

OUHSD COMMUNITY BULLETIN

SPRING 2024



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 CONDUCIVE 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.

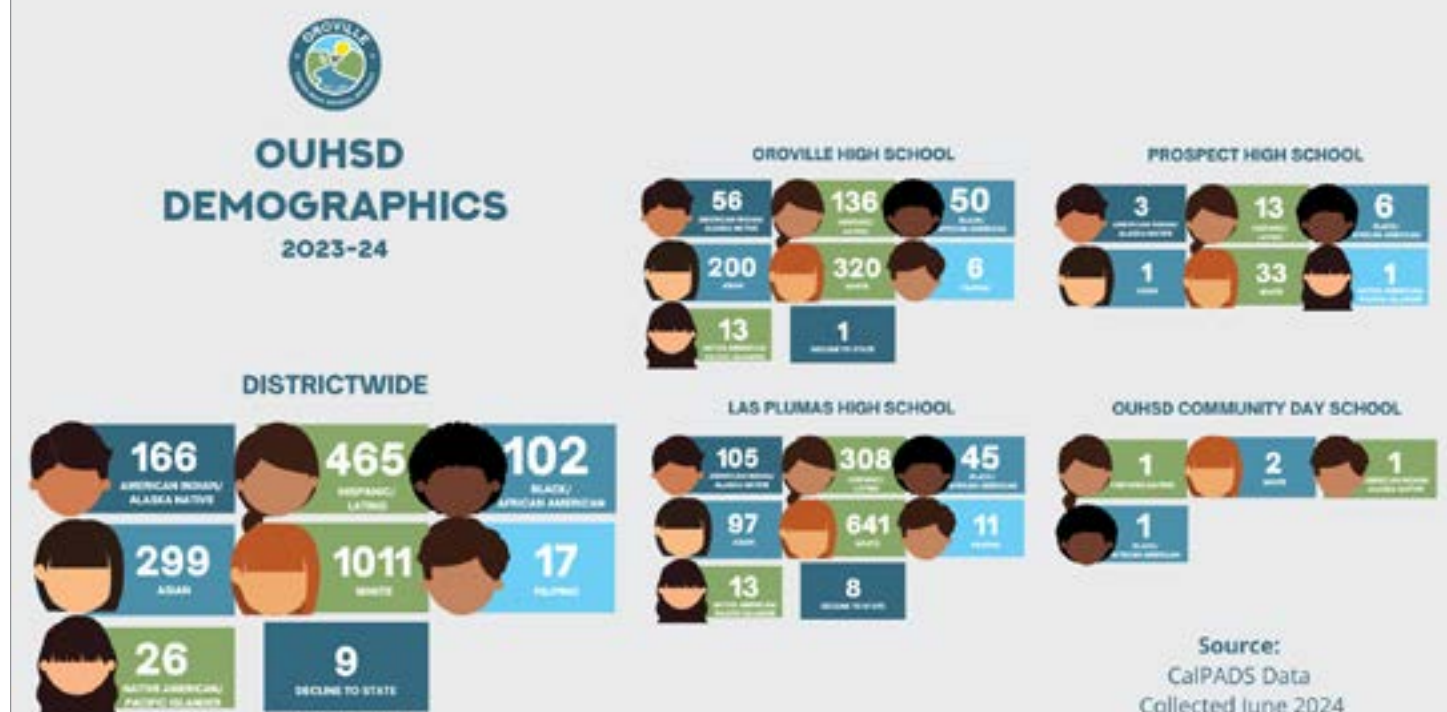
A student will not be suspended for tardiness or truancy. If a student's presence causes a danger to himself/herself or others, the District will take appropriate measures to ensure safety and protect the student and others. If the student engages in an offense for which suspension or expulsion is required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



OUHSD INTRODUCES WELLNESS COACHES TO ENHANCE STUDENT SUPPORT

In September 2023, the Butte County Office of Education, in partnership with local education agencies including the Oroville Union High School District (OUHSD), applied for the Bipartisan Safer Communities Stronger Connections Grant (SCG). The grant aimed to place “wellness coaches” and two certified clinicians in 12 schools that met the criteria for the SCG grant. By January 2024, the consortium was awarded \$4.1 million over four years to implement the project, marking a significant step forward in supporting student mental health and well-being.

Addressing the Mental Health Crisis

The introduction of wellness coaches in OUHSD schools is a response to the urgent need to support the mental health of California’s children and youth. Certified Wellness Coaches offer care through prevention and early intervention services, which support overall physical, emotional, and mental well-being. This initiative aims to address the current mental health crisis impacting children and

youth in California by creating a positive difference in schools, healthcare programs, and community organizations.

Role and Responsibilities of Wellness Coaches

Each OUHSD site now has a full-time wellness coach throughout the school year. The role of these coaches is multifaceted, providing 1:1 brief support to students, assisting in implementing Tier I and II Positive Behavioral Interventions and Supports (PBIS), offering social-emotional psychoeducation, wellness planning, case

management, and linkage to Tier III supports, as well as community and family outreach.

Challenges and Customization

Implementing a new program comes with challenges. One significant challenge is utilizing the wellness coach role to its fullest and most appropriate capacity. This challenge is being addressed by including the wellness coach in all Support Team meetings and integrating those services into the team. The role of the wellness coach is tailored to the unique needs of each school’s student population through Support Team meetings, which discuss school and student needs, and the addition of restorative practices and new programming such as meditation groups.

The wellness coaches are anticipated to make a significant impact, helping young people lead better, happier lives and contributing to a healthier school environment. Their presence in OUHSD is a promising development in the effort to enhance student well-being and academic success.



MEET THE WELLNESS COACHES

At Oroville High School, the wellness coach is Karl Travis. With a background as a Mobile Crisis Counselor for the Butte County Department of Behavioral Health and as a Program Coordinator for the 6th Street Center for Youth, a drop-in center for homeless youth, Karl has extensive experience working with youth and their families in intense situations, such as suicide prevention and youth homelessness. Karl’s approach to providing 1:1 support includes meeting with students during class time based on referrals from teachers or students themselves, and facilitating group sessions, such as a daily Meditation Group, to offer an alternative intervention for students needing structured day activities or campus cleanup duties.

At Las Plumas High School, Lupe Santos serves as the wellness coach. Lupe’s experience working with marginalized youth dealing with mental health struggles positions her as a key support figure at the school. At Prospect High School, Irene Evans takes on the role. Irene’s personal educational and previous employment experiences have equipped her with the ability to understand the importance of diversity and recognizing student needs. Her past experiences have helped her connect with students and staff through understanding and compassion from lived experiences and training through BCOE. Irene’s focus on social and emotional wellness, as well as support through Prospects initiatives, is set to improve the well-being of students at Prospect High School.

Each wellness coach receives support from Erinn Bromley, an ASW clinician. Erinn provides Tier III supports, screenings, and group facilitation, ensuring that the wellness coaches have the necessary resources to effectively support students.

Positive Impact on School Environment

The implementation of this project is expected to foster a safer and more supportive school environment. Wellness coaches are integrated into the existing support structures at each school. For example, at Oroville High School, the wellness coach was introduced to the staff through email and shadowed the social worker and Targeted Case Managers (TCMs) to become familiar with the students, campus, and school culture. The wellness coach participates in all team meetings and campus collaborations, including COST, Freshman Teams, and weekly Support Team meetings.



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 Spring 2024 Attendance by Gender

SCHOOL	Adult Transition	Las Plumas	Oroville	CDS	Prospect
Gender					
Female	88.65%	91.79%	87.12%	67.31%	77.23%
Male	92.70%	90.97%	86.70%	77.07%	81.09%

Attendance by Language Proficiency

School Name	Adult Transition Center	Las Plumas High School	Oroville High School	OuhSD Community Day School	Prospect High School	Total
Language Proficiency						
EL		92.48%	93.23%	67.07%	89.73%	92.53%
EO	89.73%	90.70%	84.33%	71.83%	78.23%	87.61%
IFEP		93.76%	94.79%			94.43%
RFEP	95.37%	95.09%	95.62%		89.82%	95.29%
Total	91.54%	91.39%	86.95%	71.49%	79.03%	89.02%

OuhSD Spring 2024 Attendance for Special Education

SCHOOL	Adult Transition	Las Plumas	Oroville	CDS	Prospect
Special Education					
YES	91.23%	86.02%	81.39%	38.50%	72.60%
NO	0.00%	92.35%	88.00%	76.99%	80.64%

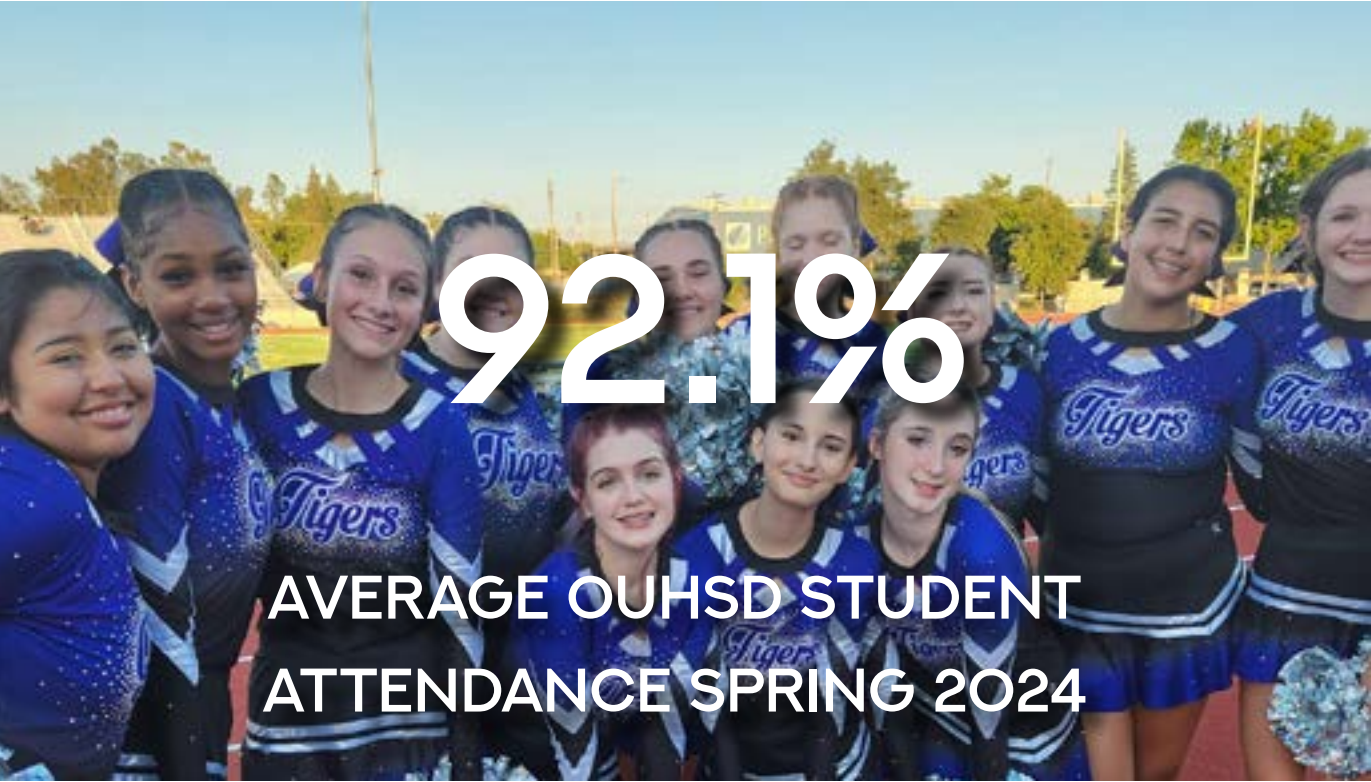
OuhSD Spring 2024 Attendance for Foster Youth

SCHOOL	Las Plumas	Oroville	CDS	Prospect
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:
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 Spring 2024 Attendance for Socioeconomically Disadvantaged (SED)

SCHOOL	Adult	Las Plumas	Oroville	CDS	Prospect
SED					
No	91.54%	91.94%	87.54%	69.49%	80.77%
Yes	0.00%	71.46%	76.64%	76.50%	76.01%

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	76.68%	89.87%	82.94%	48.57%	89.80%	87.00%
Asian	97.13%	96.21%	95.45%		87.75%	95.63%
Black or African American		85.02%	83.16%	98.90%	72.35%	83.23%
Declined to State		88.26%				88.26%
Filipino		90.69%	96.80%		34.78%	89.73%
Hispanic or Latino	93.58%	91.65%	90.25%	44.51%	87.35%	90.05%
Missing		95.14%	93.22%			94.66%
Native Hawaiian or Pacific		92.45%	95.68%			94.00%
White	91.89%	91.31%	83.03%	76.44%	74.58%	87.58%
Total	91.54%	91.39%	86.95%	71.49%	79.03%	89.02%

STUDENT GRADES

Grades/Marks by Foster Youth																												
School	Las Plumas High School								Oroville High School							Community Day School						Prospect High School						
Grade	A	B	C	D	F	P	I	N	A	B	C	D	F	P	N	A	B	C	D	F	N	A	B	C	D	F	N	
Foster Youth																												
NO	887	885	782	583	399	1048	1	131	555	541	503	361	250	647	127	8	7	5	2	8	4		62	74	66	51	40	10
YES	9	9	8	9	5	10		1	2	3	3	2	3	3	3	1	2	1		2	1		1	1	1	2	1	
Total	896	894	790	592	404	1058	1	132	557	544	506	363	253	650	130	9	9	6	2	10	5		63	75	67	53	41	10

Final Marks by Gender																														
School Grade Gender	Las Plumas High School								Oroville High School								Community Day School								Prospect High School					
	A	B	C	D	F	P	I	N	A	B	C	D	F	P	N	A	B	C	D	F	N		A	B	C	D	F	N		
FEMALE	475	440	368	266	183	538		67	256	243	220	151	111	297	64	5	5	1	1	6	2		28	31	24	19	19	3		
MALE	420	453	421	325	221	519	1	65	298	298	283	210	139	350	66	4	4	5	1	4	3		34	43	41	33	21	7		
Total	896	894	790	592	404	1058	1	132	557	544	506	363	253	650	130	9	9	6	2	10	5		63	75	67	53	41	10		

Cumulative Grade Point Average (GPA) By Race/Ethnicity																								
School	Adult Transition		Las Plumas High School						Oroville High School						OUHSD Community Day School					Prospect High School				
Weighted GPA	0 to 0.99	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4.0	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4.0	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4.0	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4.0	Total
Race/Ethnicity																								
American Indian or Alaska Native	2	2	10	29	41	35	1	116	9	14	30	15		68	1				1		5	10		15
Asian	1	1	3	7	21	61	9	101	3	12	39	138	19	211							3			3
Black or African American			9	10	19	15	1	54	5	17	26	12		60		1			1	2	5	3		10
Declined to State				2	3	1	1	7																
Filipino			1	1	3	7	1	13		2	3	1		6						1				1
Hispanic or Latino	9	9	31	55	145	111	5	347	23	38	53	47	8	169	1	1			2	3	10	10	1	24
Missing			1		2			3				1		1										
Native Hawaiian or Pacific Islander			1	1	2	9	1	14		2	5	4	2	13										
White	16	16	59	126	235	275	19	714	61	100	135	93	11	400	2	2	5	1	10	10	36	14	2	62
Total	28	28	115	231	471	514	38	1369	101	185	291	311	40	928	4	4	5	1	14	16	59	37	3	115

Cumulative Grade Point Average by Special Education																										
School Name	Adult Transition Center		Las Plumas High School						Oroville High School						OUHSD Community Day School						Prospect High School					Total
Weighted GPA	0 to 0.99	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4.0	4.0 +	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4.0	4.0+	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4.0	Total	0 to 0.99	1.0 to 1.99	2.0 to 2.99	3.0 to 4.0	Total		
SpEd																										
NO	1	1	84	183	402	454	38	1161	77	141	236	286	40	780	2	4	5	1	12	12	45	32	3	92	2046	
YES	27	27	31	48	69	60		208	24	44	55	25		148	2				2	4	14	5		23	408	
Total	28	28	115	231	471	514	38	1369	101	185	291	311	40	928	4	4	5	1	14	16	59	37	3	115	2454	

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:

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

STUDENT GRADES

Grades/Marks by Socioeconomically Disadvantaged (SED)																														
School	Las Plumas High School								Oroville High School								Community Day School								Prospect High School					
Grade	A	B	C	D	F	P	I	N	A	B	C	D	F	P	N	A	B	C	D	F	N		A	B	C	D	F	N		
SED																														
NO	252	211	174	118	71	284		21	90	78	69	43	32	105	11	3	2	1	1	3			7	10	9	6	4	1		
YES	644	683	616	474	333	774	1	111	467	466	437	320	221	545	119	6	7	5	1	7	5		56	65	58	47	37	9		
Total	896	894	790	592	404	1058	1	132	557	544	506	363	253	650	130	9	9	6	2	10	5		63	75	67	53	41	10		

Grades/Marks by Special Education																												
School	Las Plumas High School								Oroville High School								OUHSD Community Day School						Prospect High School					
Grade	A	B	C	D	F	P	I	N	A	B	C	D	F	P	N	A	B	C	D	F	N	A	B	C	D	F	N	
Special Education																												
NO	770	767	669	484	337	898		101	480	464	420	295	198	555	100	9	9	6	2	8	5	52	60	50	39	31	9	
YES	126	127	121	108	67	160	1	31	77	80	86	68	55	95	30					2		11	15	17	14	10	1	
Total	896	894	790	592	404	1058	1	132	557	544	506	363	253	650	130	9	9	6	2	10	5	63	75	67	53	41	10	

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:

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

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

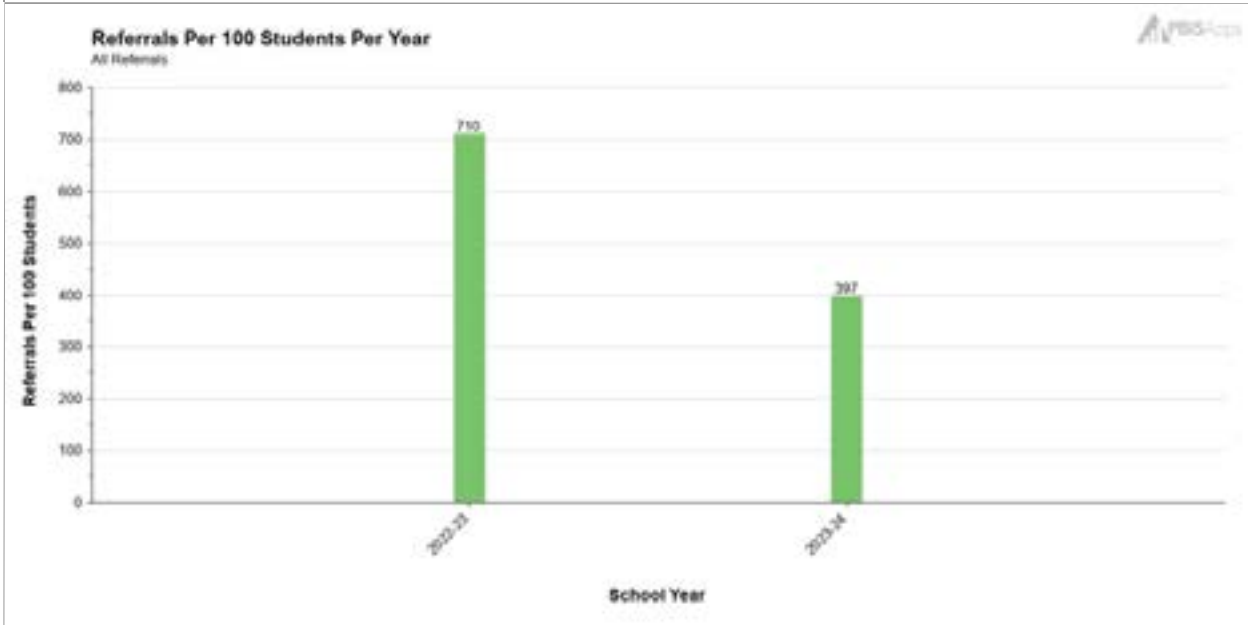
Examples of alternatives to suspensions include, but are not limited to: structured day, restorative practice agreement, brief intervention, lunch with teacher, reflection sheet.

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.

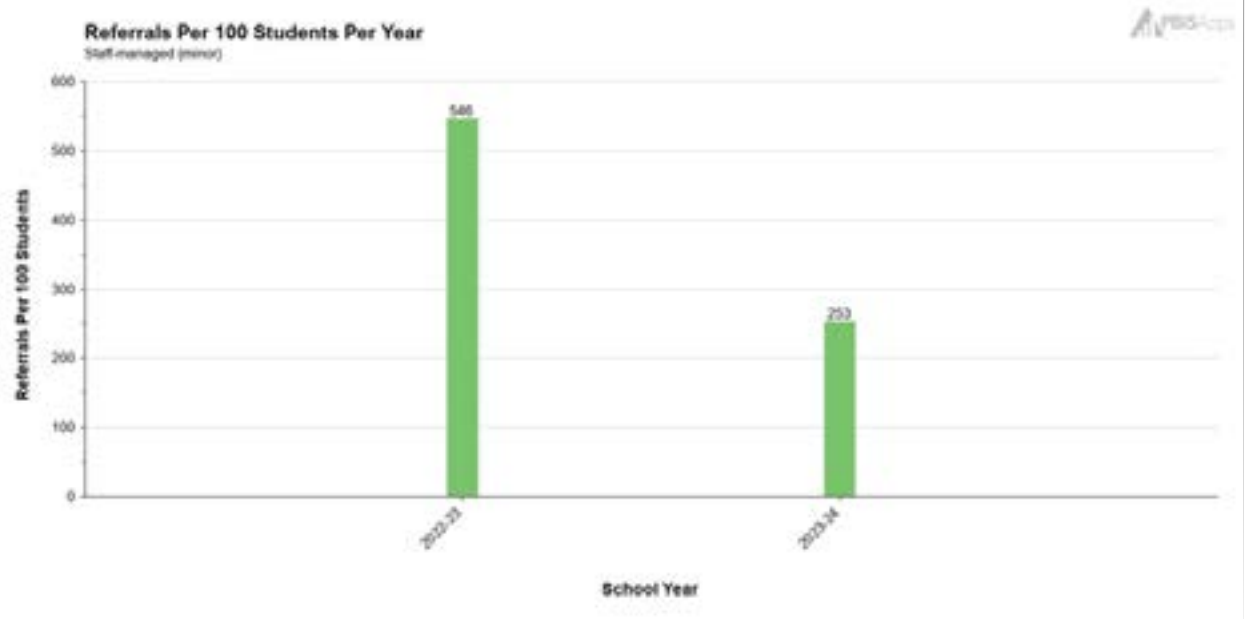
OUHSD's full Progressive Intervention Policy can be found at: www.ouhsd.org/parents-students/progressive-intervention-policy

OHS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

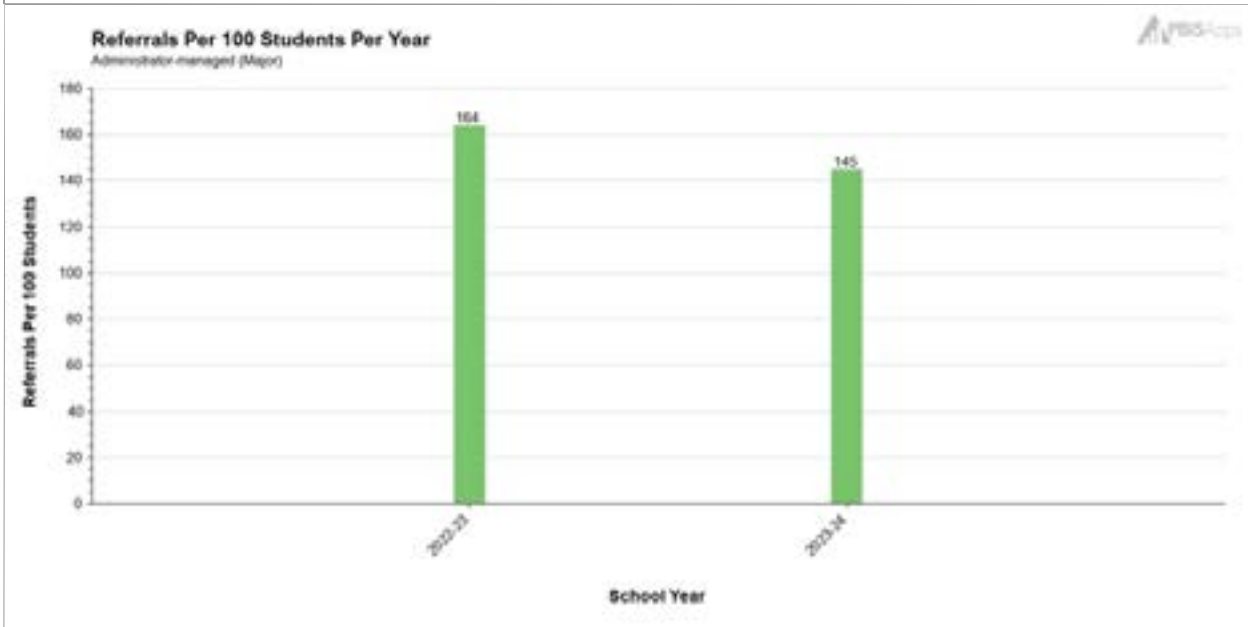
Referrals Per 100 Students Per Year - All Referrals



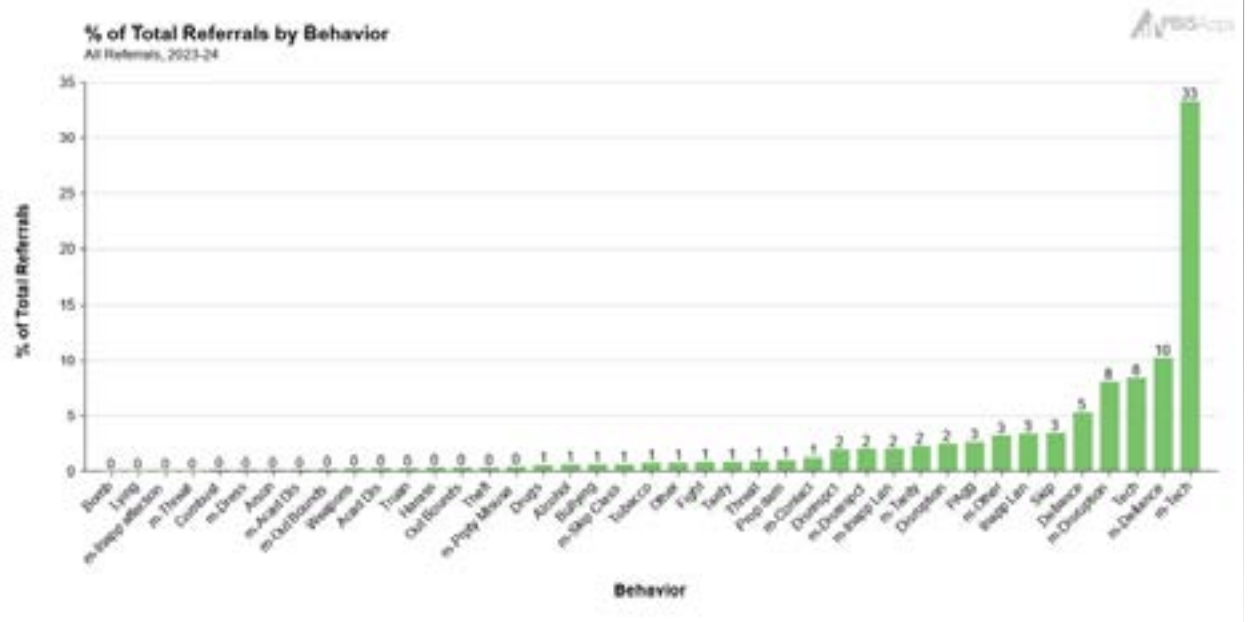
Referrals Per 100 Students Per Year - Staff-managed (minor)



Referrals Per 100 Students Per Year - Administrator-managed (Major)



Proportion of Referrals by Behavior - All Referrals



REPORTING PERIOD:
SPRING SEMESTER 2024

DISTRICTWIDE

11

BCSO ARRESTS/CITATIONS

During this reporting period, 11 students were referred to School Resource Officers regarding behavior, resulting in 4 arrests and 7 citations.

