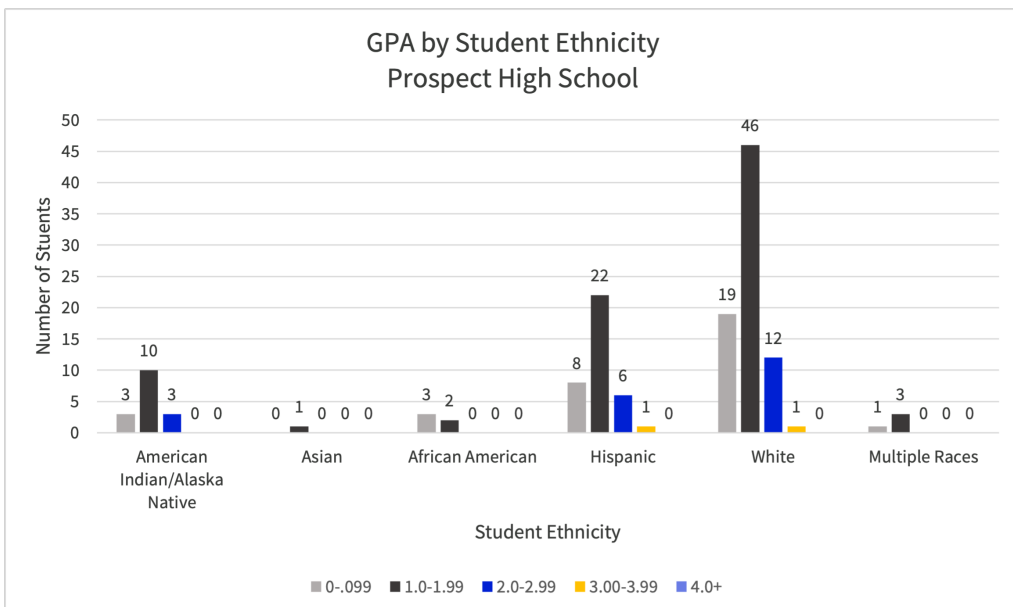
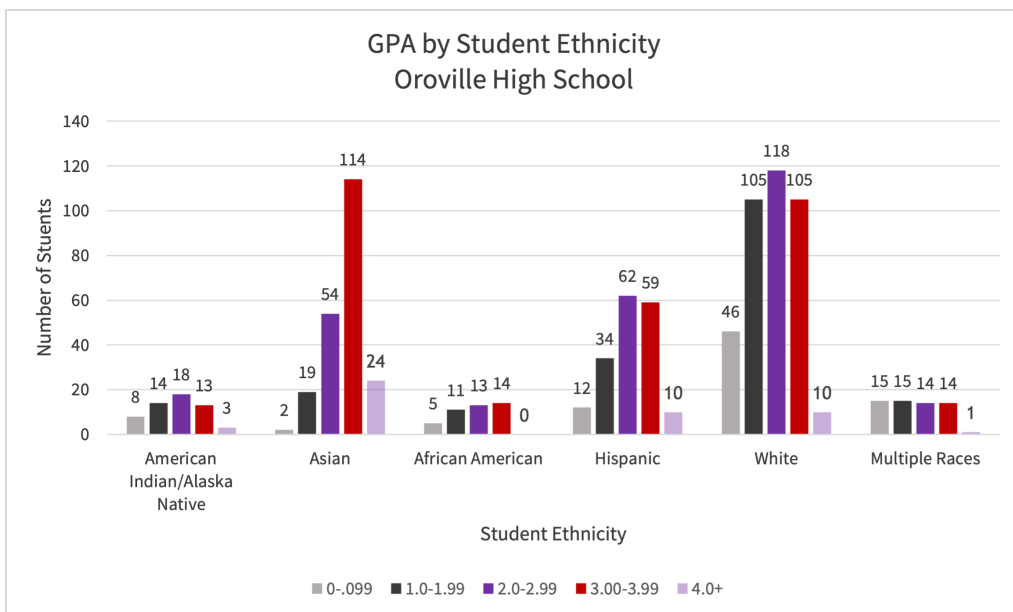
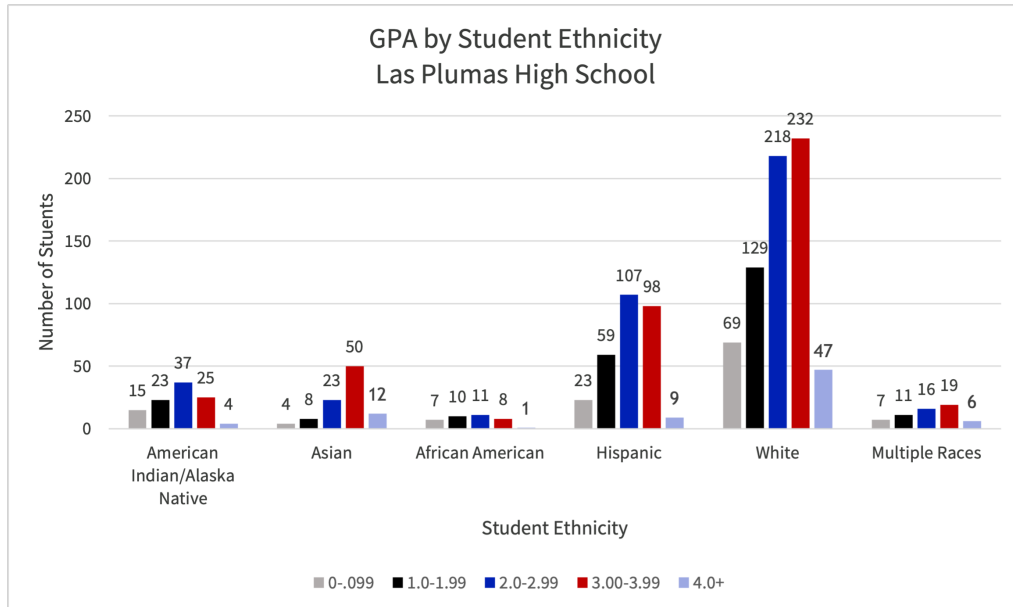
OUHSD has staff members at each site available to assist parents with translations in Hmong and Spanish at meetings. The District also has access to IEP forms in Hmong and Spanish.

