

OUHSD COMMUNITY BULLETIN

FALL 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 expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics.

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

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

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

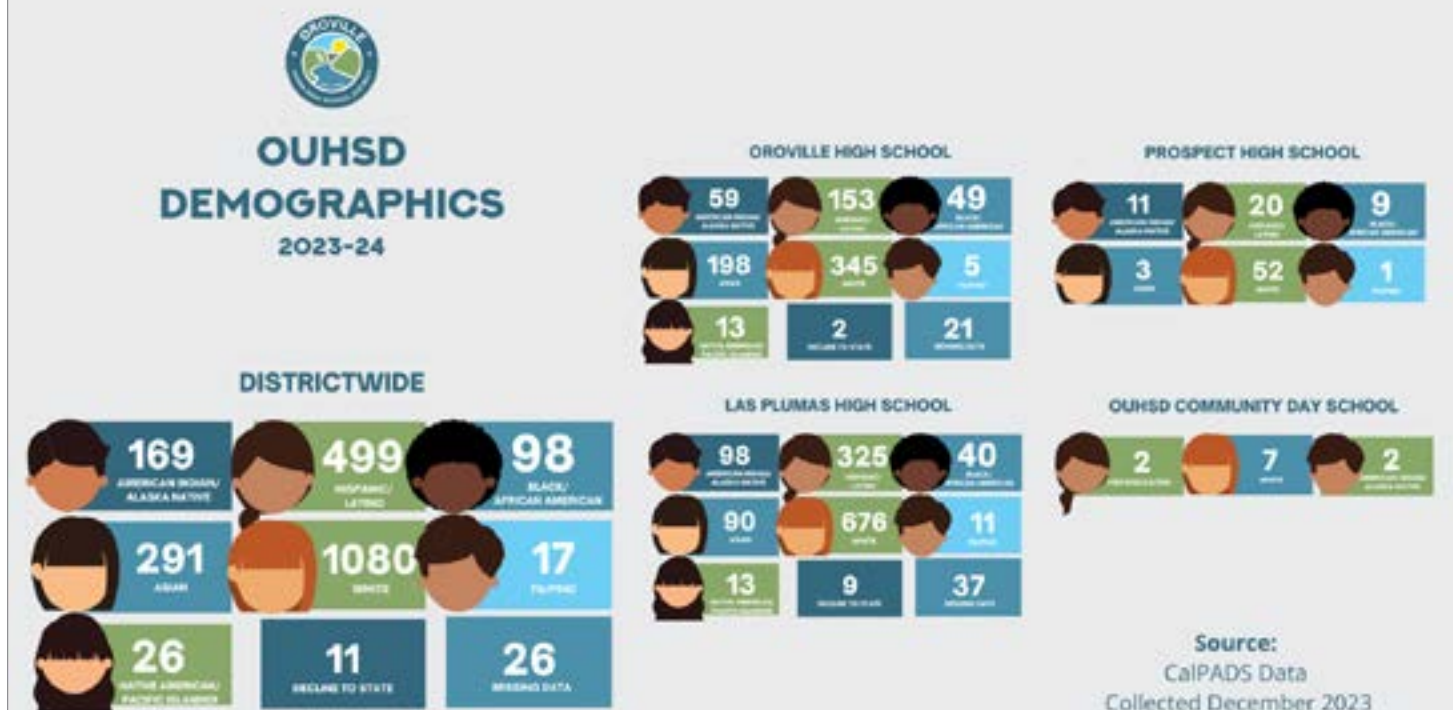
A student will not be suspended for tardiness or truancy. If a student's presence causes a danger to himself/herself or others, the District will take appropriate measures to ensure safety and protect the student and others. If the student engages in an offense for which suspension or expulsion is required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

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

WANT TO LEARN MORE?



Visit the Supportive School Climate Committee webpage: bit.ly/SupportiveSchoolClimate



WHAT ARE RESTORATIVE PRACTICES?