285

VOLUNTARY

INDEPENDENT STUDY

During this reporting period, there have been 285 voluntarily assigned students to the independent study program.

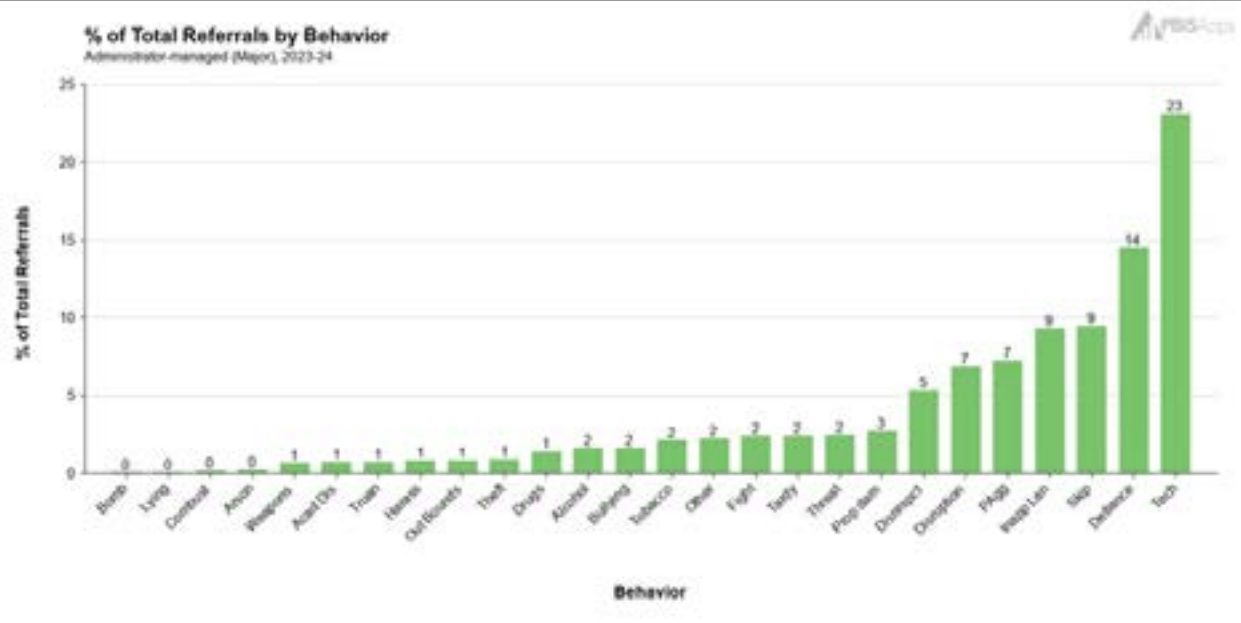
13

RECOMMENDATIONS FOR EXPULSION

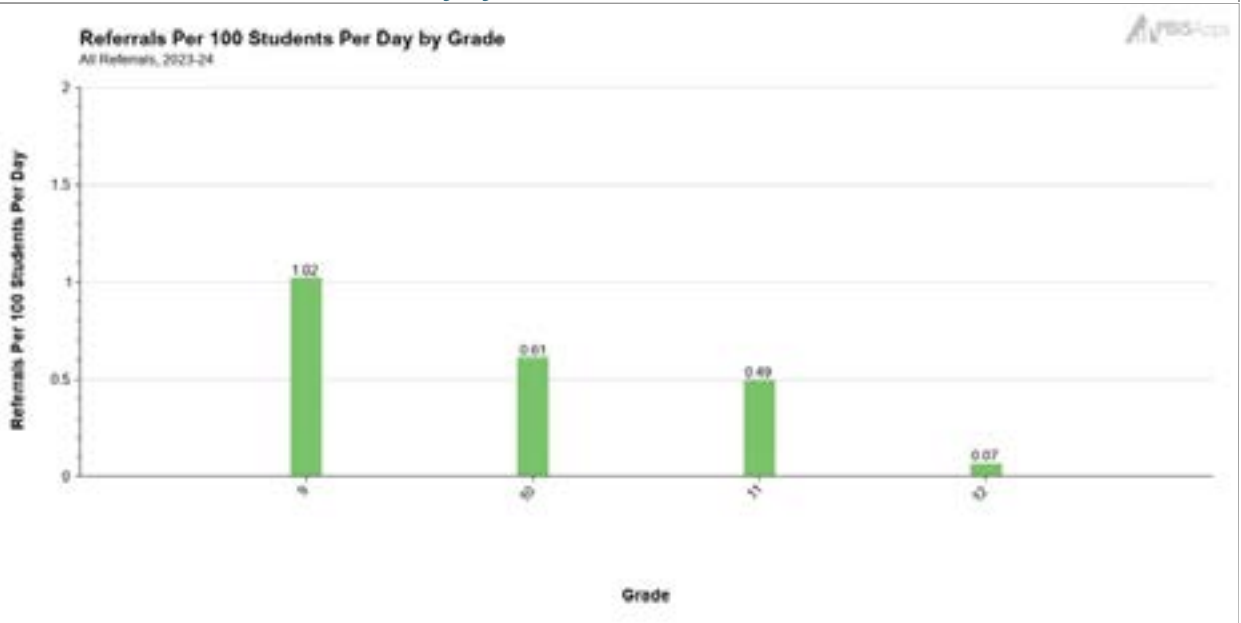
During this reporting period, there have been 13 students recommended for expulsion.

OHS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

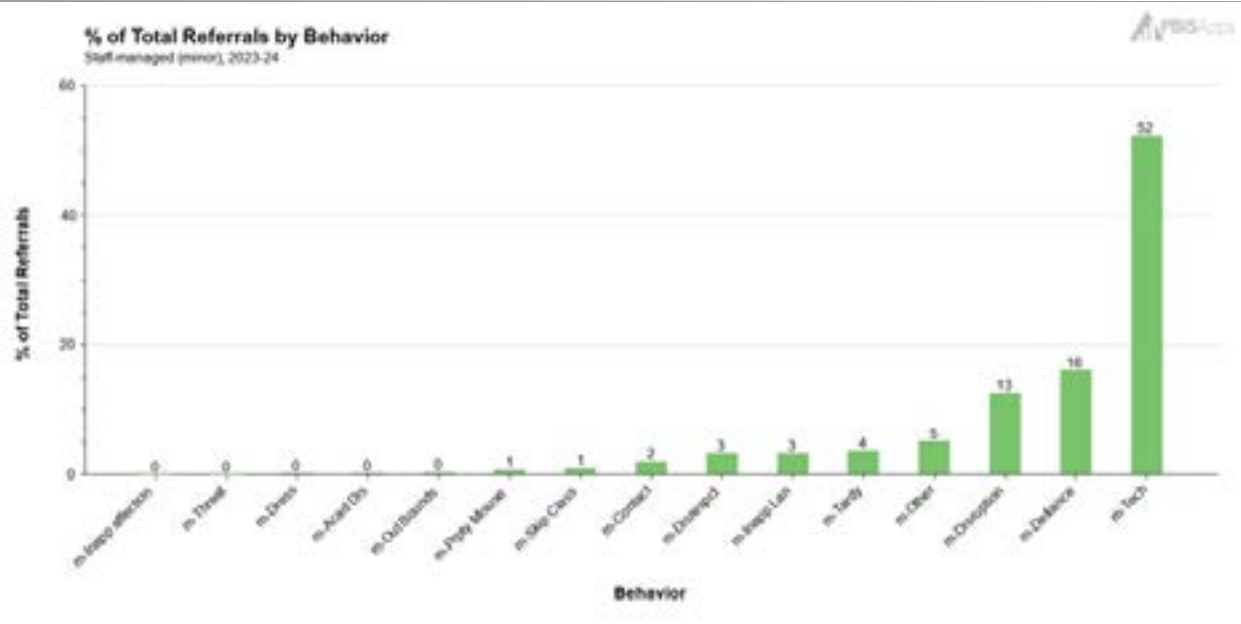
Proportion of Referrals by Behavior - Administrator-managed (Major)



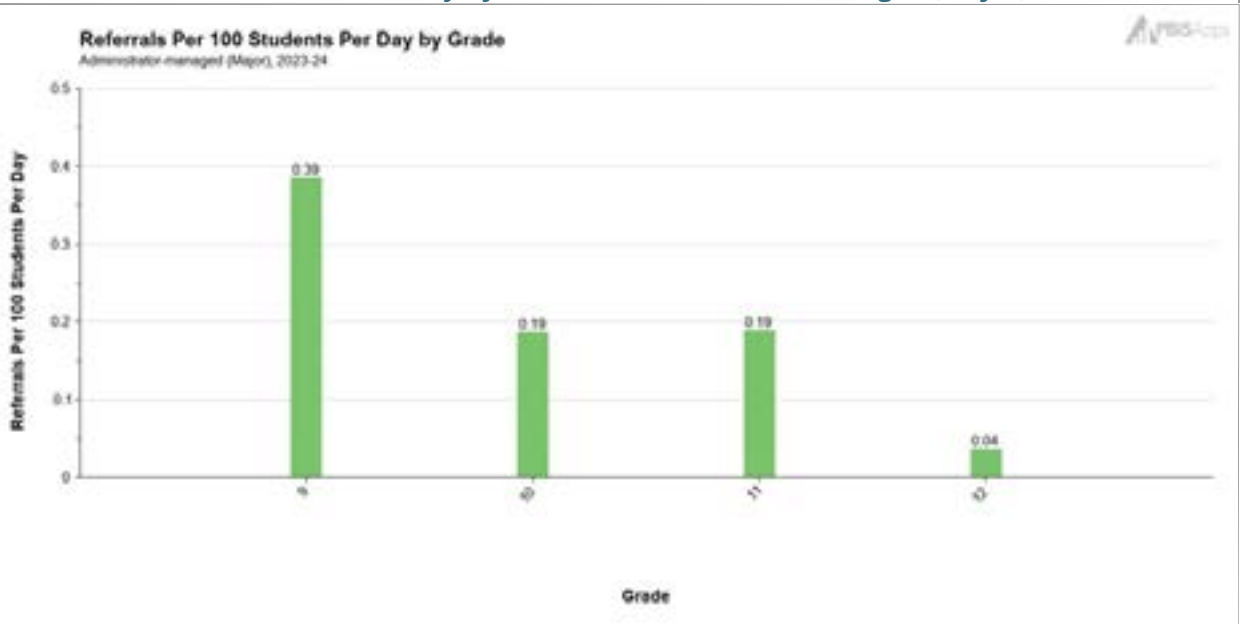
Referrals Per 100 Students Per Day by Grade - All Referrals



Proportion of Referrals by Behavior - Staff-managed (minor)



Referrals Per 100 Students Per Day by Grade - Administrator-managed (Major)



OHS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

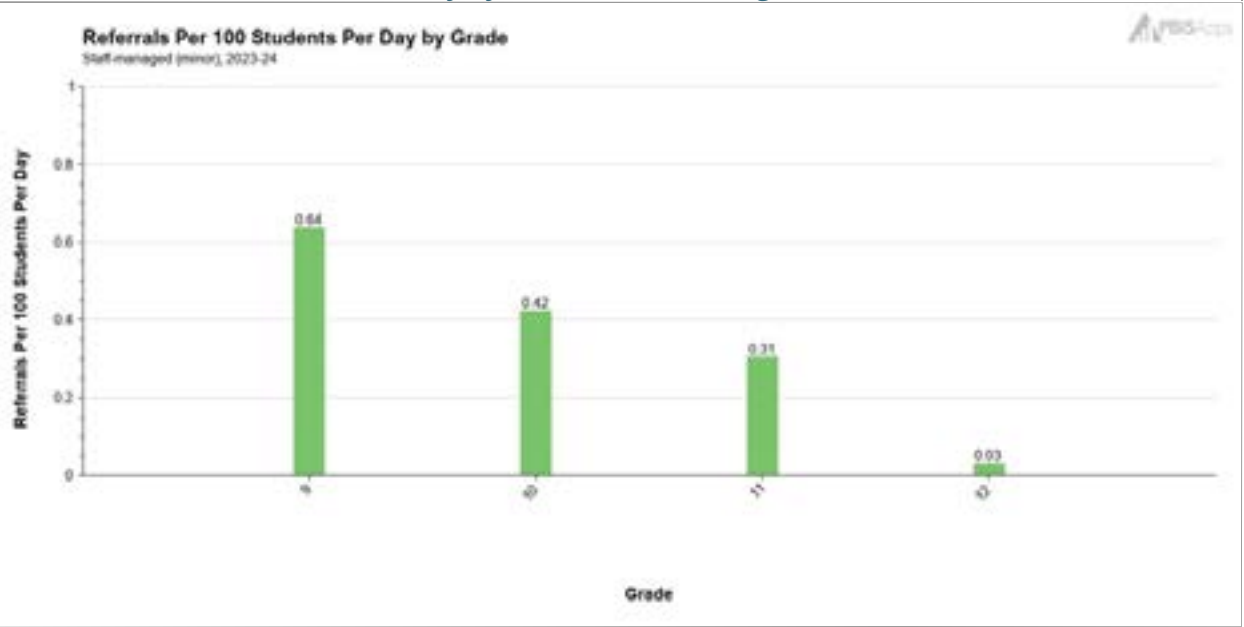
OUHSD TRANSLATION SERVICES

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.

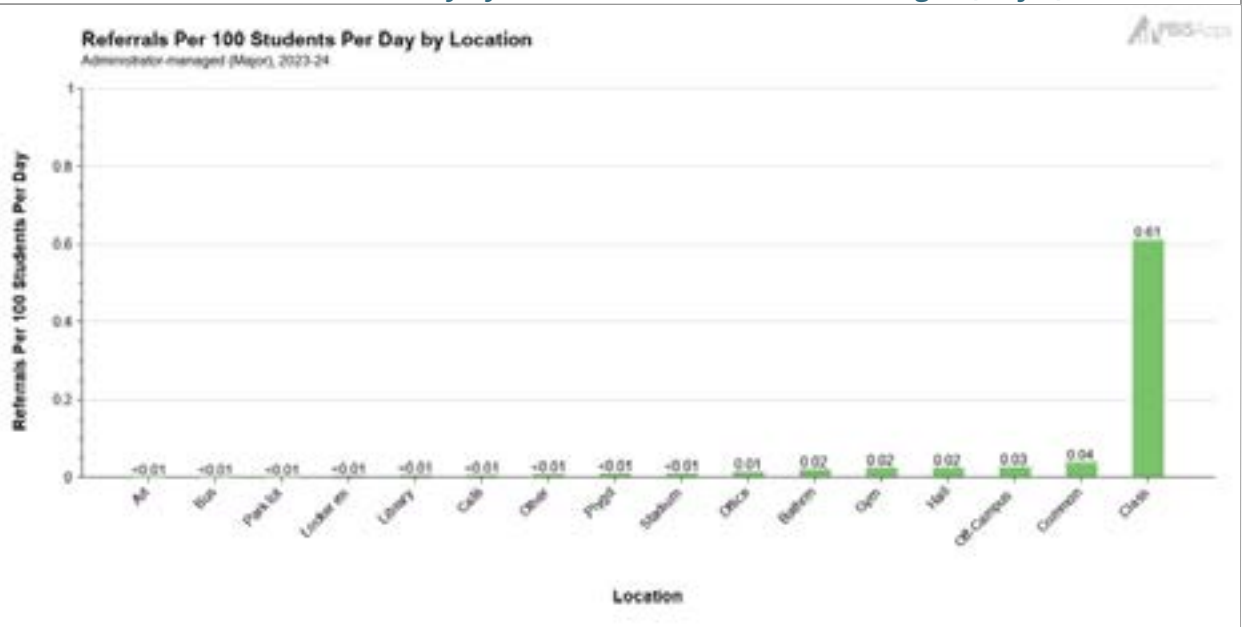
OUHSD is contracting with Language Line Services, Inc. to provide phone interpreting, document translation and virtual meeting translation when local staff are not available or local staff cannot translate the required language.

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.

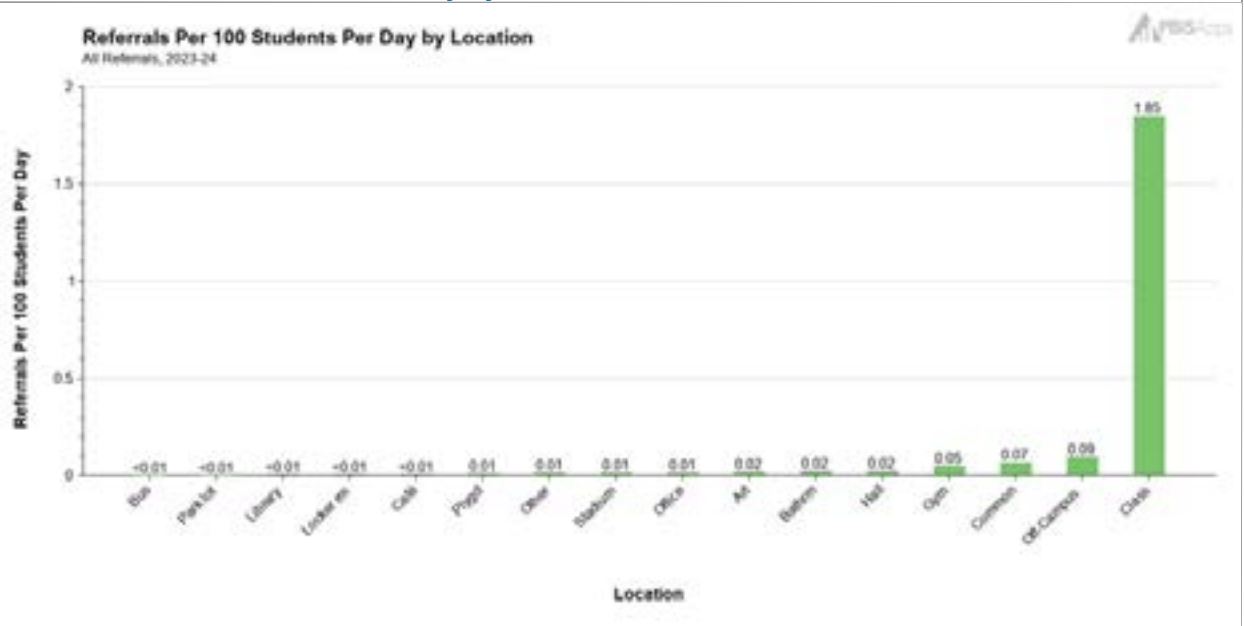
Referrals Per 100 Students Per Day by Grade - Staff-managed (minor)



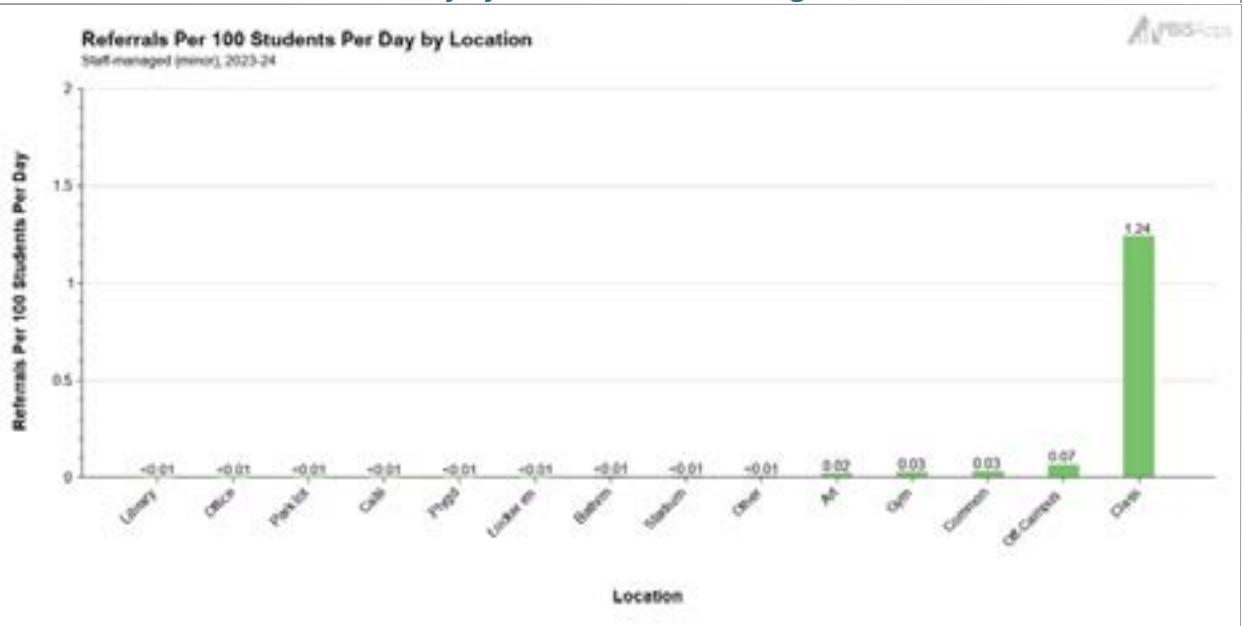
Referrals Per 100 Students Per Day by Location - Administrator-managed (Major)