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.

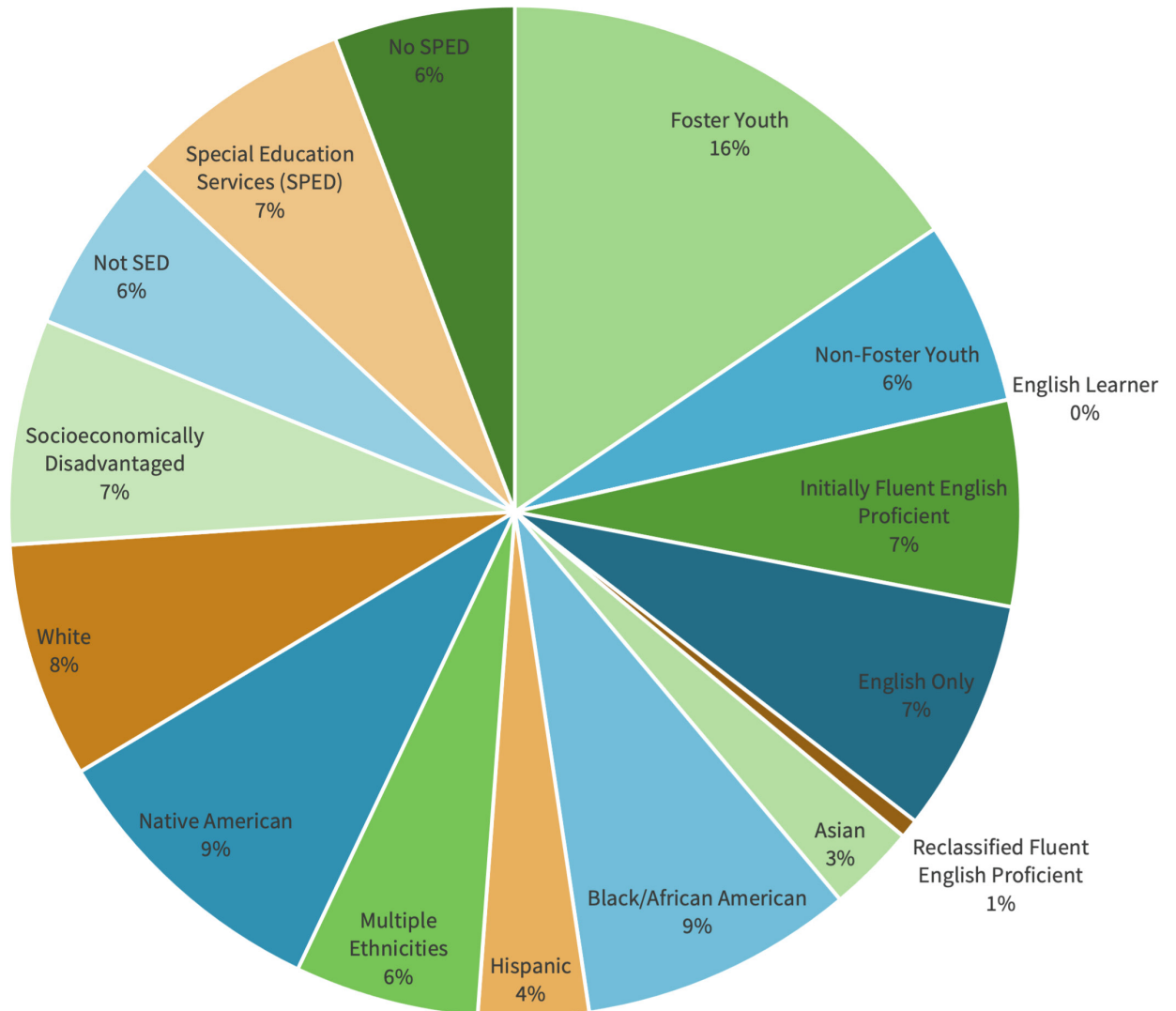
OUHSD has Google Translate on our website that is available to students, parents and teachers.