The Oroville Union High School District is entering the fourth year of a stipulated agreement with the California Department of Justice focusing on discipline practices, alternatives to suspension, improving school culture and using restorative practices when working with all of our students. The agreement is a five year agreement and can be extended if the district does not show continued and sustainable progress in meeting all of the elements of the judgment.

OUHSD first implemented Positive Behavioral Interventions and Supports (PBIS) during the 21-22 school year. As the district implements PBIS district wide, we are also required to use Restorative Practices to address and reduce behavior, and build positive school cultures. According to the Council of State Governments Justice Center in 2014, "Restorative practices promotes strong interpersonal relationships and community building and provide students with meaningful opportunities to be accountable for their actions and responsible for helping to make their school a safe and nurturing place."



Source: (2023) Restorative Best Practices

SIX PRINCIPLES OF RESTORATIVE PRACTICES

These Principles should be applied in the course of all restorative practice work. Practitioners should make themselves familiar with each of the concepts and how they might apply them in their day to day work.

The Principles of Restorative Practice and Positive Behavioral Interventions and Supports are the foundation for the Oroville Union High School District's Progressive Intervention Policy. The policy can be found at www.ouhsd.org/parents-students/progressive-intervention-policy.

RESTORATION

The primary aim of restorative practice is to address and repair harm.

NEUTRALITY

Restorative processes are fair and unbiased towards participants.

ACCESSIBILITY

Restorative processes are non-discriminatory and available to all those affected by conflict and harm.

VOLUNTARISM

Participation in restorative processes is voluntary and based on informed choice.

SAFETY

Processes and practice aim to ensure the safety of all participants and create a safe space for the expression of feelings and views about harm that has been caused.

RESPECT

Restorative processes are respectful to the dignity of all participants and those affected by the harm caused.



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

OUHSD Fall 2023 Attendance by Gender

SCHOOL	Adult Transition Center	Las Plumas High School	Oroville High School	OUHSD Community Day School	Prospect High School
Gender					
Female	88.07%	93.70%	90.05%	86.47%	82.48%
Male	89.67%	93.11%	93.11%	80.00%	85.51%

OUHSD Attendance % by Language Proficiency

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

OUHSD Fall 2023 Attendance for Foster Youth

SCHOOL	Las Plumas High School	Oroville High School	OUHSD Community Day School	Prospect High School
Foster Youth				
YES	93.11%	68.46%	91.07%	82.42%
NO	93.41%	90.53%	82.75%	83.94%

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

Key:

Discipline Definitions:

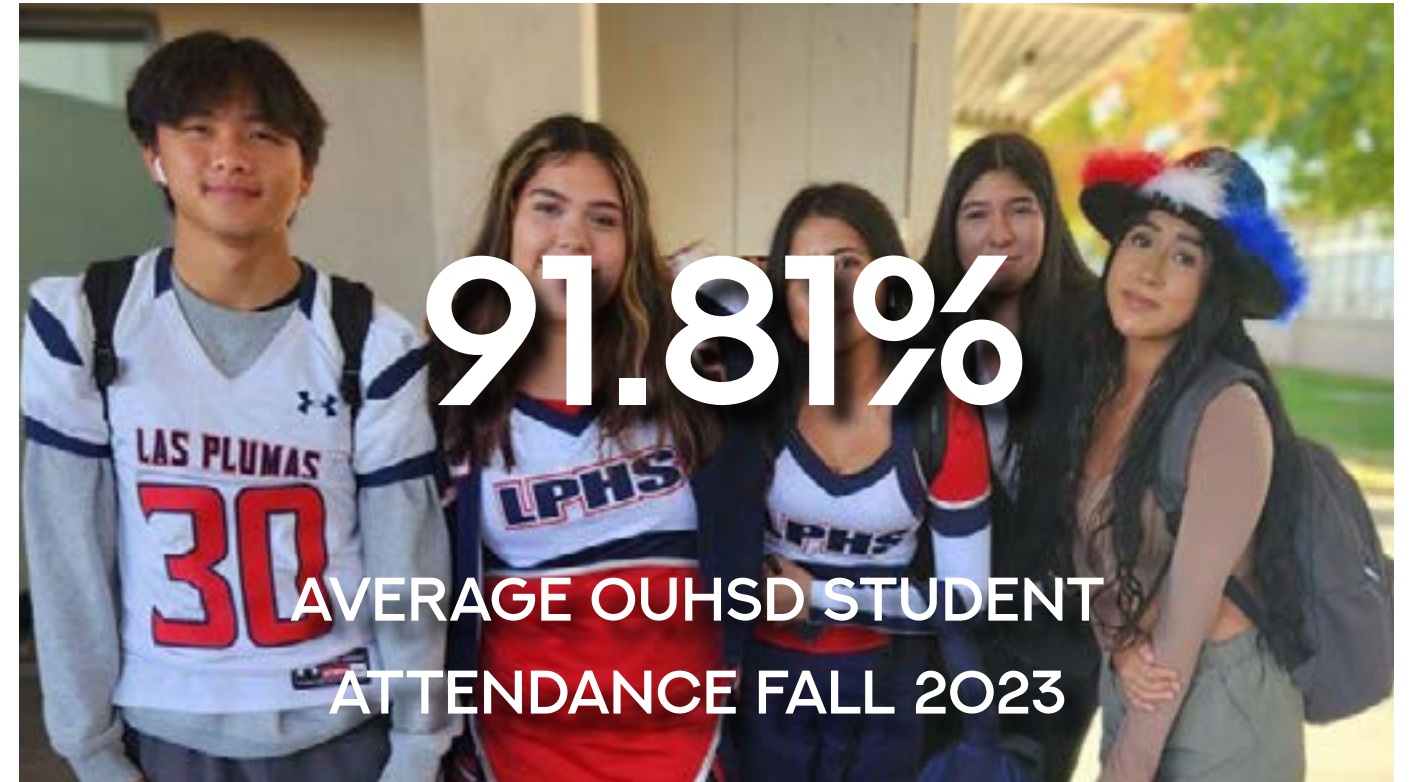
Disciplinary Disposition: Documented disciplinary incidence (referral, suspension, expulsion, structured day, counseling, lunchtime intervention)
Incident/Offense: Referral to school administrators

Special Education Acronyms:

SPED: Special Education
No-SPED: No Special Education

Language Proficiency Acronyms:

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



OUHSD Fall 2023 Attendance for Socioeconomically Disadvantaged (SED)

SCHOOL	Adult Transition Center	Las Plumas High School	Oroville High School	OUHSD Community Day School	Prospect High School
SED					
YES	88.87%	93.13%	90.20%	85.33%	84.04%
NO	89.74%	93.99%	90.96%	80.92%	82.91%

Attendance by Race/Ethnicity

School Name	Adult Transition Center	Las Plumas High School	Oroville High School	CDS	Prospect	Total
Race/Ethnicity						
American Indian or Alaska Native		70.88%	92.59%		90.91%	90.25%
Asian		97.80%	96.50%			92.08%
Black or African American			90.47%			85.78%
Declined to State			93.73%			90.48%
Filipino			95.42%			96.43%
Hispanic or Latino		94.42%	93.62%		61.54%	90.25%
Missing			93.16%			92.24%
Native Hawaiian or Pacific Islander			93.51%			95.68%
White		88.26%	93.15%		85.92%	80.05%
Total		89.24%	93.41%		83.49%	83.90%

STUDENT GRADES

Grades/Marks by Foster Youth

School Name	Adult Transition Center		Las Plumas High School					Oroville High School					Prospect High School					Total				
GPA	0 to 0.99	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	Total			
Foster Youth																						
NO	28	28	121	237	440	512	34	1344	98	185	270	302	41	896	17	66	18		104	2384		
YES							12												29			
Total	28	28	123	241	444	514	34	1356	101	186	276	304	41	908	17	67	20		107	2413		