Referrals Per 100 Students Per Day by Location - All Referrals

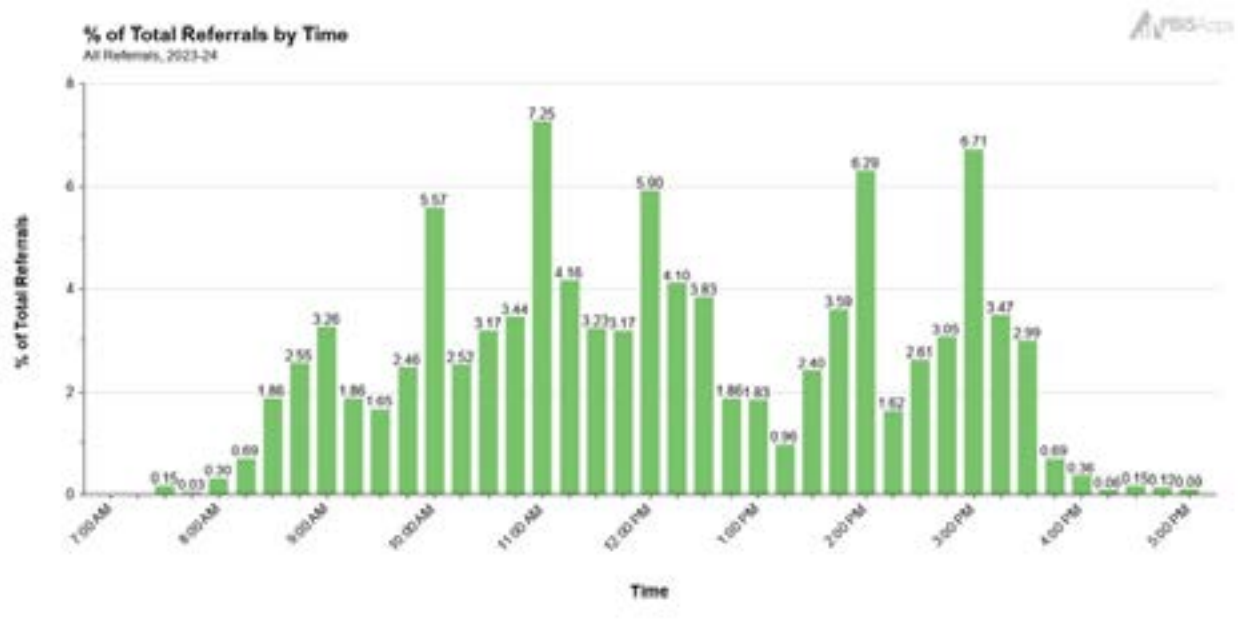


Referrals Per 100 Students Per Day by Location - Staff-managed (minor)

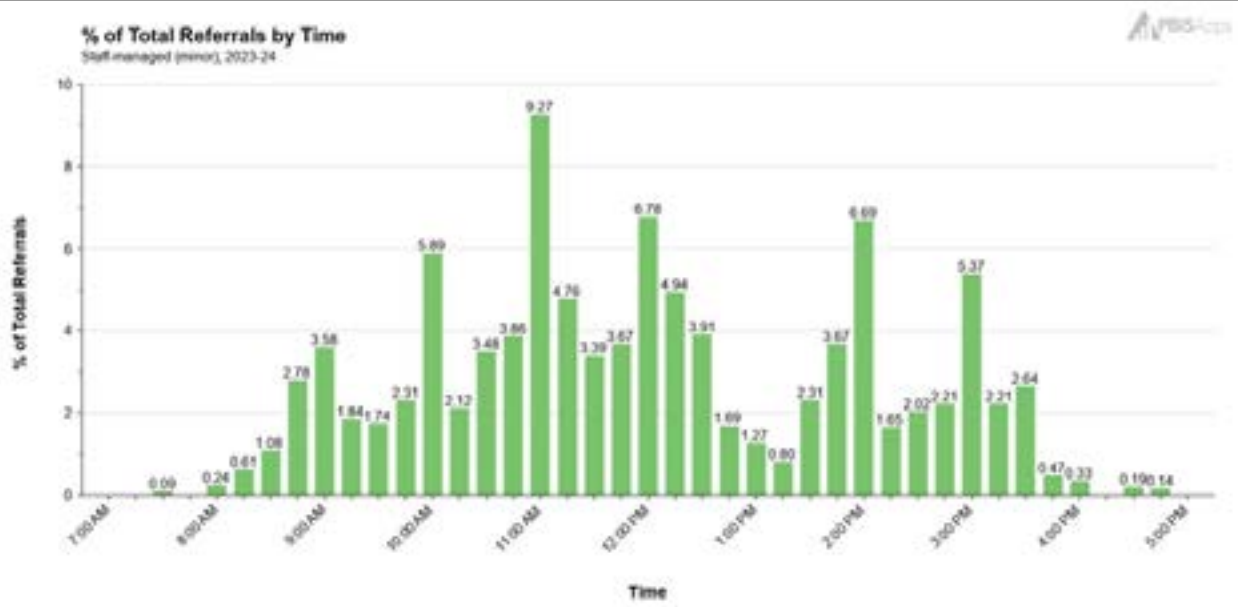


OHS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

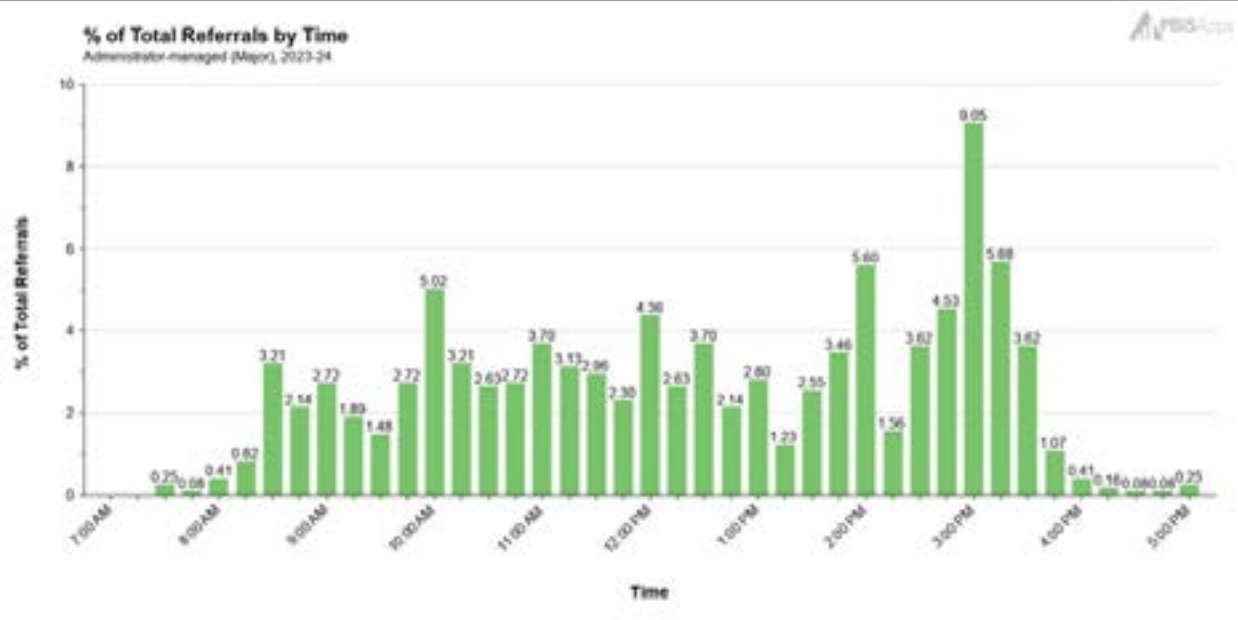
Proportion of Referrals by Time - All Referrals



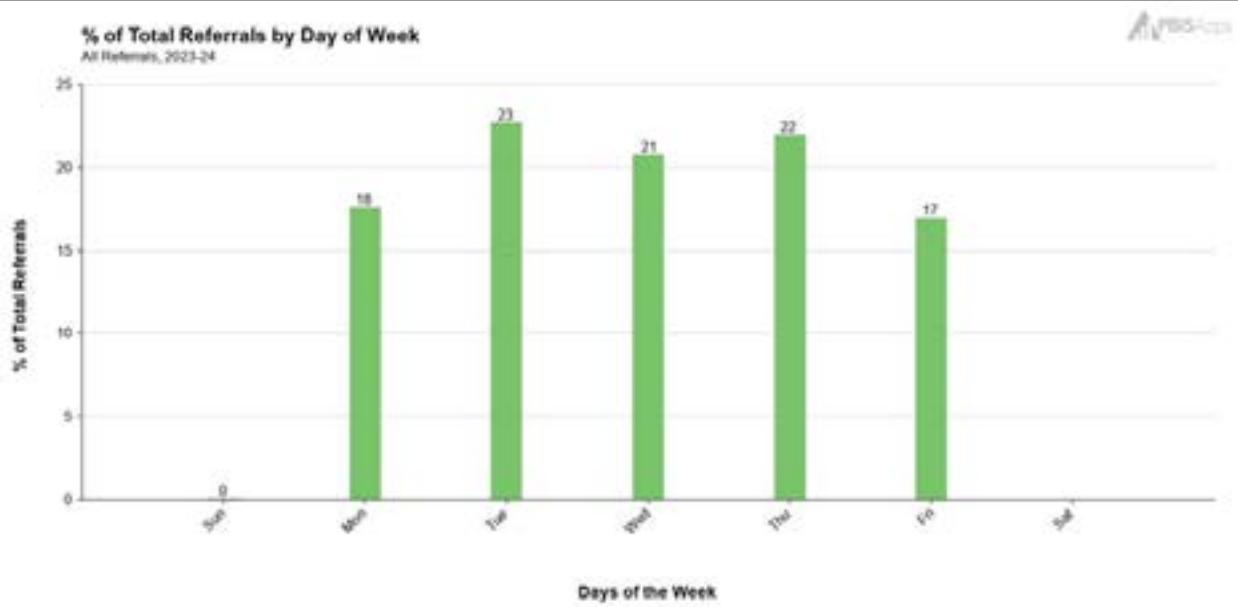
Proportion of Referrals by Time - Staff-managed (minor)



Proportion of Referrals by Time - Administrator-managed (Major)



Proportion of Referrals by Day of Week - All Referrals



OHS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

Referral Rates Per 100 Students Per Day			
	All Referrals	Administrator-managed (Major)	Staff-managed (minor)
All Students	2.19	0.80	1.40
Referrals With IEP's (if student was on an IEP when given referral)	0.55	0.25	0.30
Referrals Without IEP's	1.65	0.55	1.09
Students Currently With IEP's	0.62	0.28	0.33
Students Currently Without IEP's	1.58	0.52	1.06

Suspension/Expulsion Rates Per 100 Students								
	In School Suspensions		Out of School Suspensions		Expulsions		Totals	
	Events	Days	Events	Days	Events	Days	Events	Days
All Students	11.77	30.14	7.37	31.51	0.12	0.00	19.26	61.65
Referrals With IEP's (if student was on an IEP when given referral)	2.97	7.31	2.14	11.18	0.00	0.00	5.11	18.49
Referrals Without IEP's	8.80	22.83	5.23	20.33	0.12	0.00	14.15	43.16
Students Currently With IEP's	3.69	8.98	2.85	13.44	0.00	0.00	6.54	22.41
Students Currently Without IEP's	8.09	21.17	4.52	18.07	0.12	0.00	12.72	39.24

Ethnicity / Race Data								
Ethnicity	# Students Enrolled	# Referrals	# Students With Referrals	% of Enrolled Students	% of Total Referrals	% of Students Within Ethnicity With Referrals	% of Students With Referrals	Risk Index
Hispanic/Latino/a/e	151	520	68	17.95%	15.34%	45.03%	16.79%	0.45
American Indian/Alaska Native	44	315	26	5.23%	9.29%	59.09%	6.42%	0.59
Asian	195	86	36	23.19%	2.54%	18.46%	8.89%	0.18
Black/African American	35	391	28	4.16%	11.54%	80.00%	6.91%	0.80
Multiracial	71	356	34	8.44%	10.50%	47.89%	8.40%	0.48
Native Hawaiian/Other Pacific Islander	11	35	5	1.31%	1.03%	45.45%	1.23%	0.45
White	334	1686	208	39.71%	49.75%	62.28%	51.36%	0.62
Totals:	841	3,389	405	100%	100%	358%	100%	

Proportion of Referrals by Day of Week - Administrator-managed (Major)



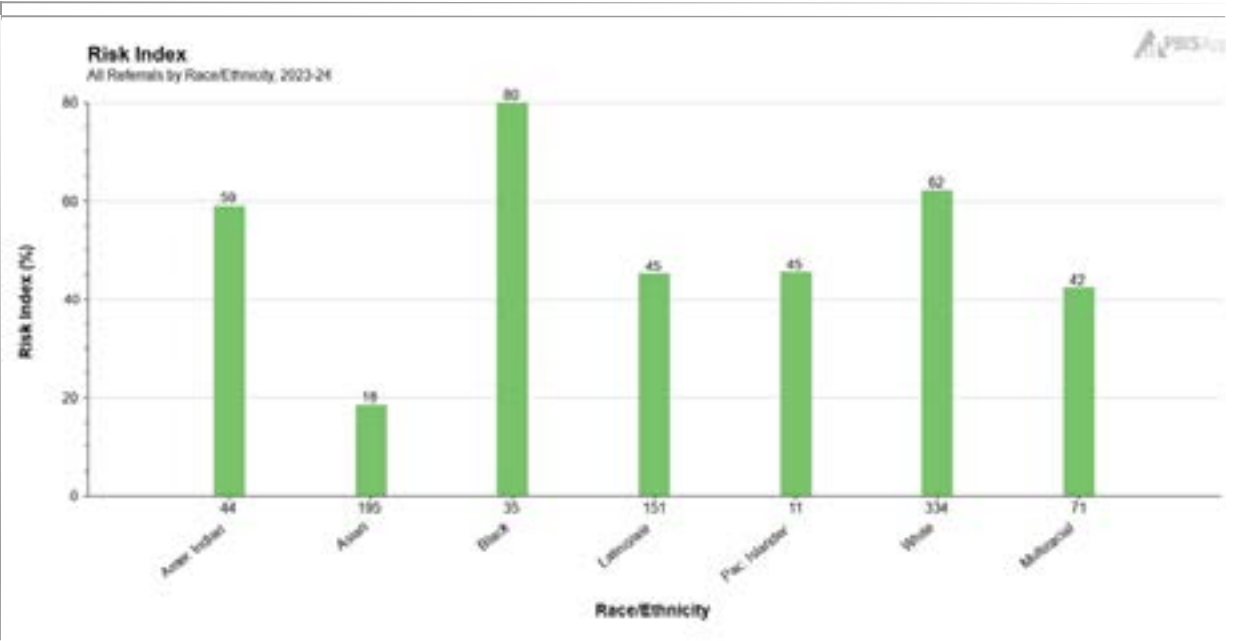
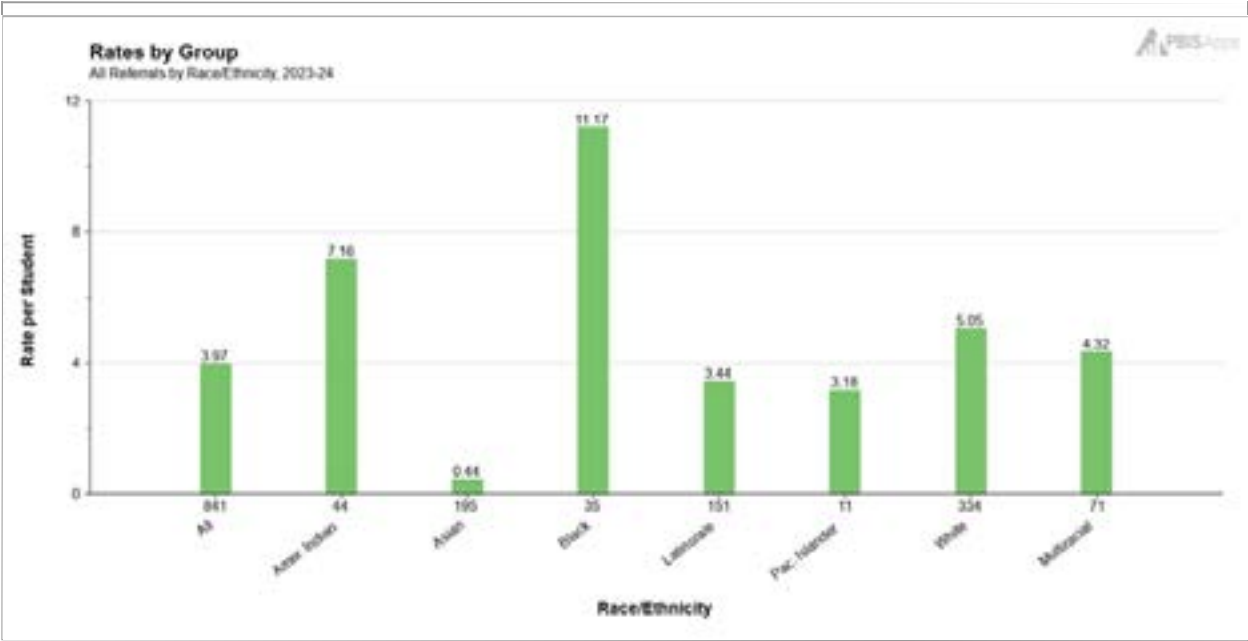
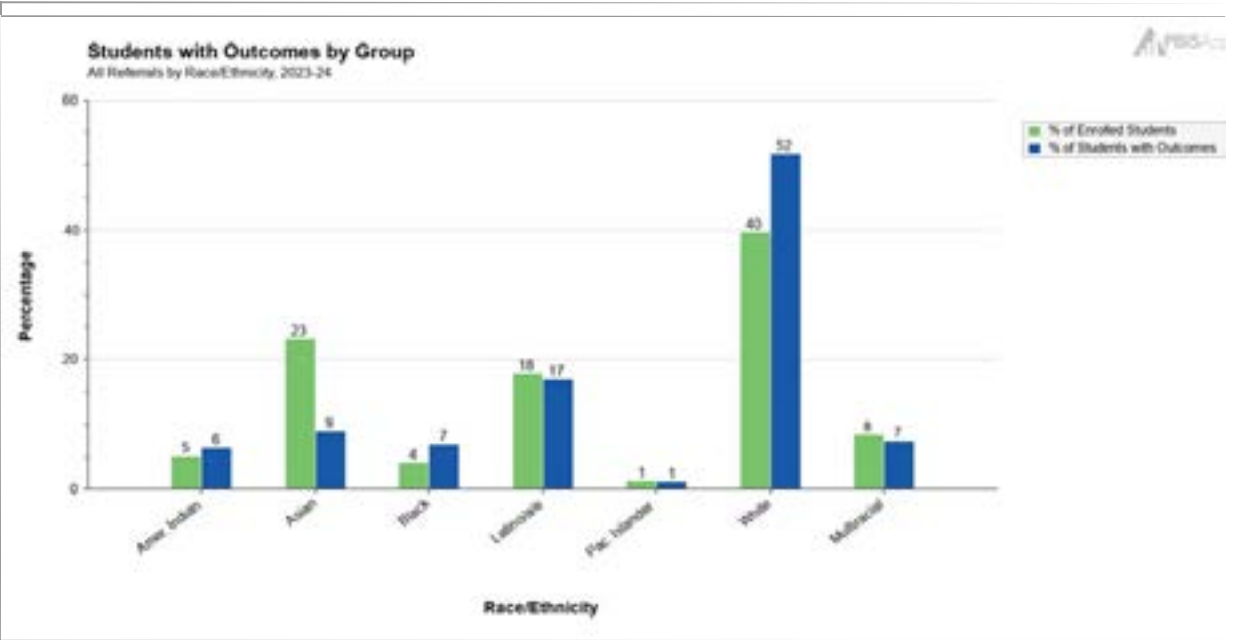
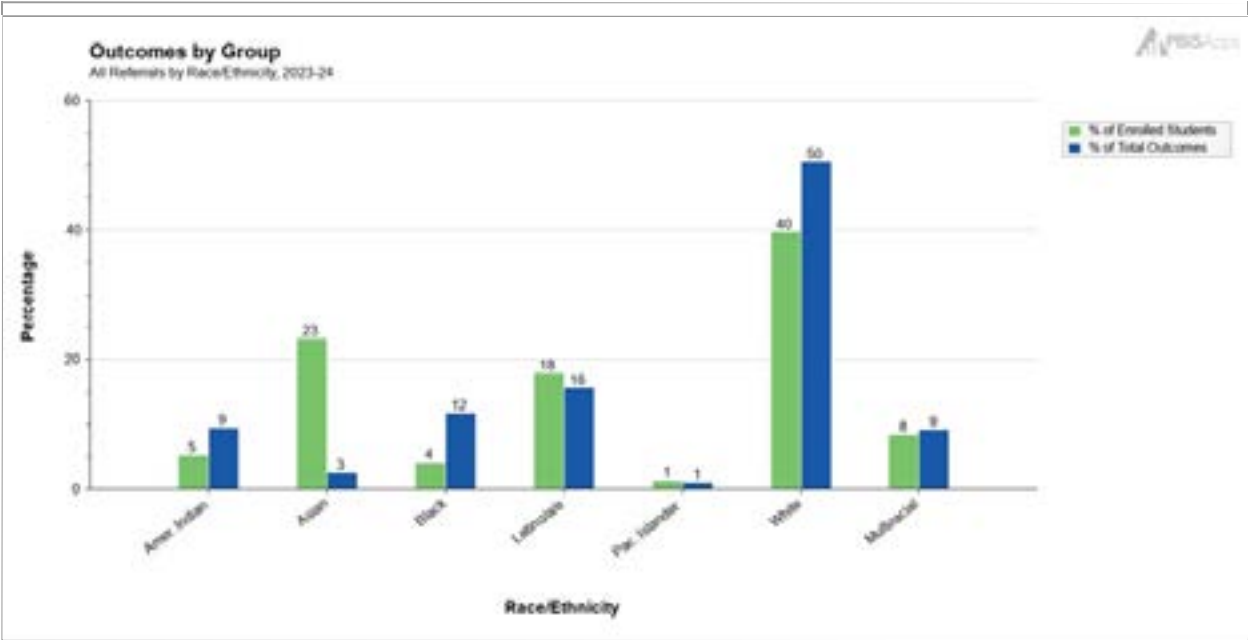
Proportion of Referrals by Day of Week - Staff-managed (minor)



Suspension/Expulsion Report

	Days	Events	Students Contributing	Days Per 100 Students	Events Per 100 Students
In-School Suspension	253.5	99	73	30.14	11.77
Out-of-School Suspension	265.0	62	39	31.51	7.37
Expulsion	0.0	1	1	0.00	0.12
Totals:	518.5	162	113	61.65	19.26

OHS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

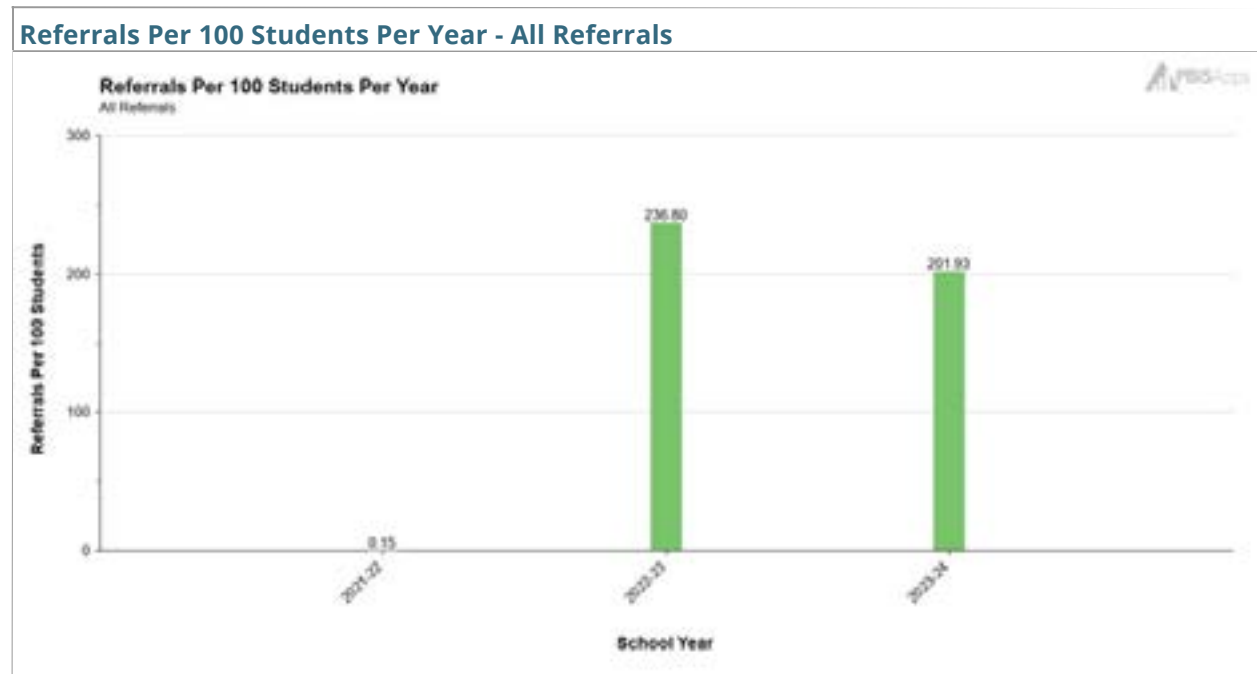


Students With (n) Referrals							
		0	1	0 or 1	2-5	6+	Total
All	#	440	84	524	150	167	841
All	%	52.32%	9.99%	62.31%	17.84%	19.86%	100.00%
Major	#	593	83	676	101	64	841
Major	%	70.51%	9.87%	80.38%	12.01%	7.61%	100.00%
Minor	#	471	95	566	154	121	841
Minor	%	56.00%	11.30%	67.30%	18.31%	14.39%	100.00%