SNAPSHOT: STUDENT GPA BY ETHNICITY



SNAPSHOT: STUDENT DISCIPLINE DATA

**Districtwide Suspensions by Student Group
Fall Semester 2021**



- Foster Youth
- English Learner
- English Only
- Asian
- Hispanic
- Native American
- Socioeconomically Disadvantaged (SED)
- Special Education Services (SPED)
- No SPED
- Non-Foster Youth
- Initially Fluent English Proficient
- Reclassified Fluent English Proficient
- Black/African American
- Multiple Ethnicities
- White

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 DISCIPLINE & INCIDENTS DATA

The following is the data collected on student discipline and incidents for the Fall Semester 2021.

OUHSD Suspensions (Fall Semester 2021)

School	# of Enrolled Students	# of Students Suspended	% of Students Suspended
Las Plumas High	1,282	43	3.00%
Oroville High	920	35	3.80%
Prospect High	100	4	4.00%
Community Day	0	0	0

OUHSD # of Incidents (Fall Semester 2021)

School	# of Enrolled Students	# of Student Incidents	% of Students with Incidents
Las Plumas High	1,282	54	4%
Oroville High	920	18	2%
Prospect High	100	4	4%
Community Day	0	0	0

OUHSD Disciplinary Incidents (Fall Semester 2021)

Action	LPHS	OHS	PHS	OUHSD
Assault/Endangerment	4	4	1	9
Disruption/Defiance	6	2	1	9
Documentation	1	0	0	1
Drugs/Alcohol	1	1	0	2
Harassment/Intimidation	0	1	1	2
Suspension	43	35	4	82
Expulsion	0	3	1	4

OUHSD # of Incidents by Ethnicity (Fall Semester 2021)

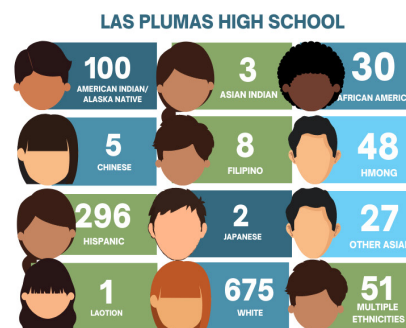
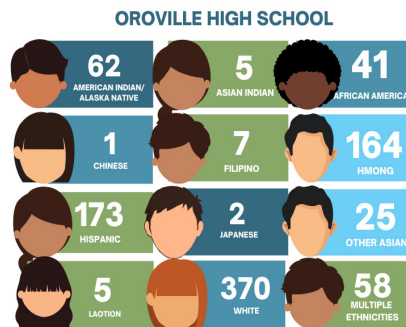
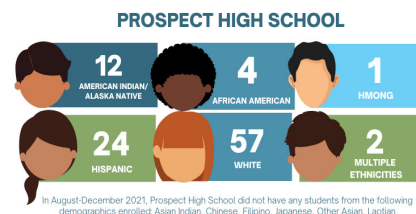
Student Ethnicity	2021-22
American Indian or Alaskan Native	8
Asian	5
African American	7
Hispanic	16
White	50
Multiple Ethnicities	7
Total Incidents	93

OUHSD Discipline by Ethnicity (Fall Semester 2021)

Ethnicity	LPHS	OHS	PHS	OUHSD
Asian	8.10%	8.3%	*	7.10%
African American	8.10%	4.20%	*	5.70%
Hispanic	16.20%	12.50%	*	15.70%
Multiple	0	4.20%	*	2.90%
Native American	10.80%	4.20%	*	8.60%
White	56.80%	66.70%	*	60.00%

*Incidents too small to calculate

OUHSD DEMOGRAPHICS AUGUST-DECEMBER 2021



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.



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