Grade Marks by Gender

School Name	Las Plumas High School		Oroville High School		Prospect High School		Total														
Gender	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	Total				
FEMALE	57	108	207	300	24	696	48	74	130	163	20	435		22	12		44	1175			
MALE	65	133	236	214	10	658	53	110	145	140	21	469	9	44			61	1188			
NON-BINARY																					
UNKNOWN																					
Total	123	241	444	514	34	1356	101	186	276	304	41	908	17	67	20		107	2371			

Cumulative Grade Point Average (GPA) By Race/Ethnicity

School	Adult Transition Center		Las Plumas High School					Oroville High School					Prospect High School					Total				
Weighted GPA Range	0 to 0.99	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	Total			
Race/Ethnicity																						
American Indian or Alaska Native								116	10	14	29	15		68		9			14	201		
Asian								101		11	39	137	20	210						315		
Black or African American								53		14	25	12		56						119		
Declined to State								10						2						12		
Filipino																				20		
Hispanic or Latino		9				9	33	63	132	110				342	23	35	53	45	164	12	539	
Missing								1						1						1		
Native Hawaiian or Pacific Islander								14						13						27		
White	16					16	63	130	223	272	18	706	60	107	122	89	11	389	10	1179		
Total	28	28	123	241	444	514	34	1356	101	186	276	304	41	908	17	67	20	3	107	2413		

Cumulative Grade Point Average by Special Ed

School Name	Adult Transition Center		Las Plumas High School					Oroville High School					Prospect High School					Total				
GPA Range	0 to 0.99	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4	Total			
Special Education																						
NO			89	198	375	457	34	1153	77	146	223	281	41	768	12	54	16		85	2019		
YES	27	27	34	43	69	57	203	24	40	53	23		140		13			22	394			
Total	28	28	123	241	444	514	34	1356	101	186	276	304	41	908	17	67	20		107	2413		

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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:

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TBD: To Be Determined

STUDENT GRADES

Grades/Marks by Socioeconomically Disadvantaged (SED)

School Scale SED	Las Plumas High School							Oroville High School									
	A	B	C	D	F	P	I	N	A	B	C	D	F	P	I	N	
NO	281	203	154	91	56	314			10	93	81	65	35	24	112		
YES	545	531	488	329	242	695			53	420	406	345	241	168	519	14	56
Total	826	734	642	420	298	1009			63	513	487	410	276	192	631	16	60

Grades/Marks by Special Education

School Scale Special Education	Las Plumas High School							Oroville High School									
	A Count	B Count	C Count	D Count	F Count	P Count	I Count	N Count	A Count	B Count	C Count	D Count	F Count	P Count	I Count	N Count	
NO		712	630	538	344	242	859	4	49	445	412	339	223	153	538	14	46
YES		114	104	104	76	56	150	2	14	68	75	71	53	39	93	2	14
Total		826	734	642	420	298	1009	6	63	513	487	410	276	192	631	16	60

Notes:

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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: www.ouhsd.org/community/supportive-school-climate-advisory-committee

PROGRESSIVE INTERVENTION POLICY

The Progressive Intervention Policy is designed to provide safe classrooms and healthy learning environments. Each level places an emphasis on being Safe, Respectful, and Responsible. Intervention procedures are documented at each of our schools and additional interventions not listed may be utilized as well.

Tier I: Teacher/Staff Interventions

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

Tier III: Administration Interventions

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

OUHSD's goal is to prevent student misconduct and correct student behavior through School Wide Culturally Responsive Positive Behavioral Interventions and Supports in order to enable them to be successful and productive members of our society. The school will take effective and prompt steps to prevent, eliminate and remedy disruption and obstacles that prevent learning.