LPHS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

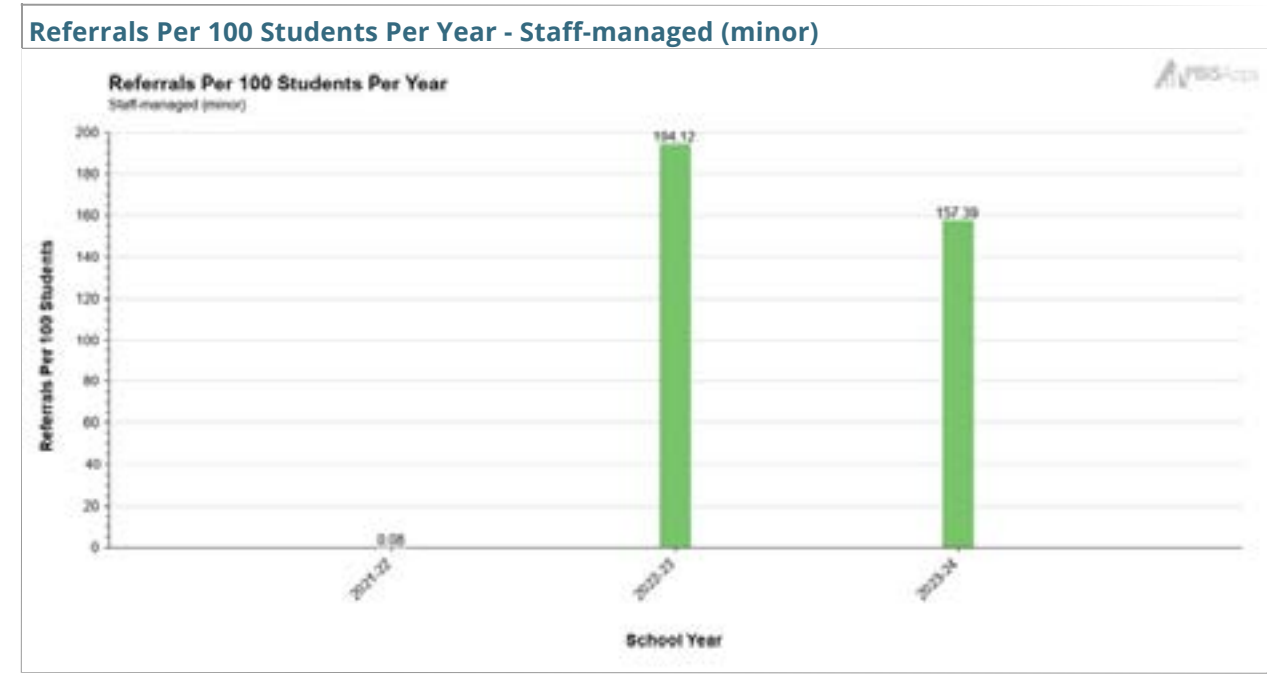
Referrals Per 100 Students Per Year
All Referrals

School Year	Referrals Per 100 Students
2021-22	8.35
2022-23	236.80
2023-24	201.93



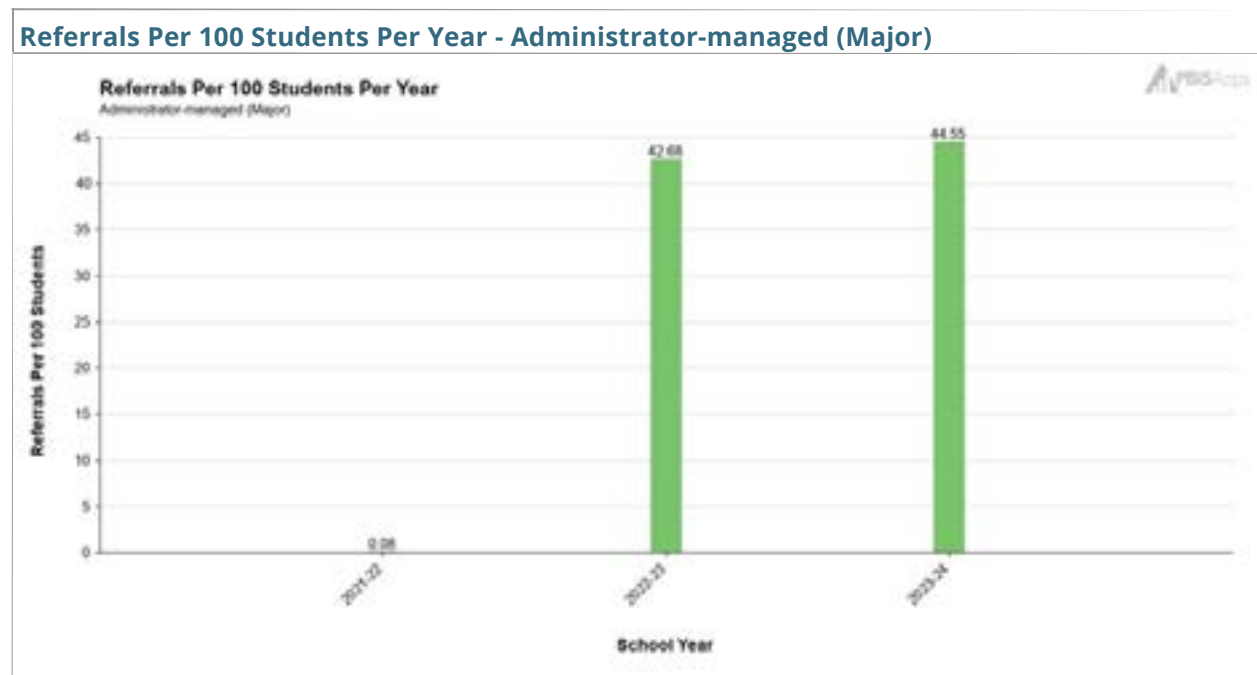
Referrals Per 100 Students Per Year - Staff-managed (minor)

School Year	Referrals Per 100 Students
2021-22	0.06
2022-23	194.12
2023-24	157.39



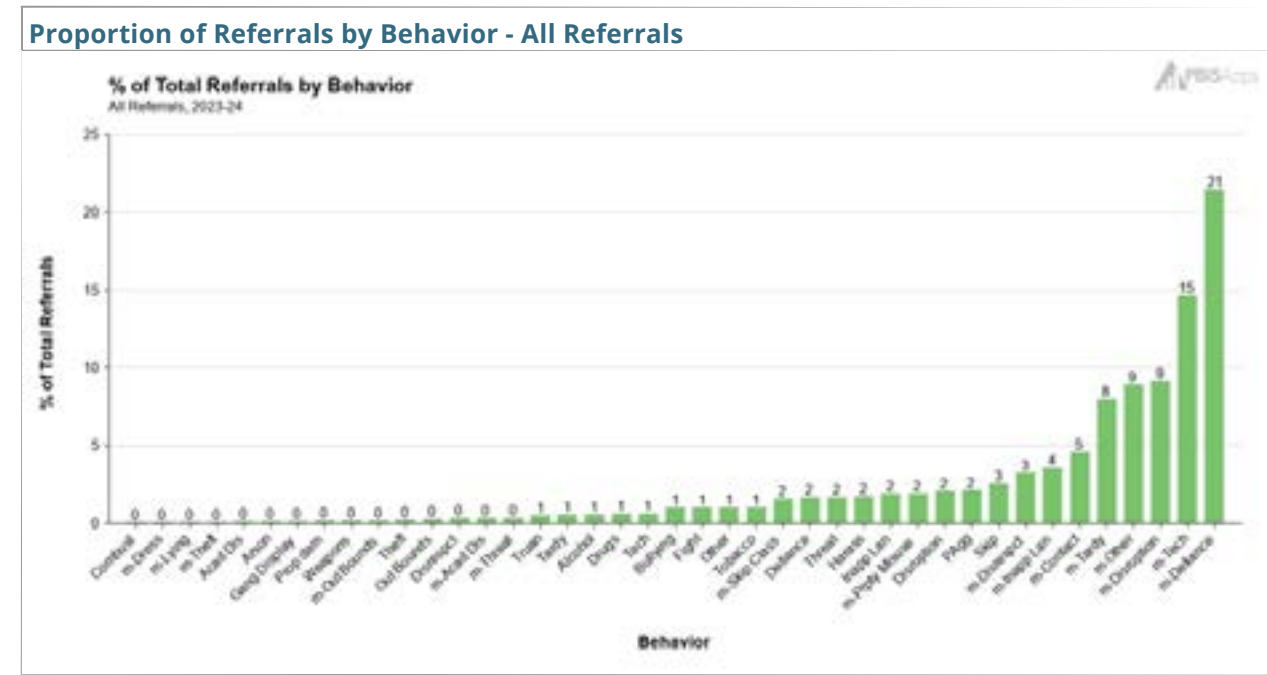
Referrals Per 100 Students Per Year - Administrator-managed (Major)

School Year	Referrals Per 100 Students
2021-22	0.26
2022-23	42.68
2023-24	44.55



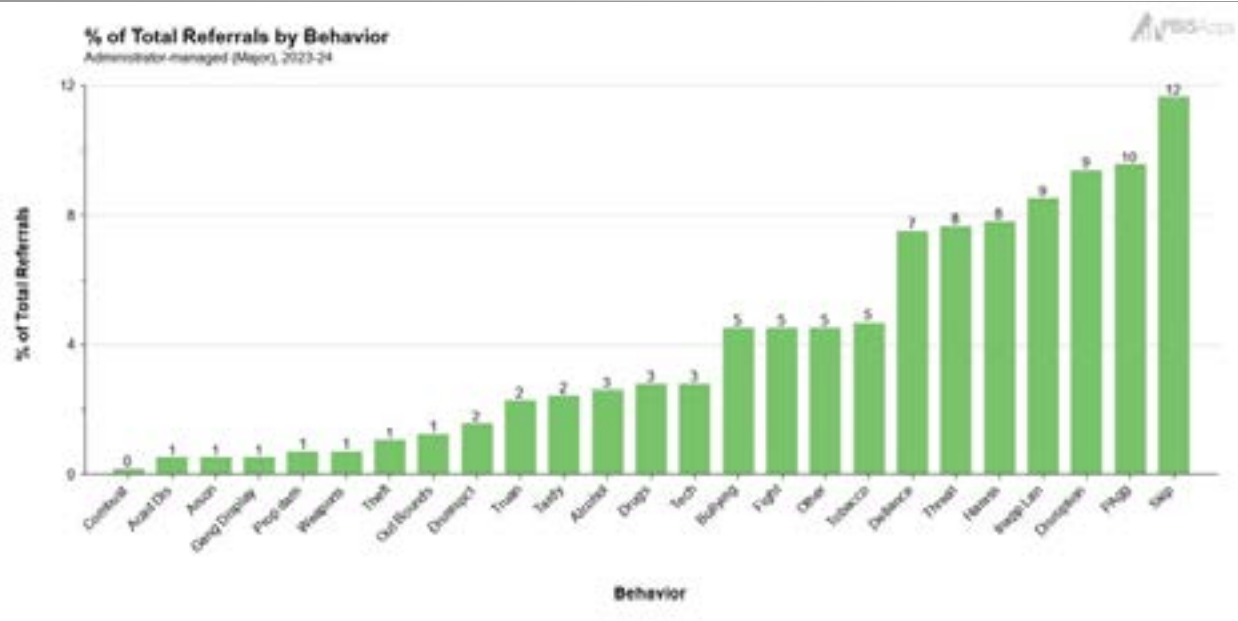
% of Total Referrals by Behavior
All Referrals, 2023-24

Behavior	% of Total Referrals
Control	0
in Dress	0
in Living	0
in Third	0
Alcohol On	0
Arson	0
Gang Drugging	0
Prop. Use	0
Weapons	0
in Outdoors	0
Threat	0
Out. Assault	0
Domestic	0
in Assault On	0
in Threat	0
Traffic	1
Terror	1
Accident	1
Drugs	1
Tech	1
Bullying	1
Fight	1
Other	1
Tobacco	1
in Shop Crash	1
Distance	2
Threat	2
Harmful	2
Prop. Use	2
in Property	2
Disruption	2
PHOTO	2
Swag	2
in Disrupt	3
in Shop Use	3
in Contact	4
in Traffic	5
in Other	8
in Disruption	9
in Tech	9
in Distance	15
in Distance	21

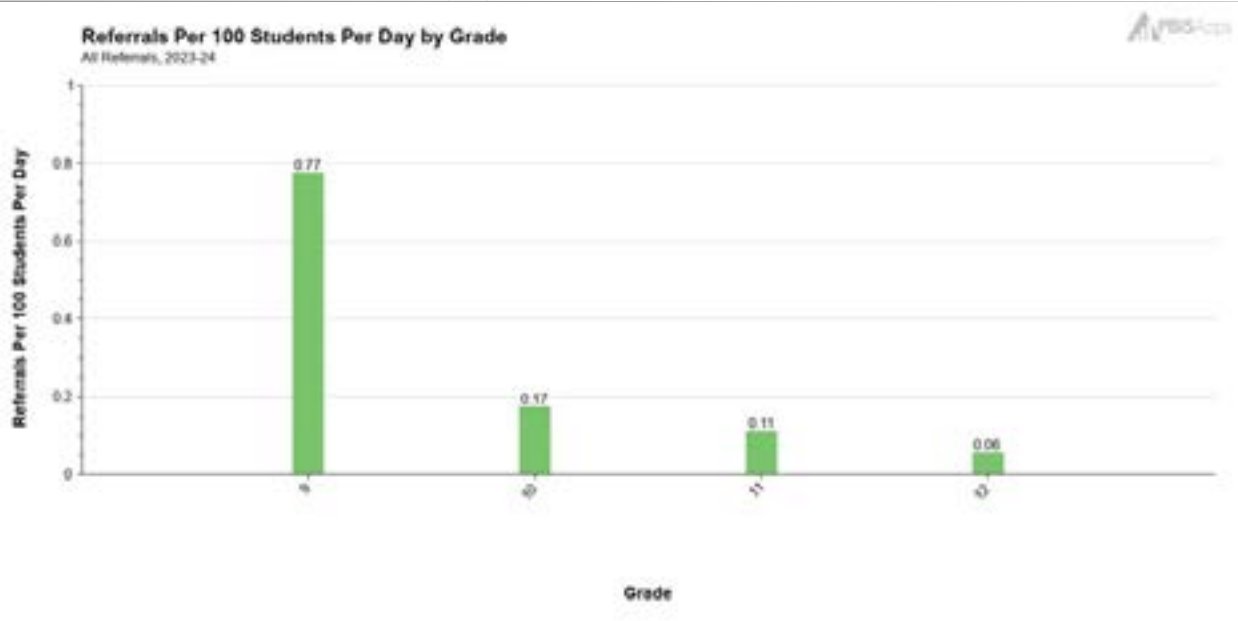


LPHS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

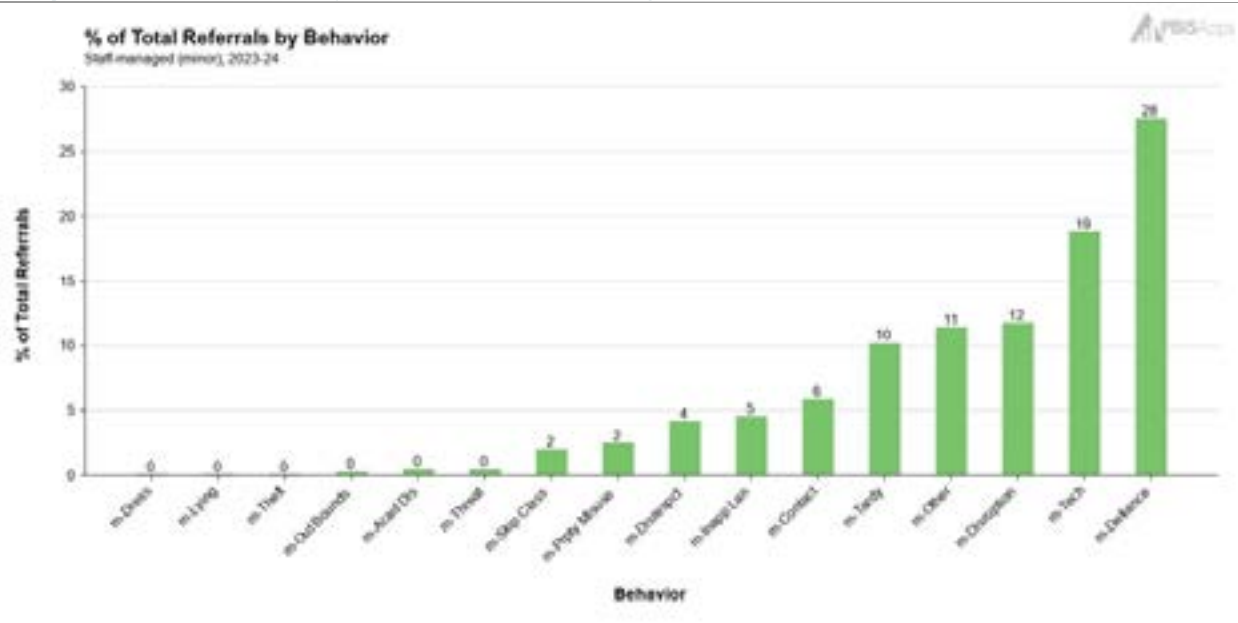
Proportion of Referrals by Behavior - Administrator-managed (Major)



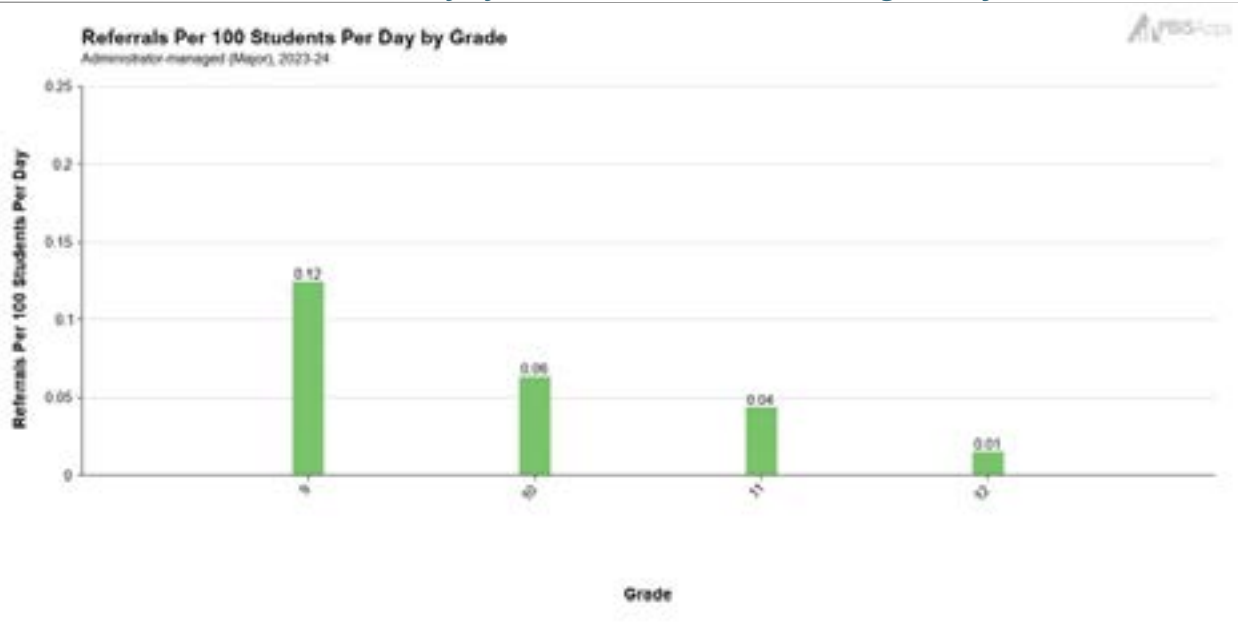
Referrals Per 100 Students Per Day by Grade - All Referrals



Proportion of Referrals by Behavior - Staff-managed (minor)

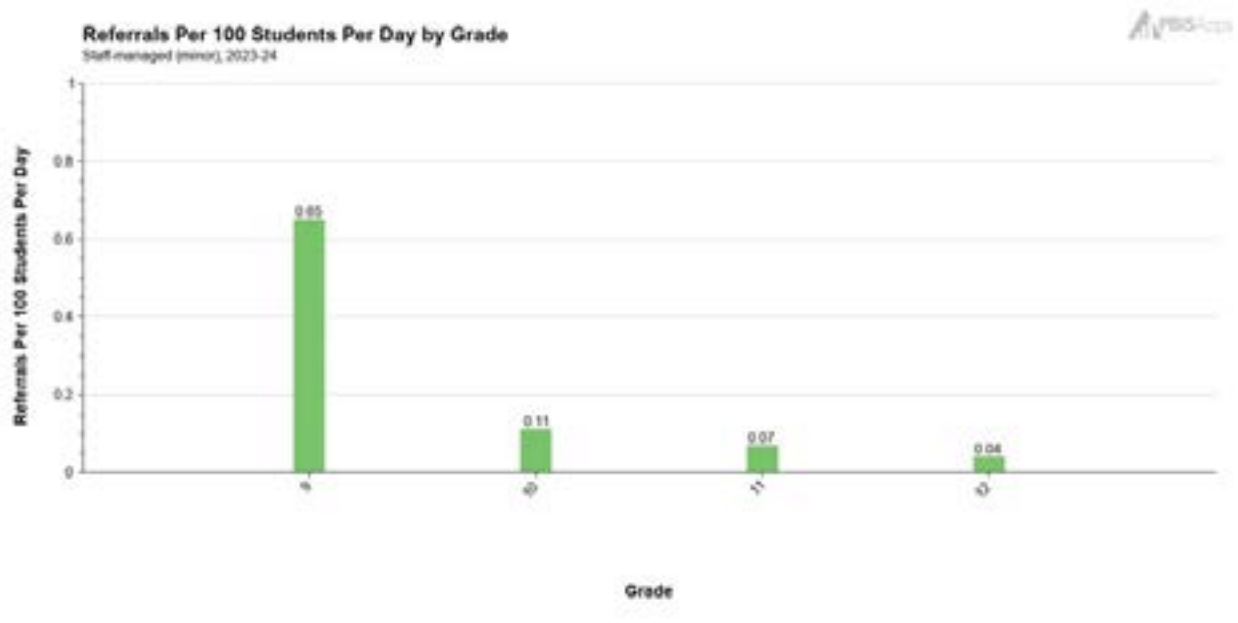


Referrals Per 100 Students Per Day by Grade - Administrator-managed (Major)