OUHSD's full Progressive Intervention Policy can be found at: www.ouhsd.org/parents-students/progressive-intervention-policy

STUDENT DISCIPLINE

Disciplinary Dispositions by Race/Ethnicity

School Discipline Action Type	Las Plumas High School					Oroville High School			Prospect High School					Total	
	DETENTION	Documentation only - Stipulated Expulsion	Home Suspension	Suspension - In School	Total	Expulsion	Home Suspension	Total	All other dispositions	DETENTION	Home Suspension	Suspension - In School	WARNING	Total	Total
Race															
American Indian or Alaska Native				10	13									2	15
Asian					9										9
Black or African American				11	13									5	18
Filipino															
Hispanic or Latino				20	21			11	11						32
White				44	50			12	13			13		15	78
Total	4	2	3	93	4	106	1	34	35	1	1	26	1	1	171

Disciplinary Dispositions by Foster Youth

School Discipline Action Type	Las Plumas High School					Oroville High School			Prospect High School					Total	
	DETENTION	Documentation only - Stipulated Expulsion	Home Suspension	Suspension - In School	Total	Expulsion	Home Suspension	Total	All other dispositions	DETENTION	Home Suspension	Suspension - In School	WARNING	Total	Total
Foster Youth															
NO				91	166			32	32			26			30
YES															
Total	4	2	3	93	4	106	1	34	35	1	1	26	1	1	30

Disciplinary Dispositions by Socioeconomically Disadvantaged (SED)

School Discipline Type	Las Plumas High School					Oroville High School			Prospect High School					Total	
	DETENTION	Documentation only - Stipulated Expulsion	Home Suspension	Suspension - In School	Total	Expulsion	Home Suspension	Total	All other dispositions	DETENTION	Home Suspension	Suspension - In School	WARNING	Total	Total
SED															
NO				16	21			7	7					3	31
YES				77	85			27	28			23		27	140
Total	4	2	3	93	4	106	1	34	35	1	1	26	1	1	171

Disciplinary Dispositions by Special Education

School Discipline Action Type	Las Plumas High School					Oroville High School			Prospect High School					Total	
	DETENTION	Documentation only - Stipulated Expulsion	Home Suspension	Suspension - In School	Total	Expulsion	Home Suspension	Total	All other dispositions	DETENTION	Home Suspension	Suspension - In School	WARNING	Total	Total
Special Education															
NO				78	86			24	25			19		22	133
YES				15	20			10	10			7		8	38
Total	4	2	3	93	4	106	1	34	35	1	1	26	1	1	172

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STUDENT DISCIPLINE

Disciplinary Dispositions by Gender

School Discipline Action Type	Las Plumas High School					Oroville High School			Prospect High School					Total		
	DETENTION	Documentati on only - Stipulated Expulsion	Home Suspension	Suspension - In School	Total	Expulsion	Home Suspension	Total	All other dispositions	DETENTION	Home Suspension	Suspension - In School	WARNING		Total	
Gender																
FEMALE				45	47		15	15				12		14	76	
MALE				48	59		19	20				14		16	95	
Total	4	2	3	93	4	106	1	34	35	1	1	26	1	1	30	172

OUHSD Fall 2023 Discipline by Language Proficiency

School Discipline Type	Las Plumas High School					Oroville High School			Prospect High School					Total	
	Expulsion	Detention	Documentati on only - Stipulated Expulsion	Home Suspension	Suspension - In School	Total	Expulsion	Home Suspension	Total	All other dispositions	Detention	Home Suspension	Suspension - In School		Total
EL						4								1	5
EO					81	90		31	31				19	19	140
RFEF						4									4
Total	4	2	3	89	3	98	1	31	32	1	1	20	1	23	153

Discipline Data by Gender

School Discipline Type	Las Plumas High School					Total
	Expulsion	Detention	Documentation only - Stipulated Expulsion	Home Suspension	Suspension - In School	
Gender						
Female				42		44
Male				47		58

School Discipline Type	Oroville High School		Total
	Expulsion	Home Suspension	
Gender			
Female	15		15
Male	18		18