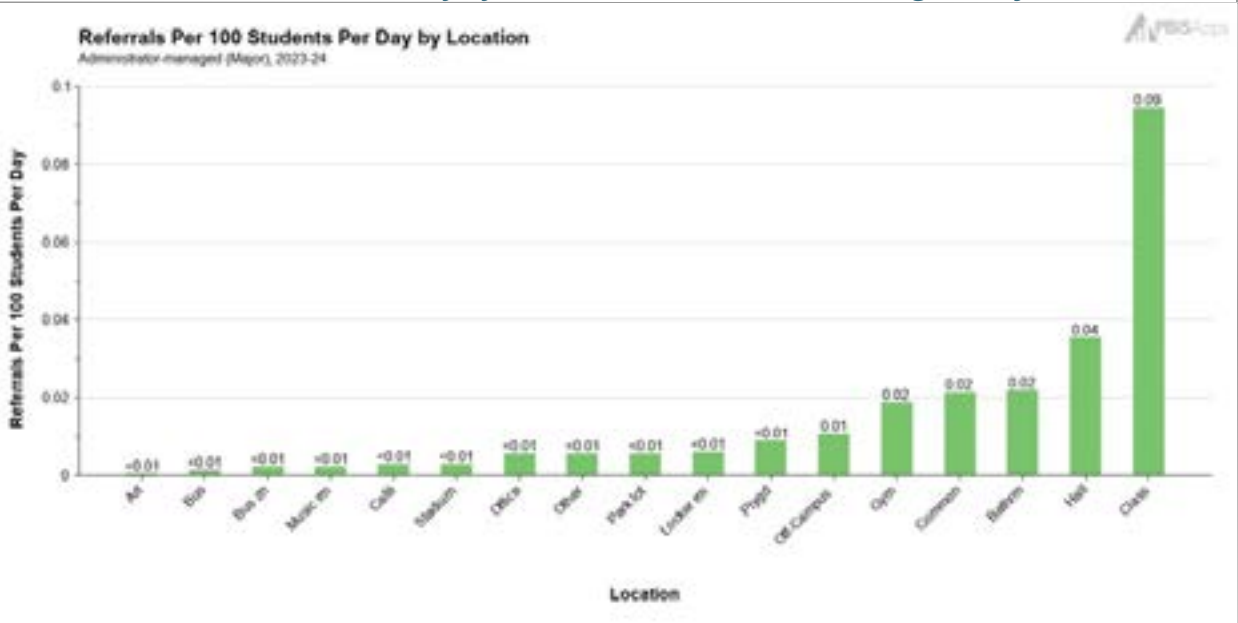


LPHS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

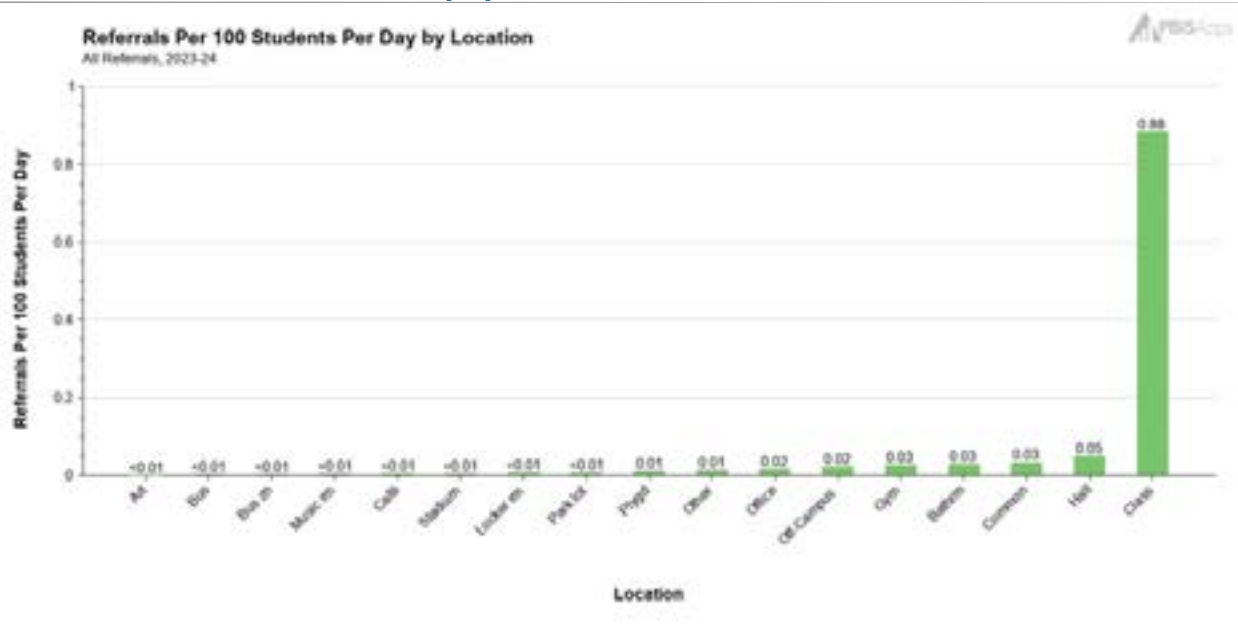
Referrals Per 100 Students Per Day by Grade - Staff-managed (minor)



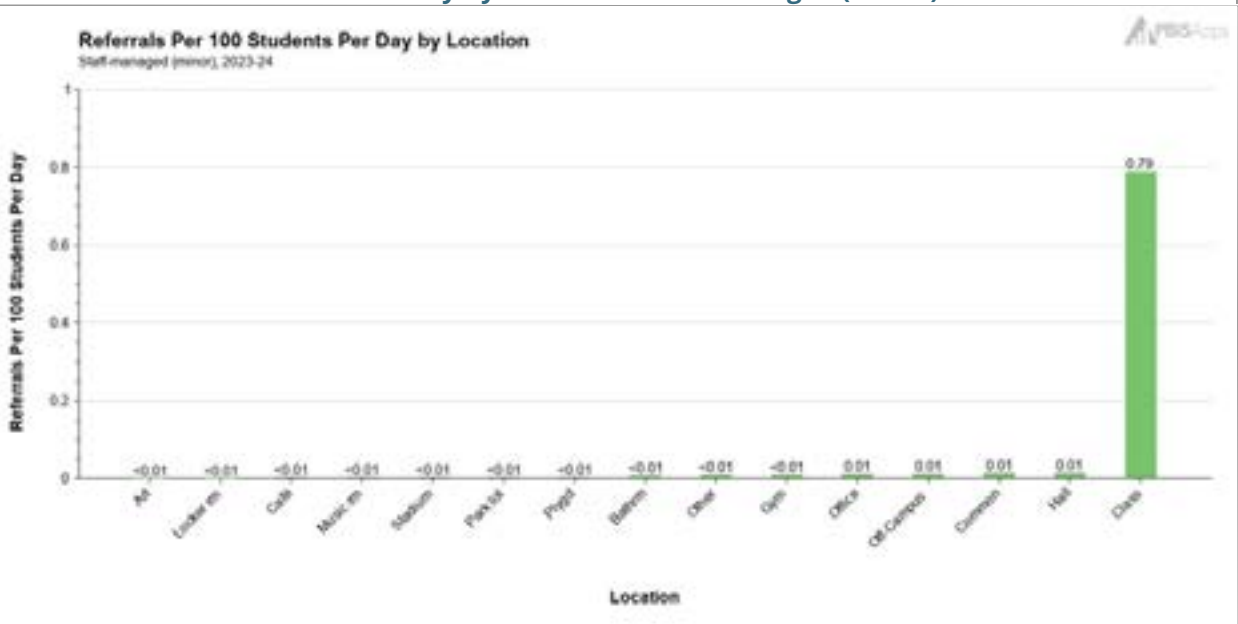
Referrals Per 100 Students Per Day by Location - Administrator-managed (Major)



Referrals Per 100 Students Per Day by Location - All Referrals

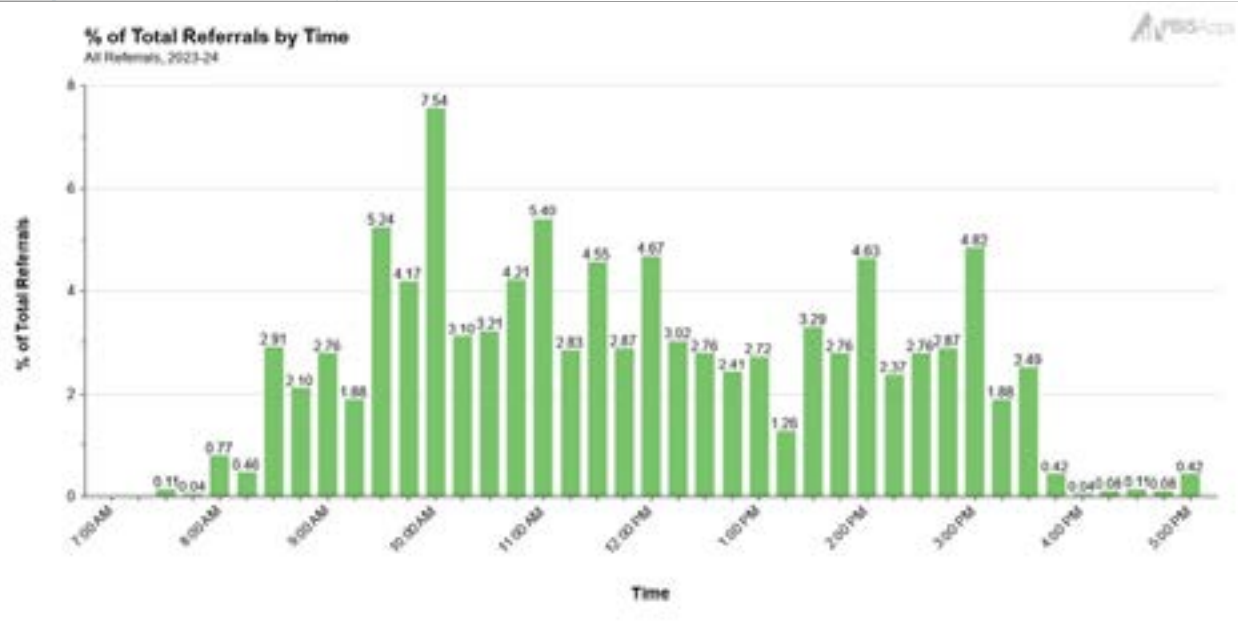


Referrals Per 100 Students Per Day by Location - Staff-managed (minor)

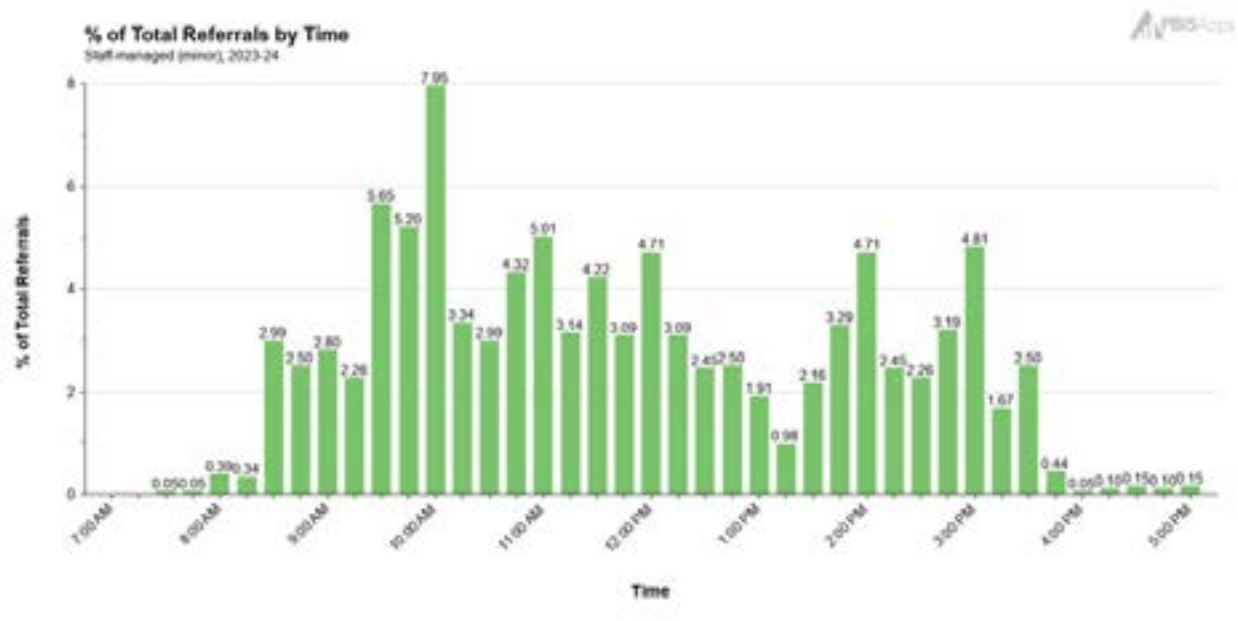


LPHS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

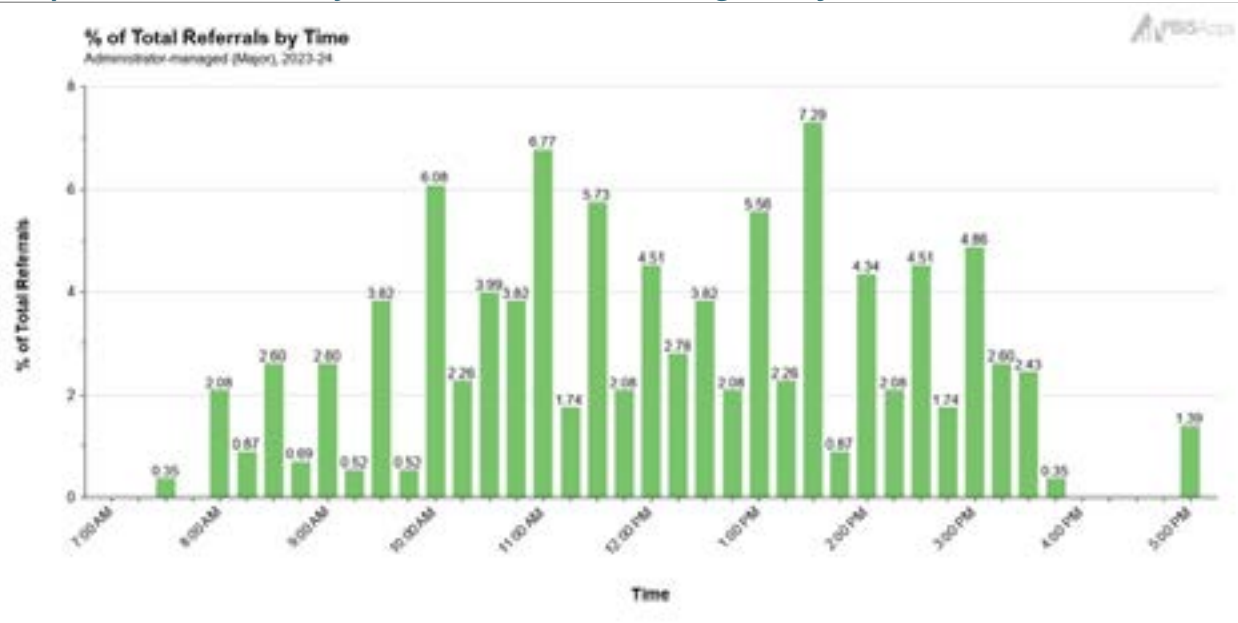
Proportion of Referrals by Time - All Referrals



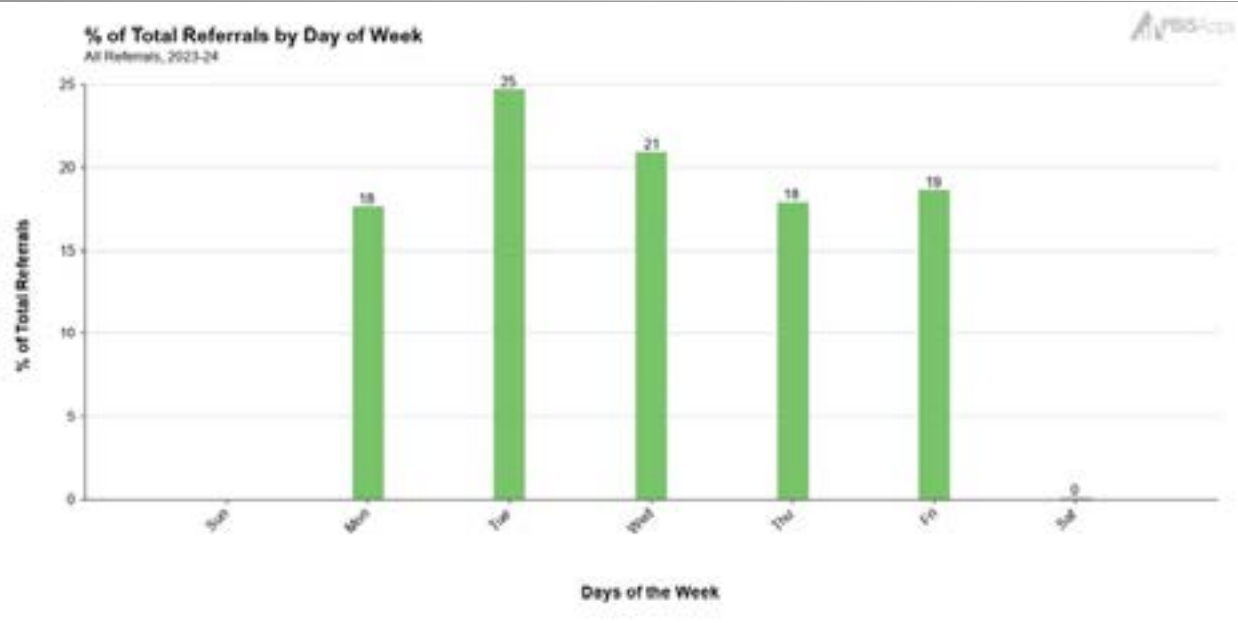
Proportion of Referrals by Time - Staff-managed (minor)



Proportion of Referrals by Time - Administrator-managed (Major)

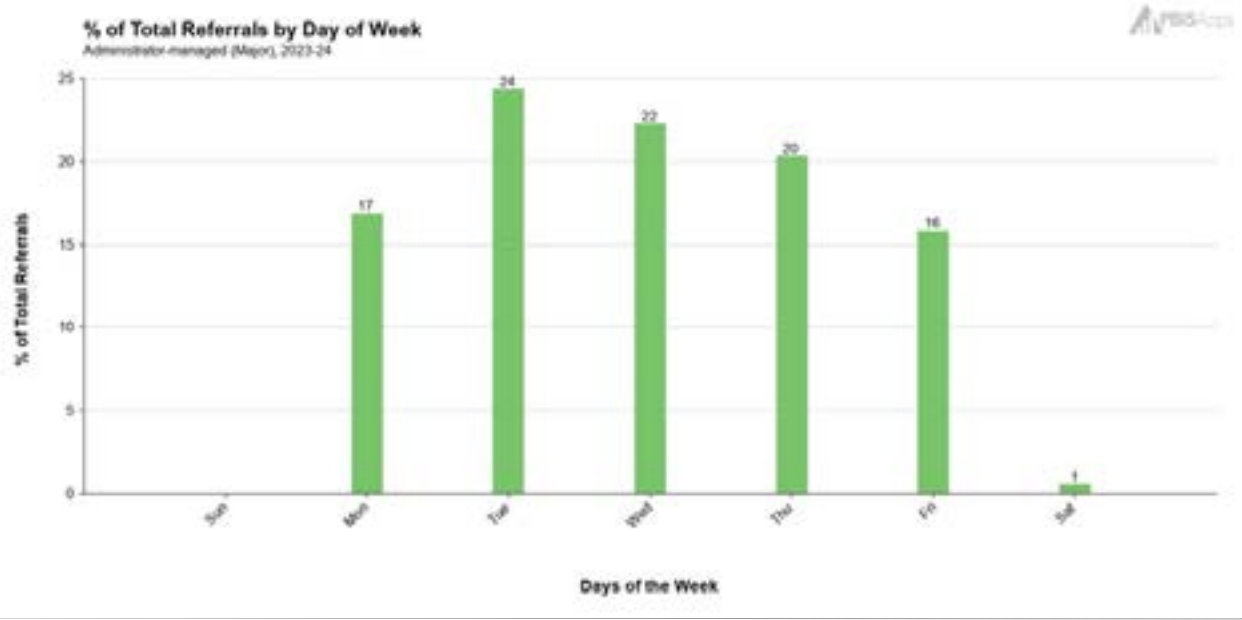


Proportion of Referrals by Day of Week - All Referrals



LPHS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

Proportion of Referrals by Day of Week - Administrator-managed (Major)



Proportion of Referrals by Day of Week - Staff-managed (minor)



Suspension/Expulsion Report

	Days	Events	Students Contributing	Days Per 100 Students	Events Per 100 Students
In-School Suspension	7.0	6	5	0.54	0.46
Out-of-School Suspension	402.0	143	109	31.09	11.06
Expulsion	20.0	3	3	1.55	0.23
Totals:	429.0	152	117	33.18	11.76

Referral Rates Per 100 Students Per Day

	All Referrals	Administrator-managed (Major)	Staff-managed (minor)
All Students	1.12	0.25	0.87
Referrals With IEP's (if student was on an IEP when given referral)	0.18	0.05	0.13
Referrals Without IEP's	0.93	0.20	0.74
Students Currently With IEP's	0.20	0.05	0.15
Students Currently Without IEP's	0.92	0.19	0.72