School Discipline Type	Prospect High School			Total
	All other dispositions	Detention	Home Suspension	
Gender				
Female				3
Male		11		12

Districtwide Discipline Data by Gender

Gender	Total
Female	62
Male	88

Notes:

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DISCIPLINE INCIDENTS-BY SCHOOL (FALL SEMESTER 2023)

OUHSD TRANSLATION SERVICES

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

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

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

School	Oroville High School		Las Plumas High School		Prospect High School		OUHSD Community Day School	
	Frequency	Proportion	Frequency	Proportion	Frequency	Proportion	Frequency	Proportion
Abusive Language/Inappropriate Language/Profanity	2	3.92%	30	2.18%	13	14.61%	2	11.76%
Academic Dishonesty	2	0.12%	3	0.22%				
Arson	3	0.18%	3	0.22%				
Bullying	13	0.78%	10	0.73%	8	8.99%		
Defiance/Insubordination/Non-Compliance	101	6.08%	27	1.96%	5	0.56%		
Disrespect	29	1.75%	2	0.15%				
Disruption	39	2.35%	26	1.89%	1	1.12%	1	5.88%
Fighting	9	0.54%	7	0.51%				
Gang Affiliation Display			3	0.22%				
Harassment	5	0.30%	20	1.45%	1	1.12%		
Inappropriate Location/Out of Bounds Area	5	0.30%	3	0.22%				
Other Behavior	16	0.96%	16	1.16%	1	1.12%		
Physical Aggression	48	2.89%	37	2.69%	8	8.99%		
Property Damage-Vandalism	9	0.54%	2	0.15%	2	0.22%		
Skip Class	62	3.73%	43	3.13%	9	10.11%		
Staff-managed (minor) - Defiance/Insubordination/Non-compliance	240	14.46%	327	23.76%	8	8.99%	4	23.53%
Staff-managed (minor) - Disrespect	48	2.89%	61	4.43%				
Staff-managed (minor) - Disruption	163	9.82%	64	4.65%	10	11.24%	2	
Staff-managed (minor) - Dress Code Violation	2	0.12%			1	1.12%		
Staff-managed (minor) - Inappropriate Language	49	2.95%	146	10.61%	17	19.10%	1	5.88%
Staff-managed (minor) - Material/Property Misuse	8	0.48%	158	11.48%	1	1.12%		
Staff-managed (minor) - Tardy	50	3.01%	204	14.83%				
Staff-managed (minor) - Technology Violation	447	26.93%	31	2.25%	4	4.49%		
Staff-managed (minor)- Other	76	4.58%	24	1.74%	1	1.12%	4	23.53%
Staff-managed Aggression (minor) - Physical	26	1.57%	46	3.34%				
Tardy	9	0.54%	4	0.29%				
Technology Violation	78	4.70%	7	0.51%	3	3.37%		
Theft	8	0.48%	3	0.22%				
Threatening Behavior	13	0.78%	25	1.82%	2	2.25%		
Truancy	4	0.24%	6	0.44%				
Use/Possession of Alcohol	8	0.48%	7	0.51%				
Use/Possession of Combustibles	1	0.06%	1	0.07%				
Use/Possession of Restricted Substances	10	0.60%	12	0.87%	1	1.12%		
Use/Possession of Tobacco/Nicotine	12	0.72%	15	1.09%				
Use/Possession of Weapons	3	0.18%	3	0.22%				
Totals:	1,660	100%	1,376	100%	89	100%	17	100%

REPORTING PERIOD: FALL SEMESTER 2023

9

ARRESTS/CITATIONS

During this reporting period, 9 students were referred to School Resource Officers regarding behavior, resulting in 5 arrests and 4 citations.

282
VOLUNTARY

INDEPENDENT STUDY

During this reporting period, there have been 282 voluntarily assigned students to the independent study program.

4

RECOMMENDATIONS FOR EXPULSION

During this reporting period, there have been 4 students recommended for expulsion.



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

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