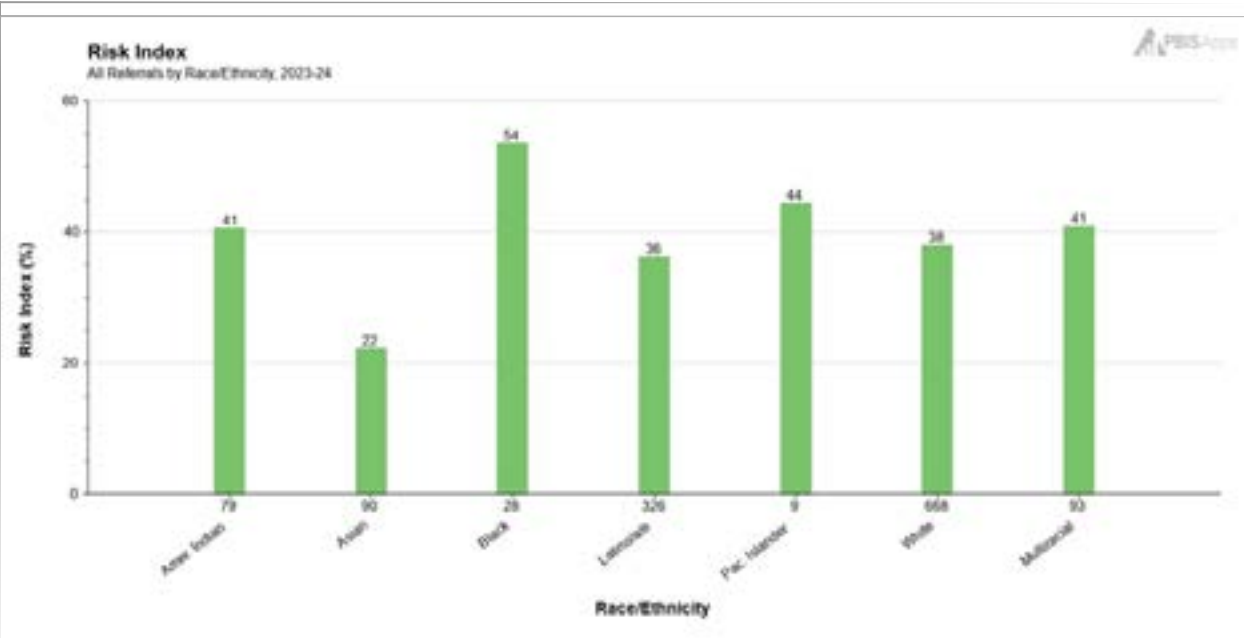
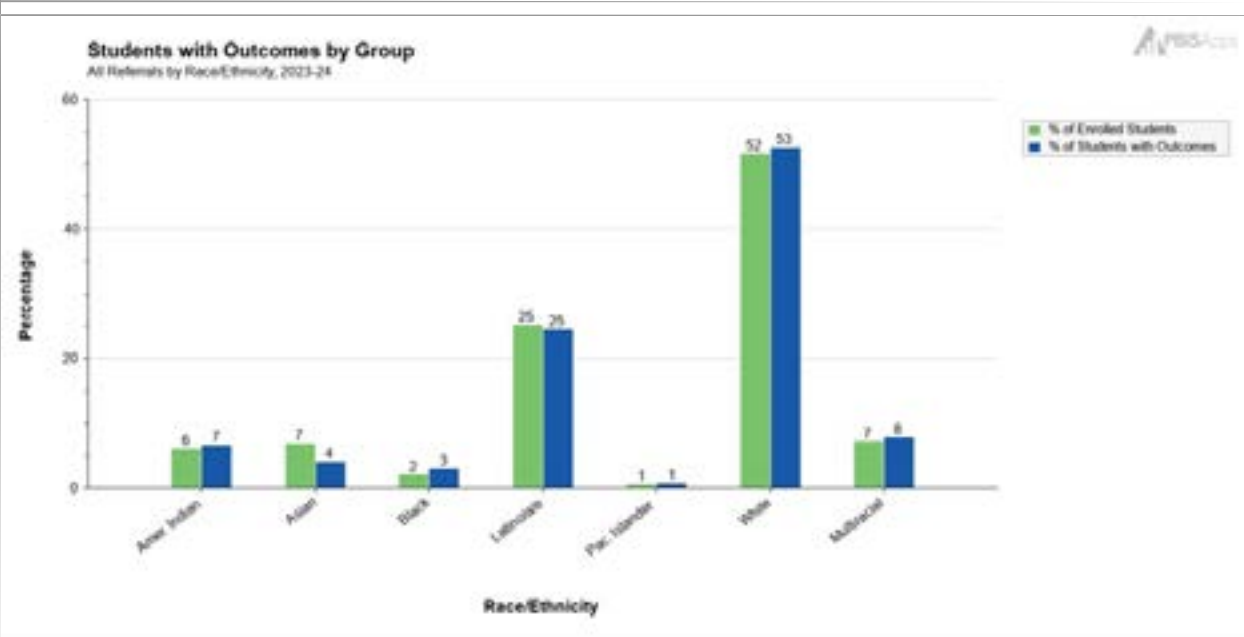
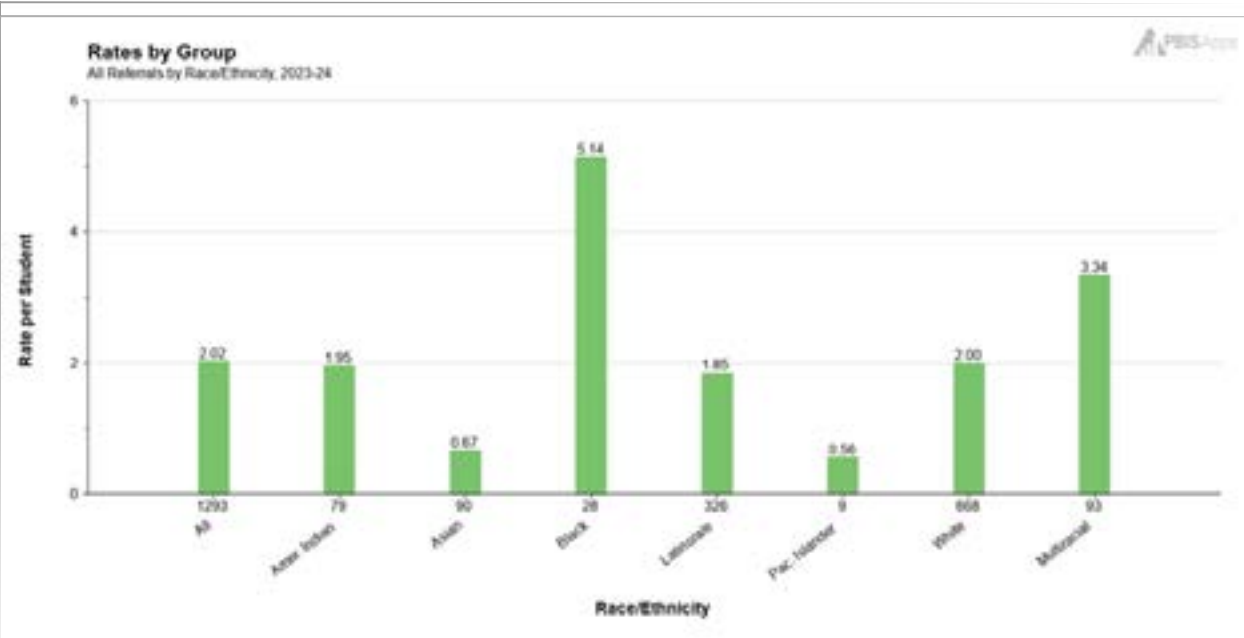
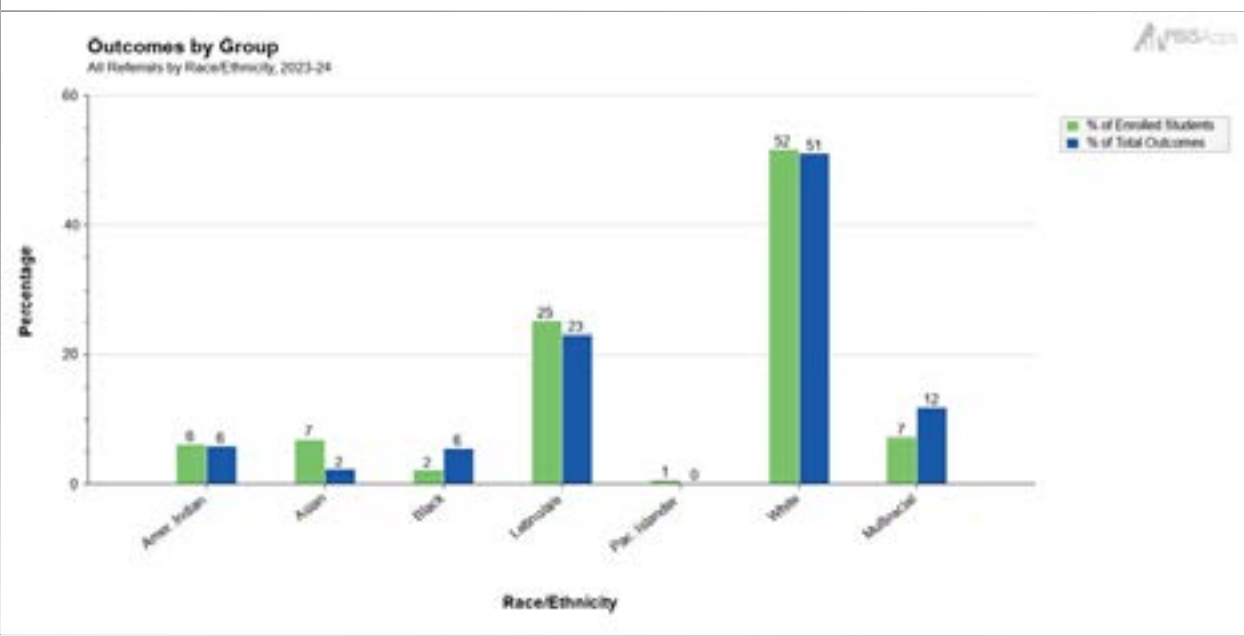
Suspension/Expulsion Rates Per 100 Students

	In School Suspensions		Out of School Suspensions		Expulsions		Totals	
	Events	Days	Events	Days	Events	Days	Events	Days
All Students	0.46	0.54	11.06	31.09	0.23	1.55	11.76	33.18
Referrals With IEP's (if student was on an IEP when given referral)	0.23	0.31	2.01	5.72	0.00	0.00	2.24	6.03
Referrals Without IEP's	0.23	0.23	9.05	25.37	0.23	1.55	9.51	27.15
Students Currently With IEP's	0.23	0.31	2.17	6.34	0.00	0.00	2.40	6.65
Students Currently Without IEP's	0.23	0.23	8.89	24.75	0.23	1.55	9.36	26.53

Ethnicity / Race Data

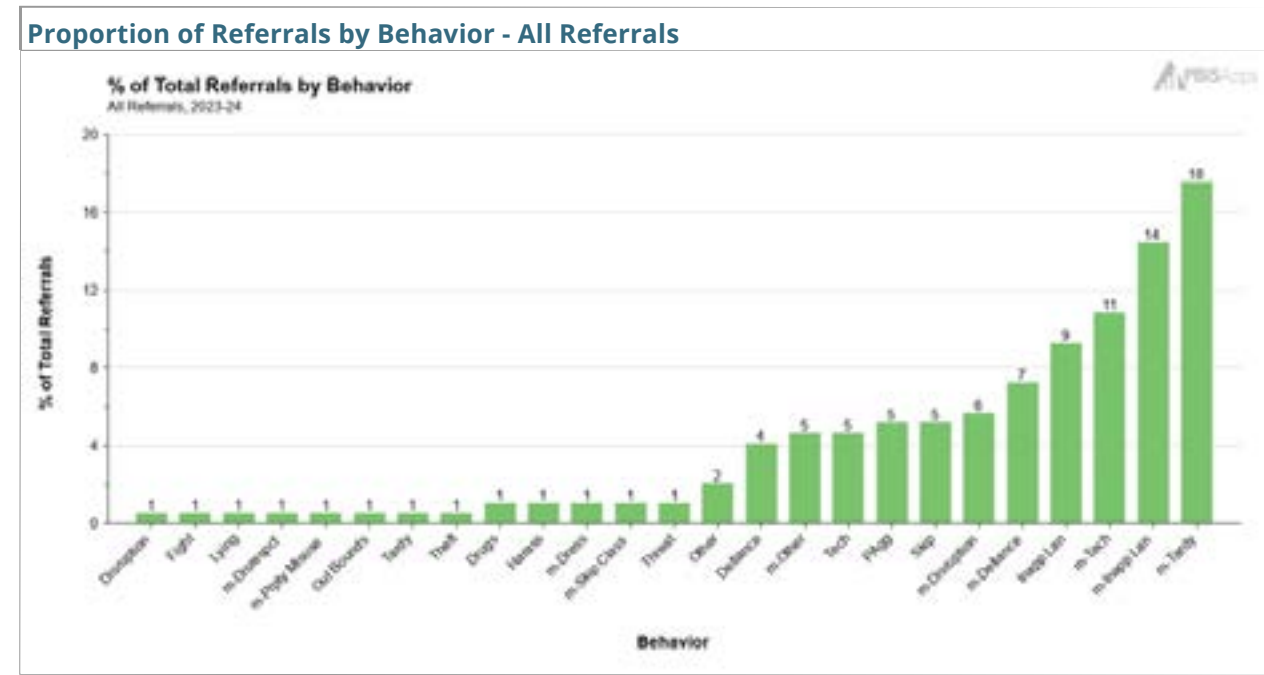
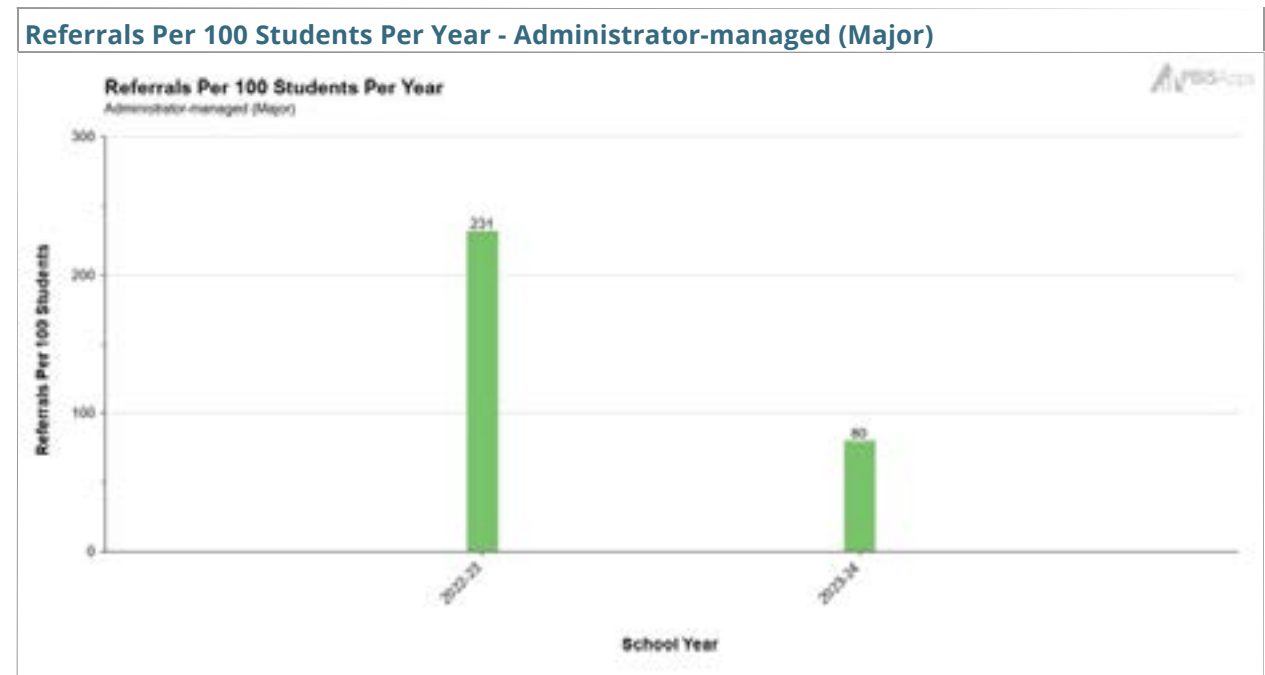
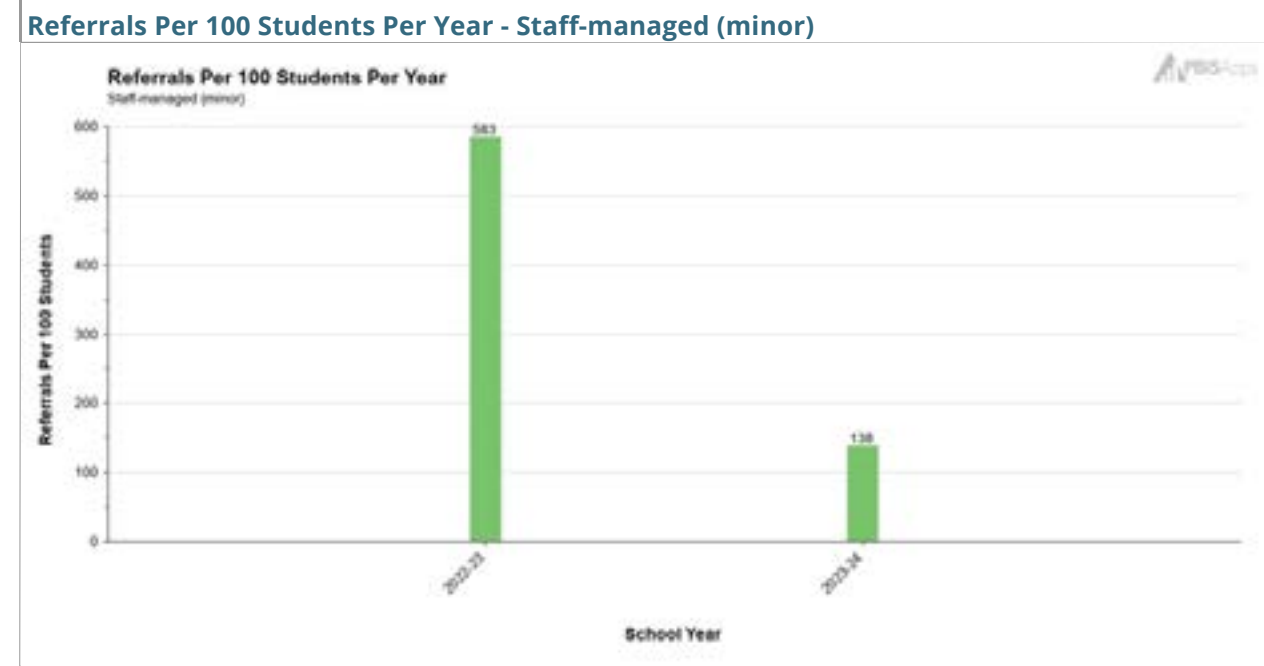
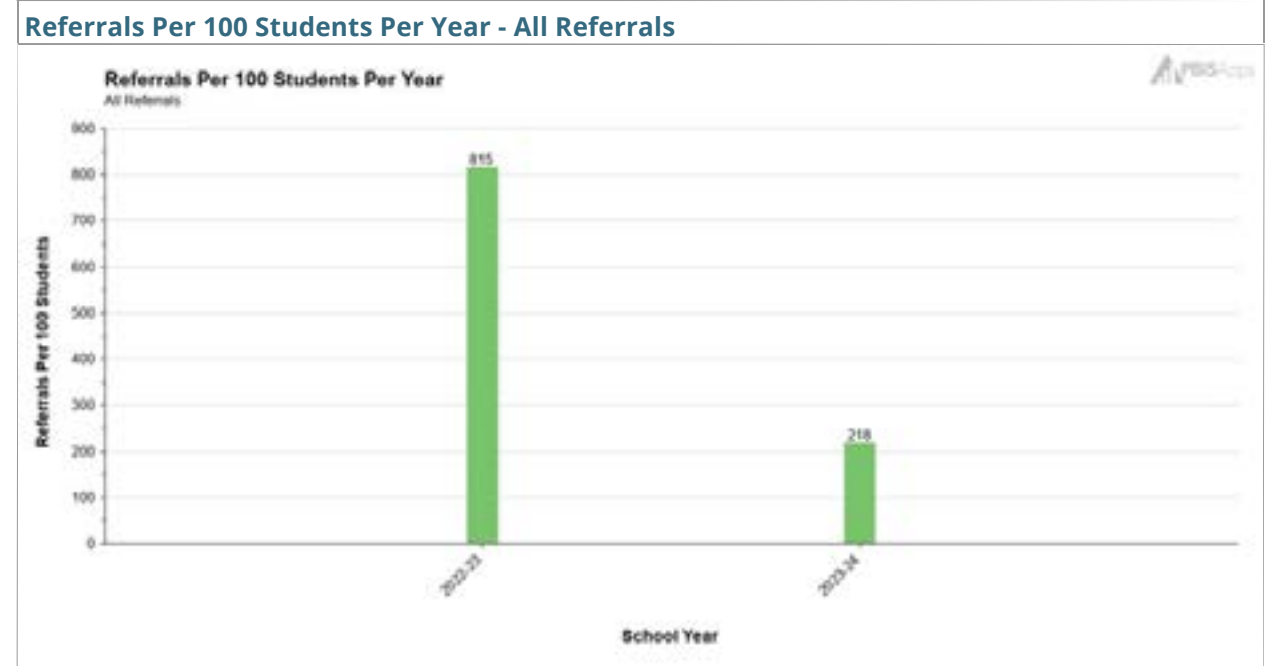
Ethnicity	# Students Enrolled	# Referrals	# Students With Referrals	% of Enrolled Students	% of Total Referrals	% of Students Within Ethnicity With Referrals	% of Students With Referrals	Risk Index
Hispanic/Latino/a/e	326	603	118	25.21%	22.88%	36.20%	24.28%	0.36
American Indian/Alaska Native	79	154	32	6.11%	5.84%	40.51%	6.58%	0.41
Asian	90	60	20	6.96%	2.28%	22.22%	4.12%	0.22
Black/African American	28	144	15	2.17%	5.46%	53.57%	3.09%	0.54
Multiracial	93	335	44	7.19%	12.71%	47.31%	9.05%	0.47
Native Hawaiian/Other Pacific Islander	9	5	4	0.70%	0.19%	44.44%	0.82%	0.44
White	668	1334	253	51.66%	50.63%	37.87%	52.06%	0.38
Totals:	1,293	2,635	486	100%	100%	282%	100%	

LPHS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR



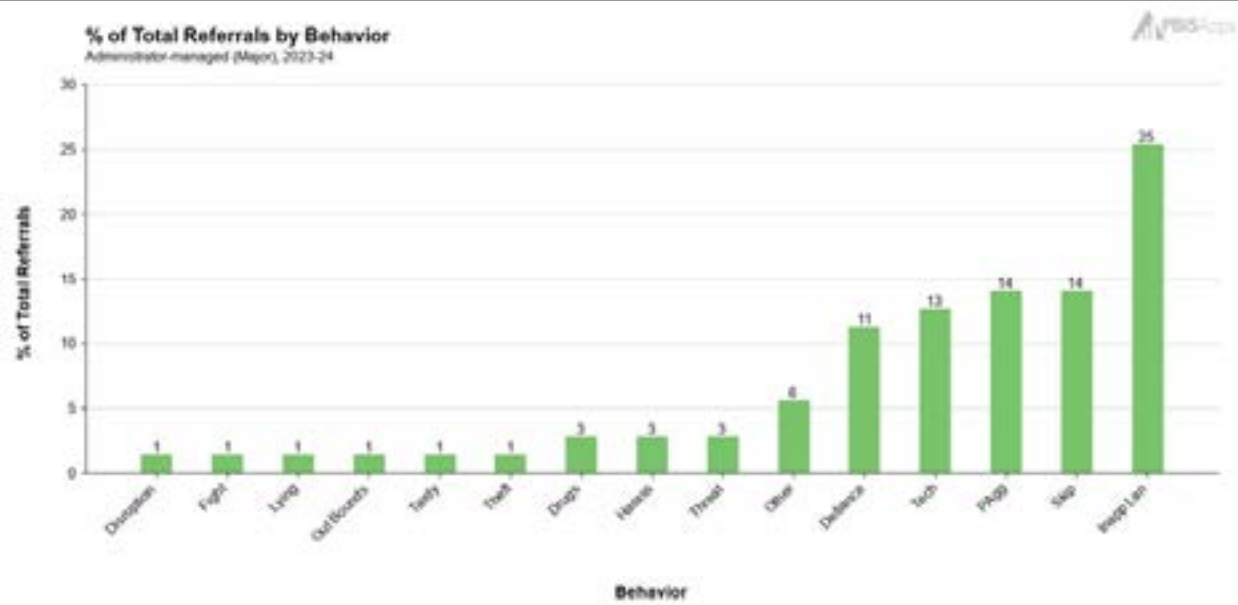
Students With (n) Referrals							
		0	1	0 or 1	2-5	6+	Total
All	#	813	160	973	188	132	1293
All	%	62.88%	12.37%	75.25%	14.54%	10.21%	100.00%
Major	#	1040	131	1171	103	19	1293
Major	%	80.43%	10.13%	90.56%	7.97%	1.47%	100.00%
Minor	#	873	161	1034	152	107	1293
Minor	%	67.52%	12.45%	79.97%	11.76%	8.28%	100.00%

PHS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

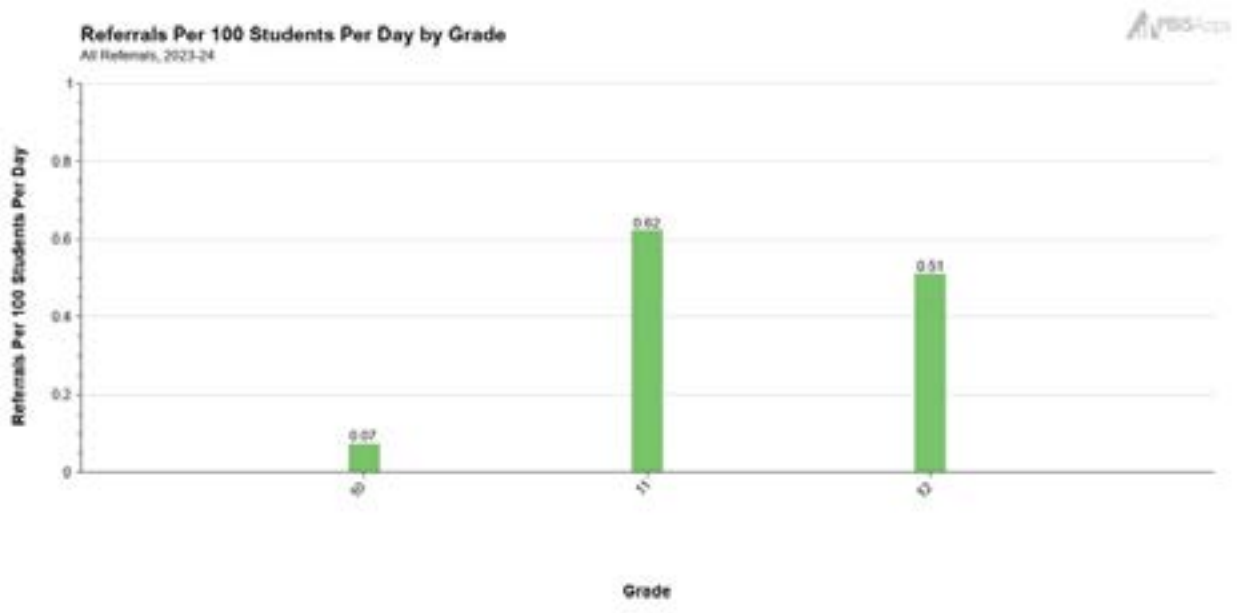


PHS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

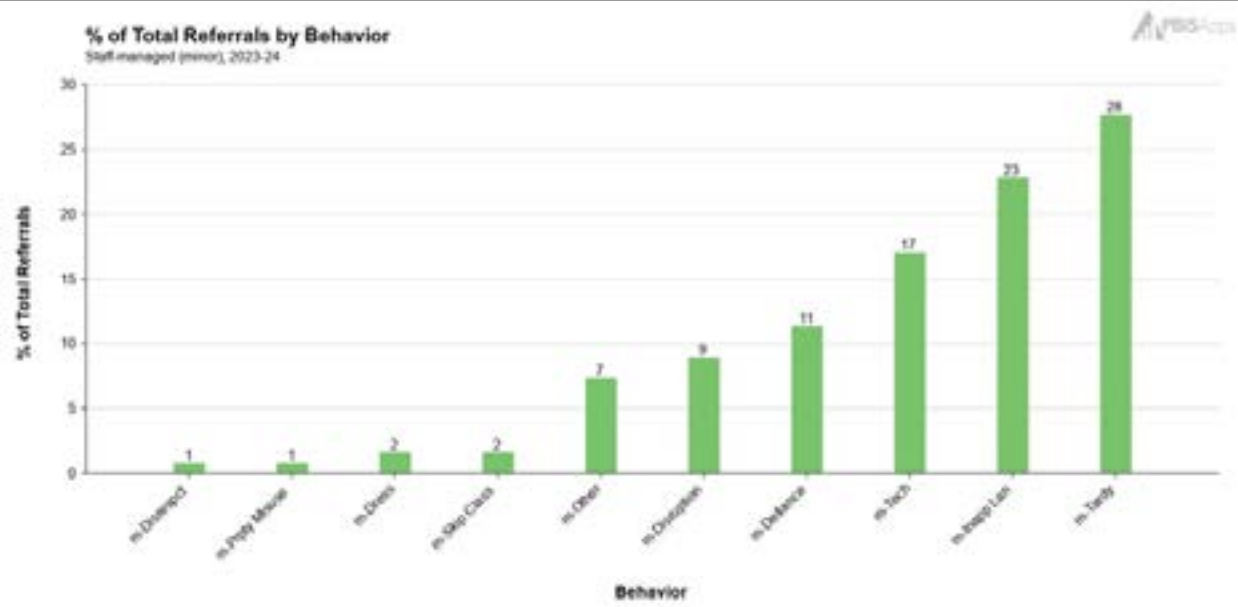
Proportion of Referrals by Behavior - Administrator-managed (Major)



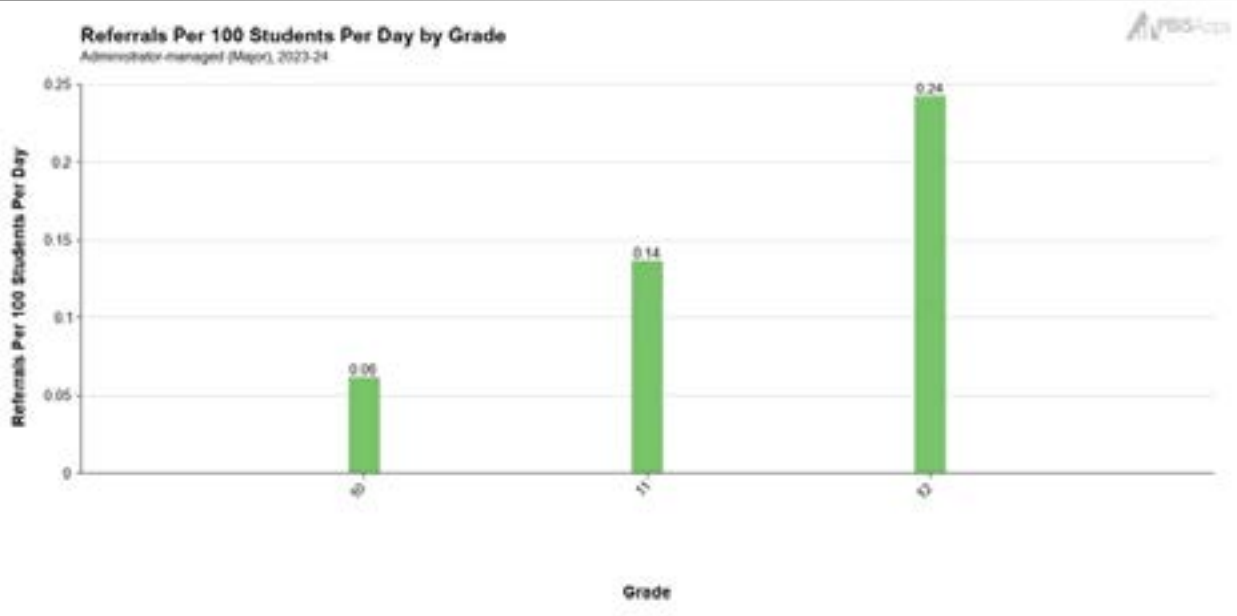
Referrals Per 100 Students Per Day by Grade - All Referrals



Proportion of Referrals by Behavior - Staff-managed (minor)

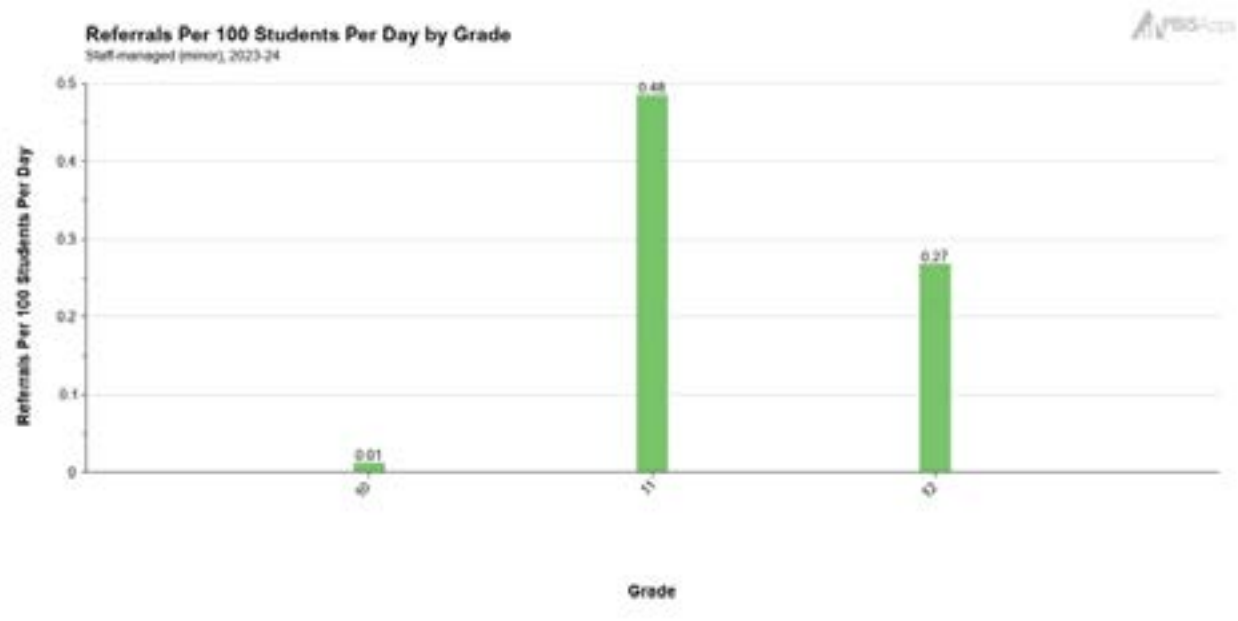


Referrals Per 100 Students Per Day by Grade - Administrator-managed (Major)

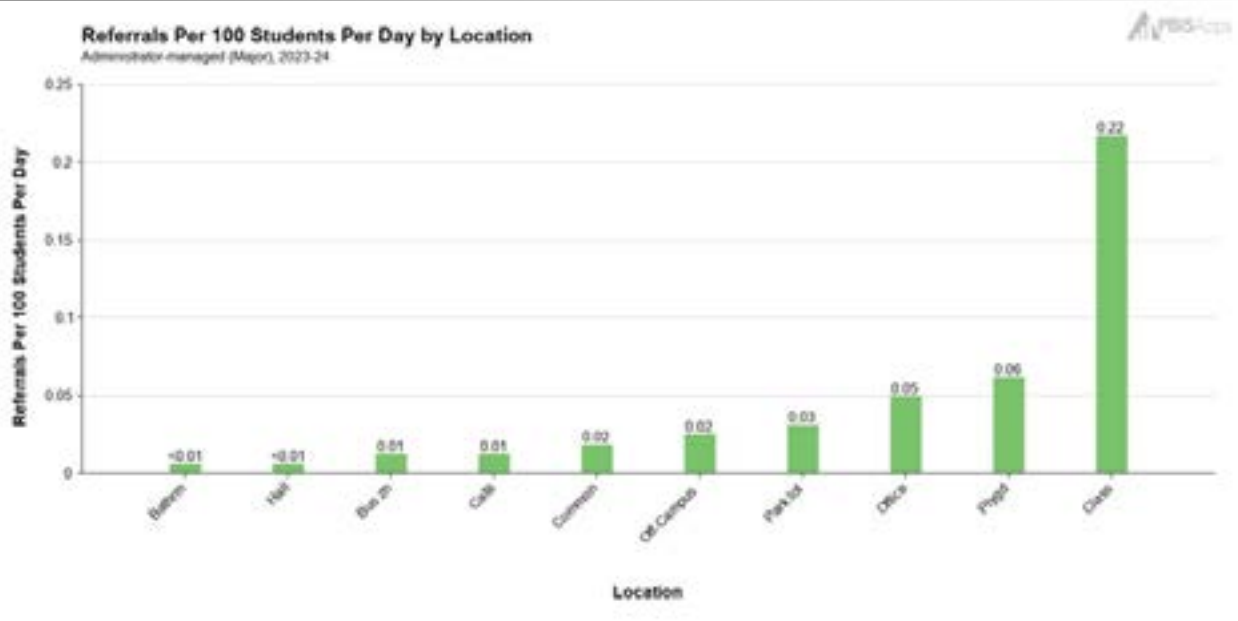


PHS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

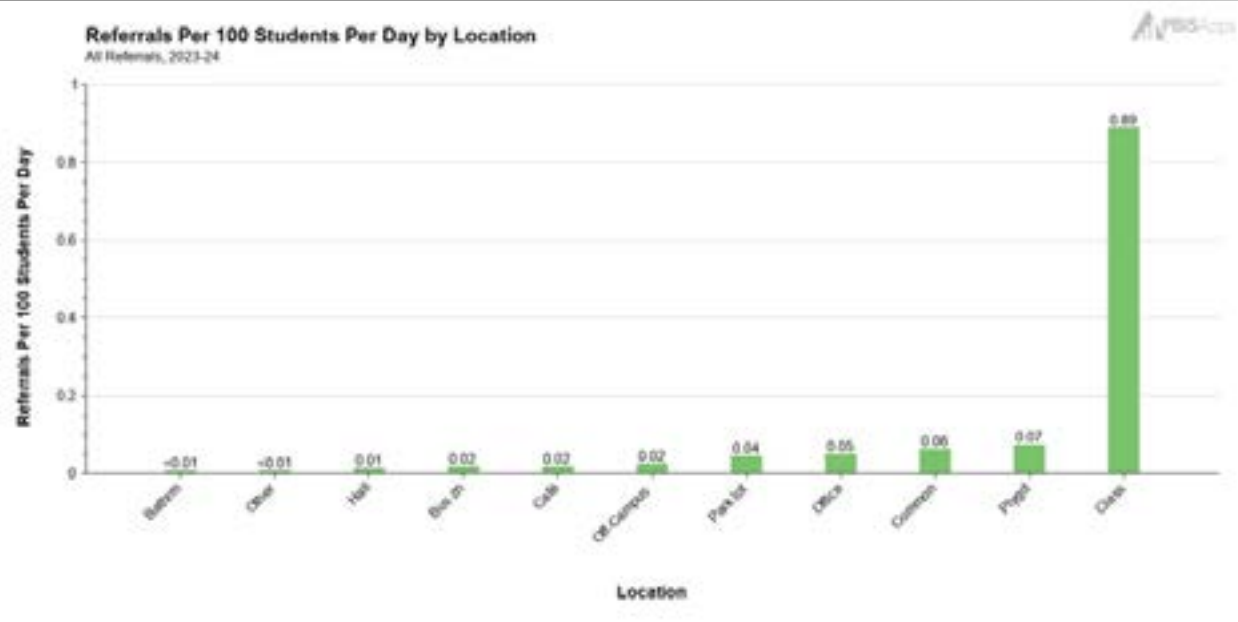
Referrals Per 100 Students Per Day by Grade - Staff-managed (minor)



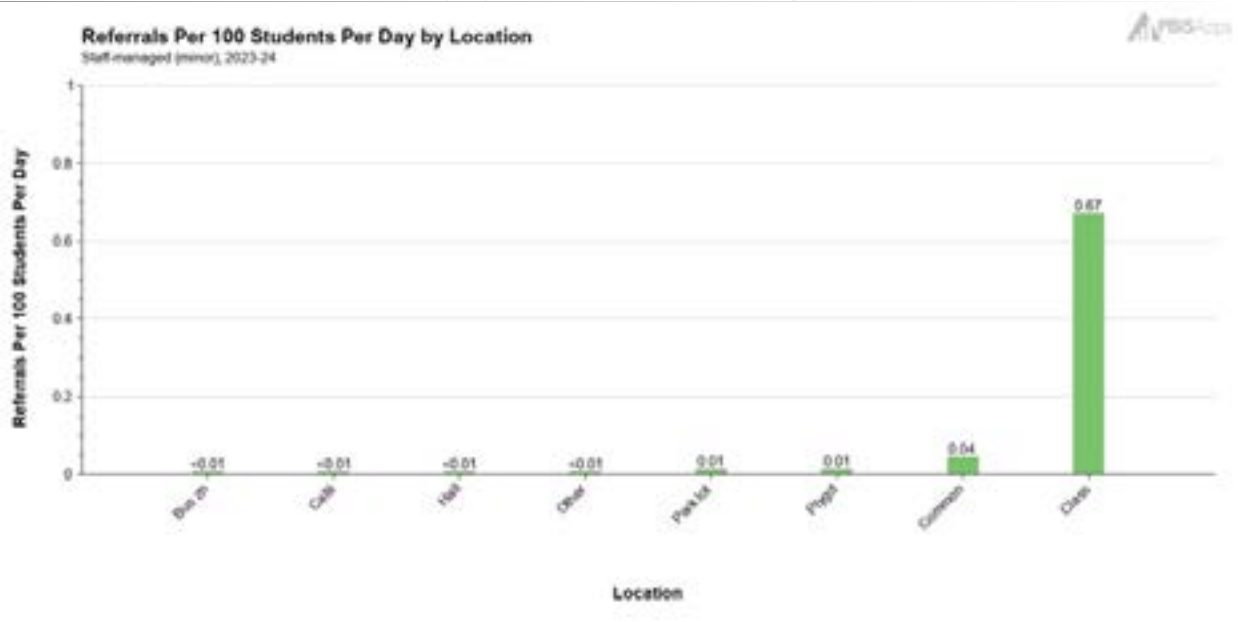
Referrals Per 100 Students Per Day by Location - Administrator-managed (Major)



Referrals Per 100 Students Per Day by Location - All Referrals

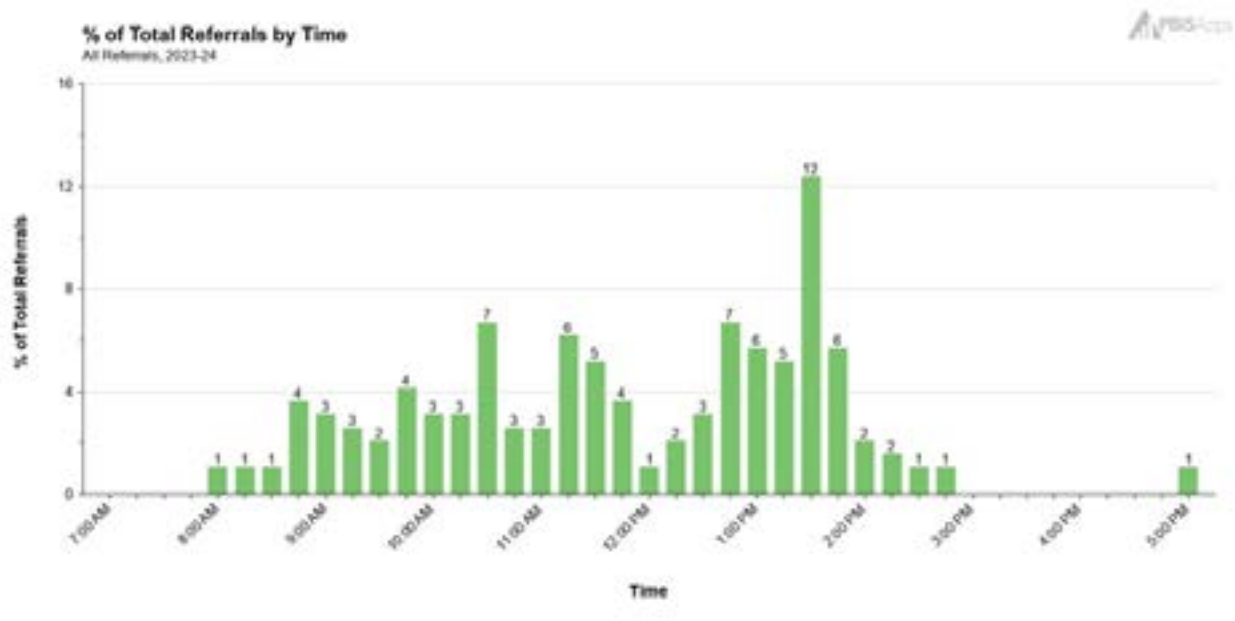


Referrals Per 100 Students Per Day by Location - Staff-managed (minor)

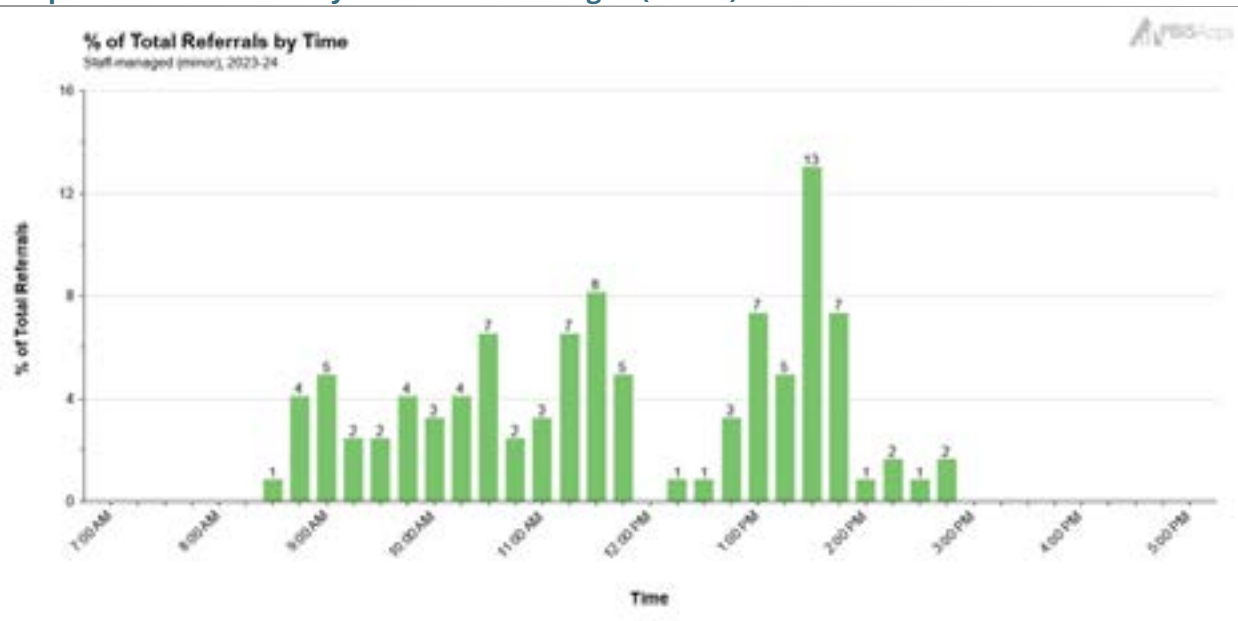


PHS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

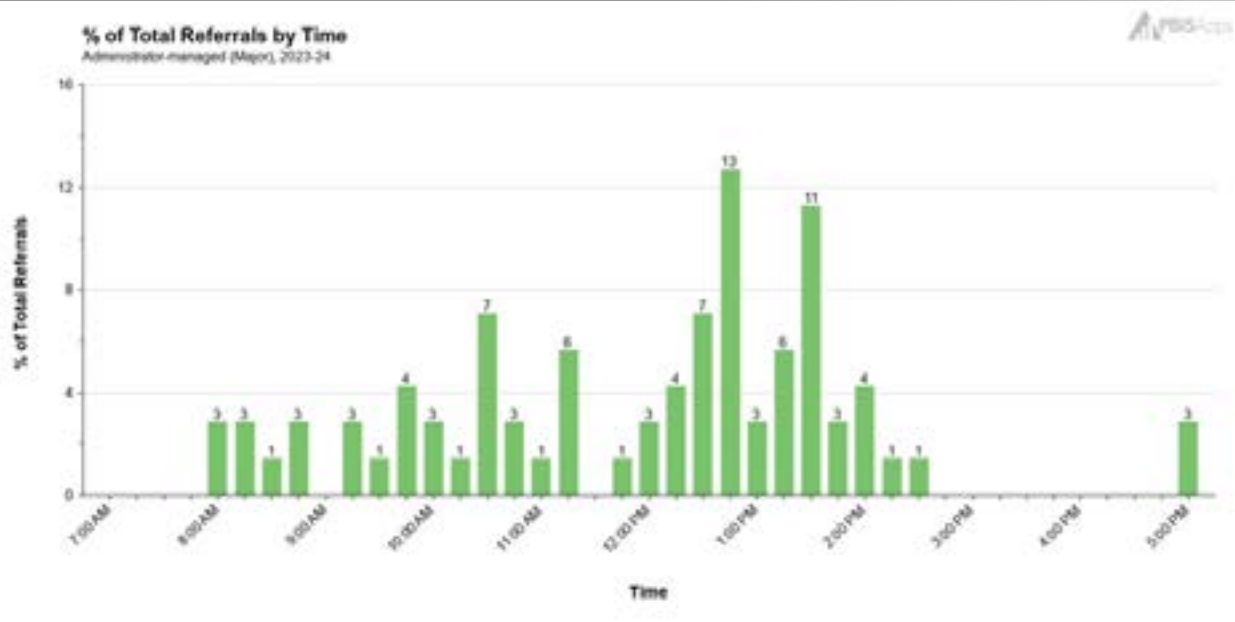
Proportion of Referrals by Time - All Referrals



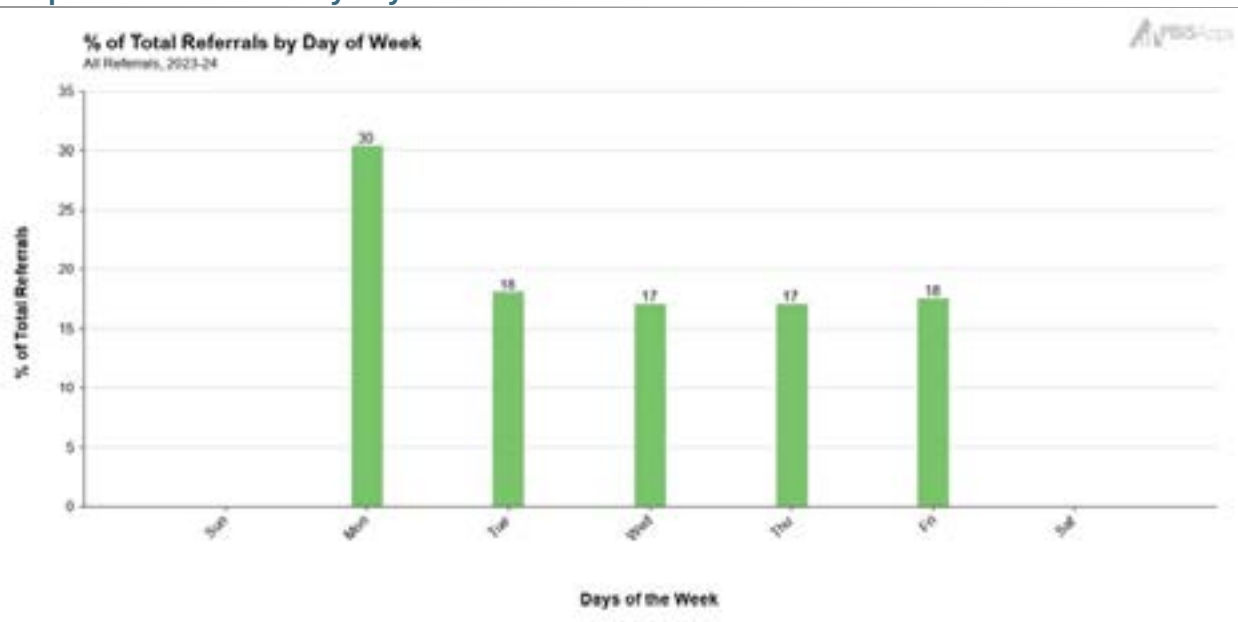
Proportion of Referrals by Time - Staff-managed (minor)



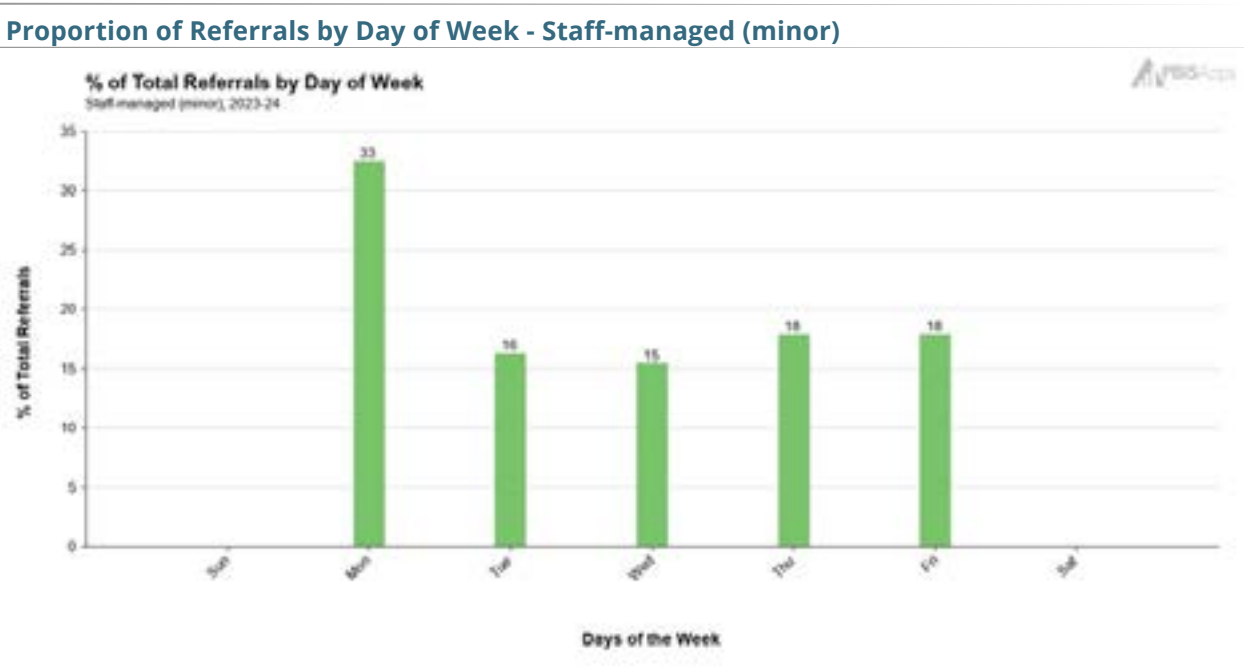
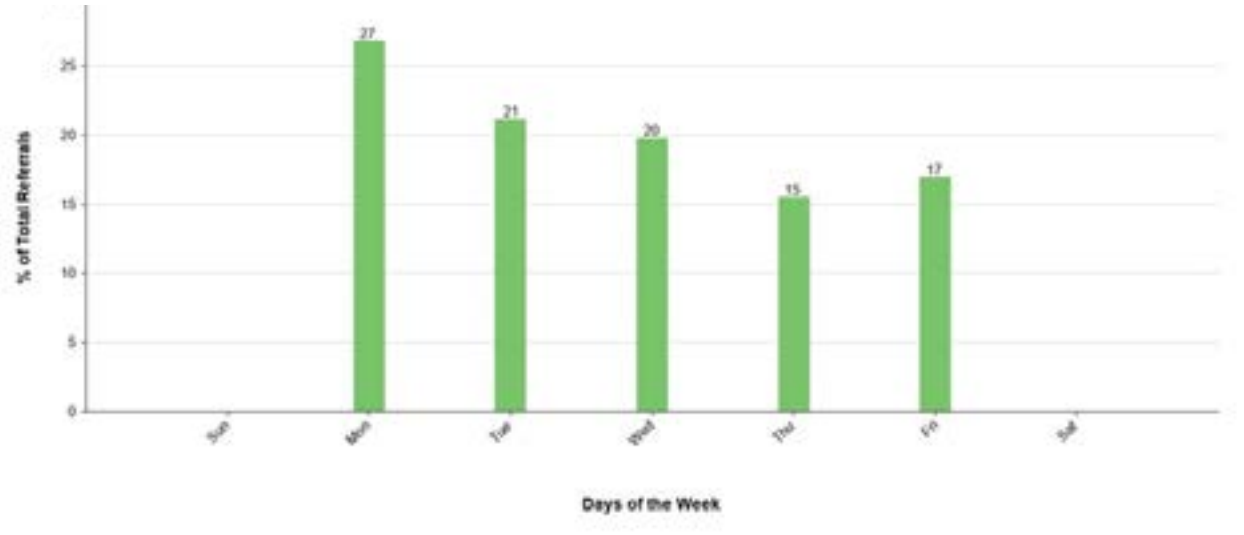
Proportion of Referrals by Time - Administrator-managed (Major)



Proportion of Referrals by Day of Week - All Referrals



PHS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR



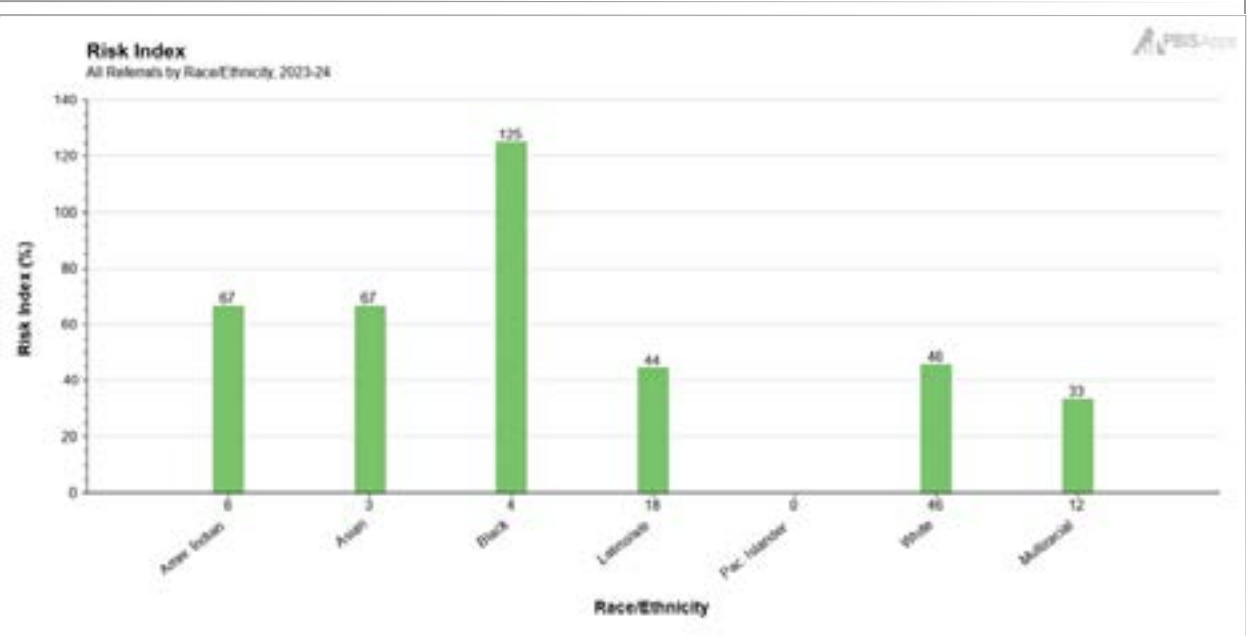
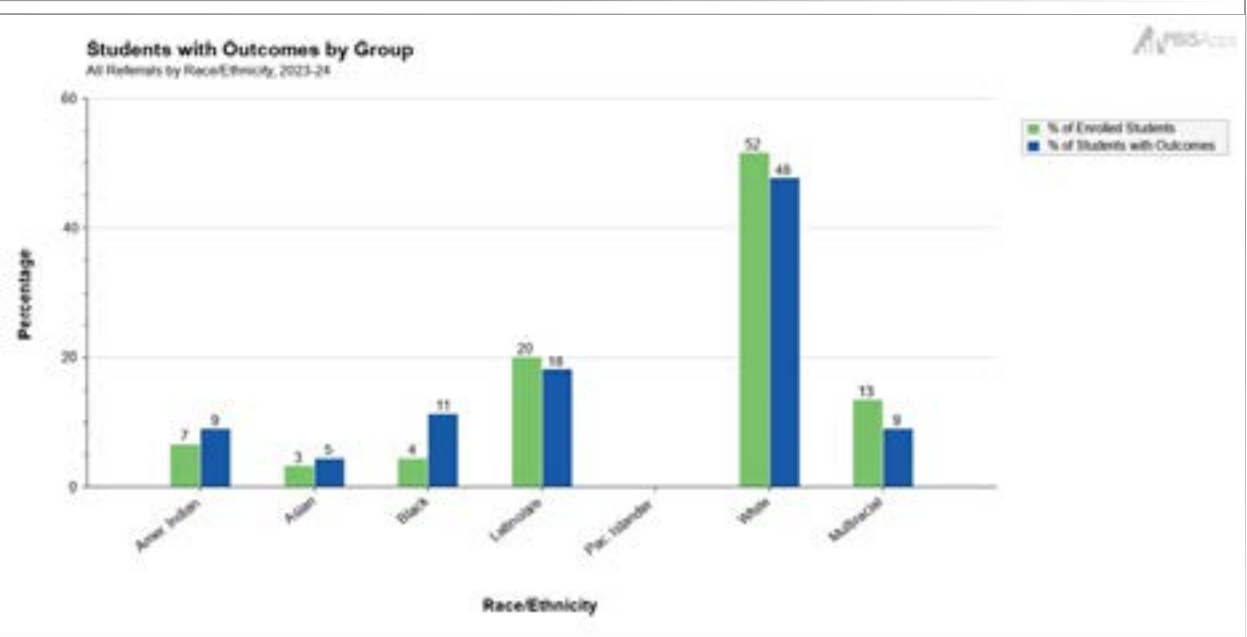
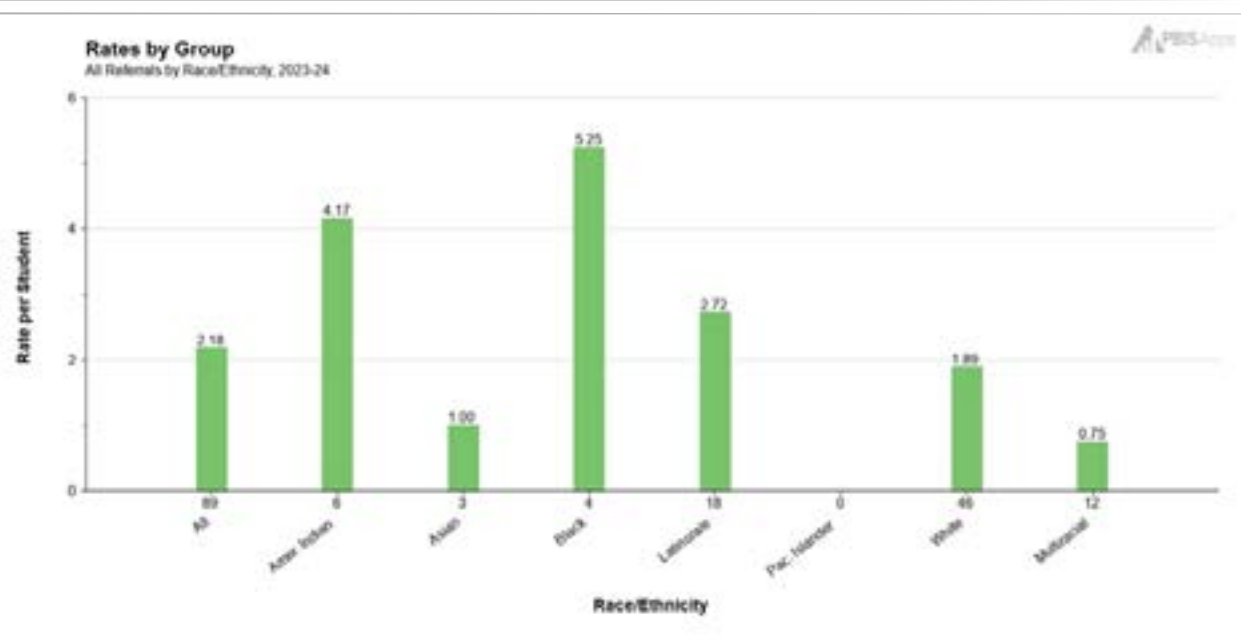
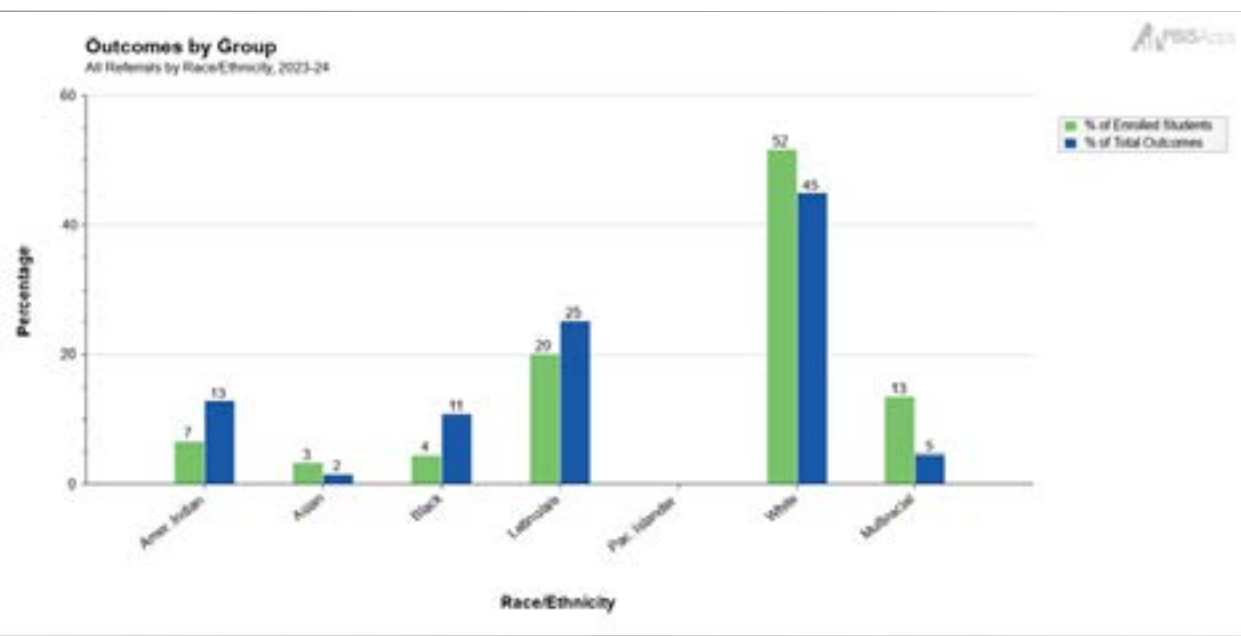
Suspension/Expulsion Report					
	Days	Events	Students Contributing	Days Per 100 Students	Events Per 100 Students
In-School Suspension	0.0	1	1	0.00	1.12
Out-of-School Suspension	42.5	26	15	47.75	29.21
Expulsion	0.0	0	0	0.00	0.00
Totals:	42.5	27	16	47.75	30.34

Referral Rates Per 100 Students Per Day			
	All Referrals	Administrator-managed (Major)	Staff-managed (minor)
All Students	1.20	0.44	0.76
Referrals With IEP's (if student was on an IEP when given referral)	0.32	0.14	0.17
Referrals Without IEP's	0.89	0.30	0.59
Students Currently With IEP's	0.29	0.14	0.16
Students Currently Without IEP's	0.91	0.30	0.61

Suspension/Expulsion Rates Per 100 Students								
	In School Suspensions		Out of School Suspensions		Expulsions		Totals	
	Events	Days	Events	Days	Events	Days	Events	Days
All Students	1.12	0.00	29.21	47.75	0.00	0.00	30.34	47.75
Referrals With IEP's (if student was on an IEP when given referral)	1.12	0.00	5.62	5.06	0.00	0.00	6.74	5.06
Referrals Without IEP's	0.00	0.00	23.60	42.70	0.00	0.00	23.60	42.70
Students Currently With IEP's	1.12	0.00	5.62	5.06	0.00	0.00	6.74	5.06
Students Currently Without IEP's	0.00	0.00	23.60	42.70	0.00	0.00	23.60	42.70

Ethnicity / Race Data								
Ethnicity	# Students Enrolled	# Referrals	% of Enrolled Students	% of Total Referrals	% of Students Within Ethnicity With Referrals	% of Students With Referrals	Risk Index	
Hispanic/Latino/a/e	18	49	20.22%	25.26%	44.44%	18.18%	0.44	
American Indian/Alaska Native	6	25	6.74%	12.89%	66.67%	9.09%	0.67	
Asian	3	3	3.37%	1.55%	66.67%	4.55%	0.67	
Black/African American	4	21	4.49%	10.82%	125.00%	11.36%	1.25	
Multiracial	12	9	13.48%	4.64%	33.33%	9.09%	0.33	
Native Hawaiian/Other Pacific Islander	0	0	0.00%	0.00%	0.00%	0.00%	0.00	
White	46	87	51.69%	44.85%	45.65%	47.73%	0.46	
Totals:	89	194	100%	100%	382%	100%		

PHS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

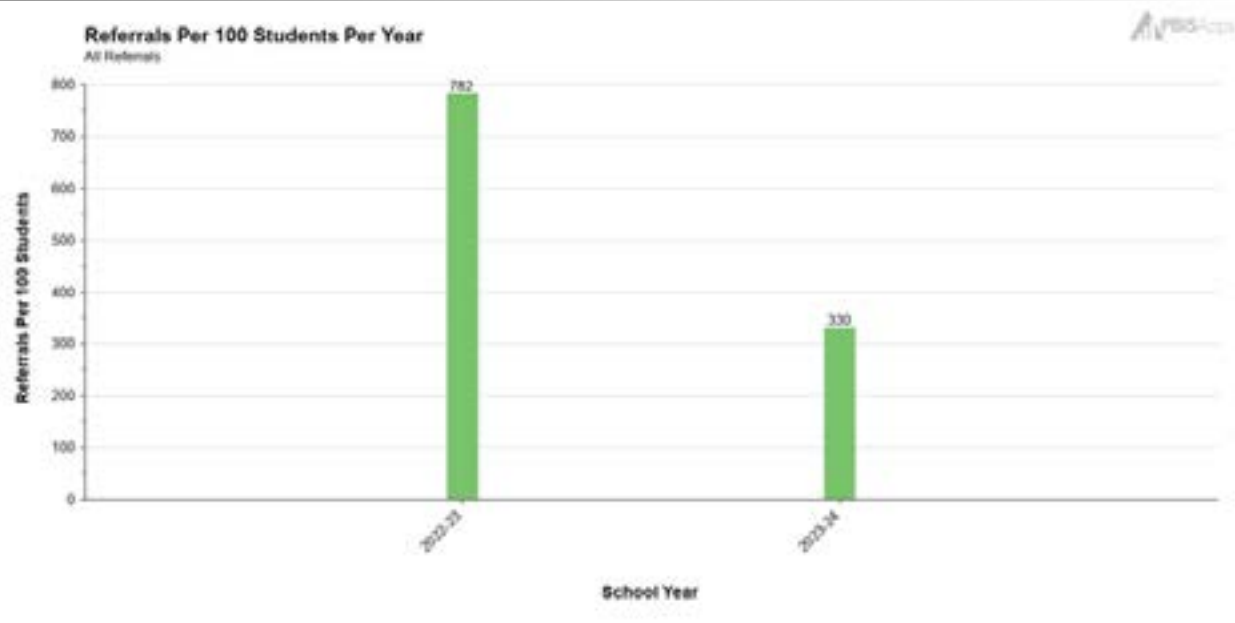


Students With (n) Referrals

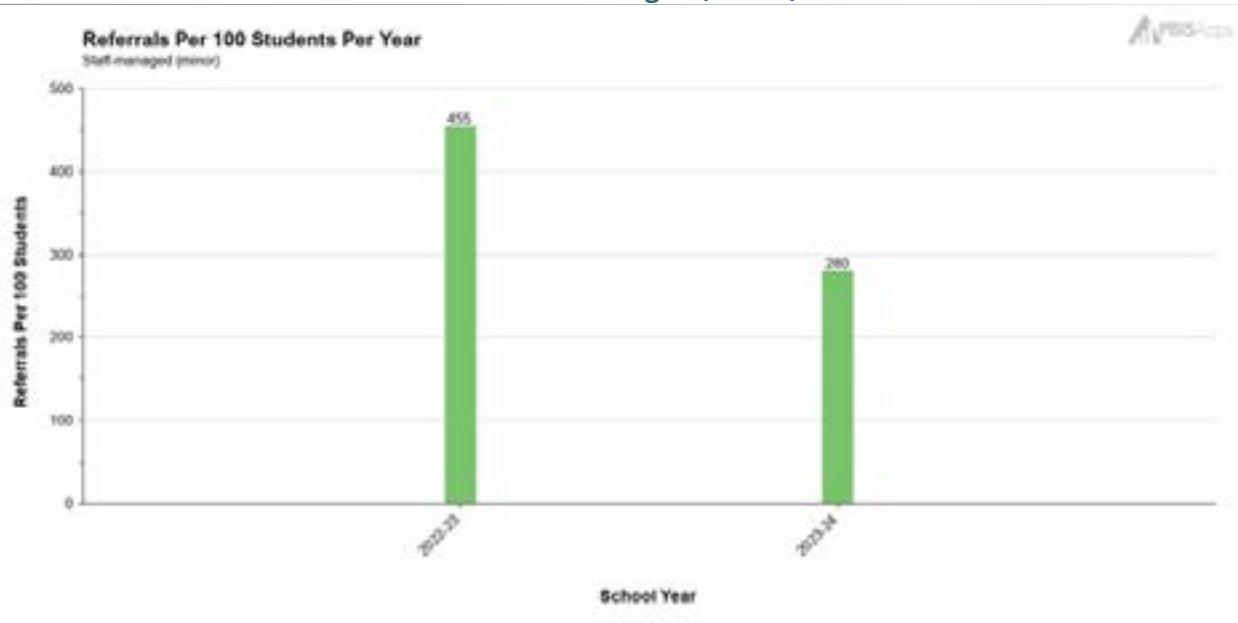
		0	1	0 or 1	2-5	6+	Total
All	#	45	11	56	22	11	89
All	%	50.56%	12.36%	62.92%	24.72%	12.36%	100.00%
Major	#	61	16	77	8	4	89
Major	%	68.54%	17.98%	86.52%	8.99%	4.49%	100.00%
Minor	#	53	9	62	21	6	89
Minor	%	59.55%	10.11%	69.66%	23.60%	6.74%	100.00%

CDS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

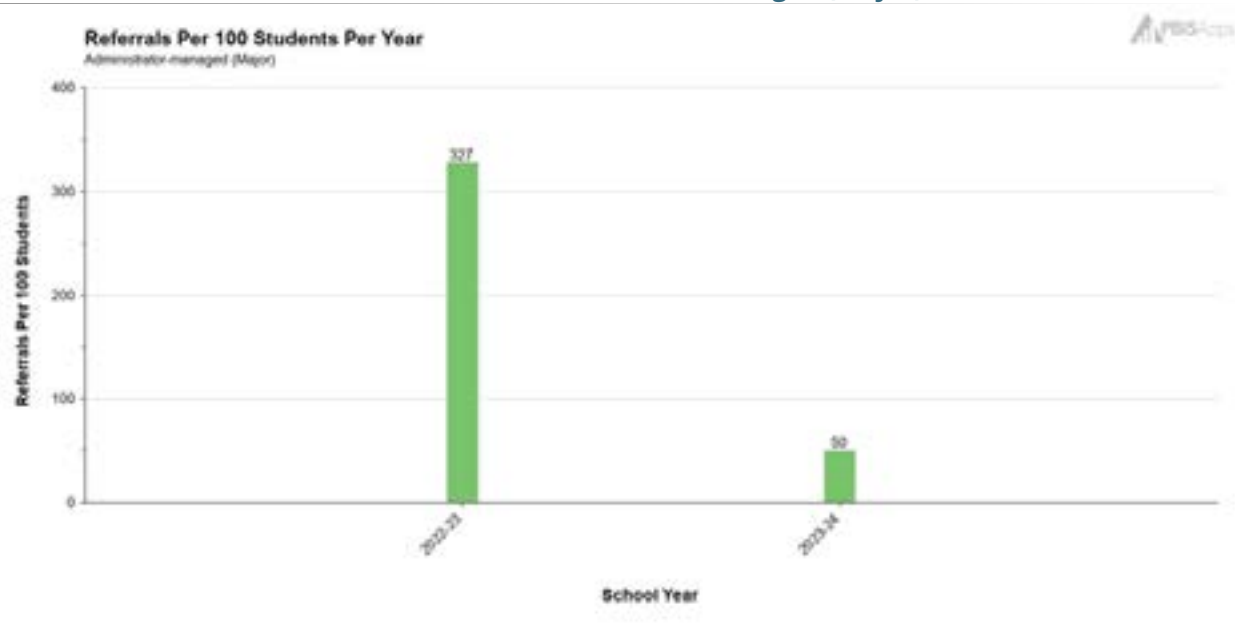
Referrals Per 100 Students Per Year - All Referrals



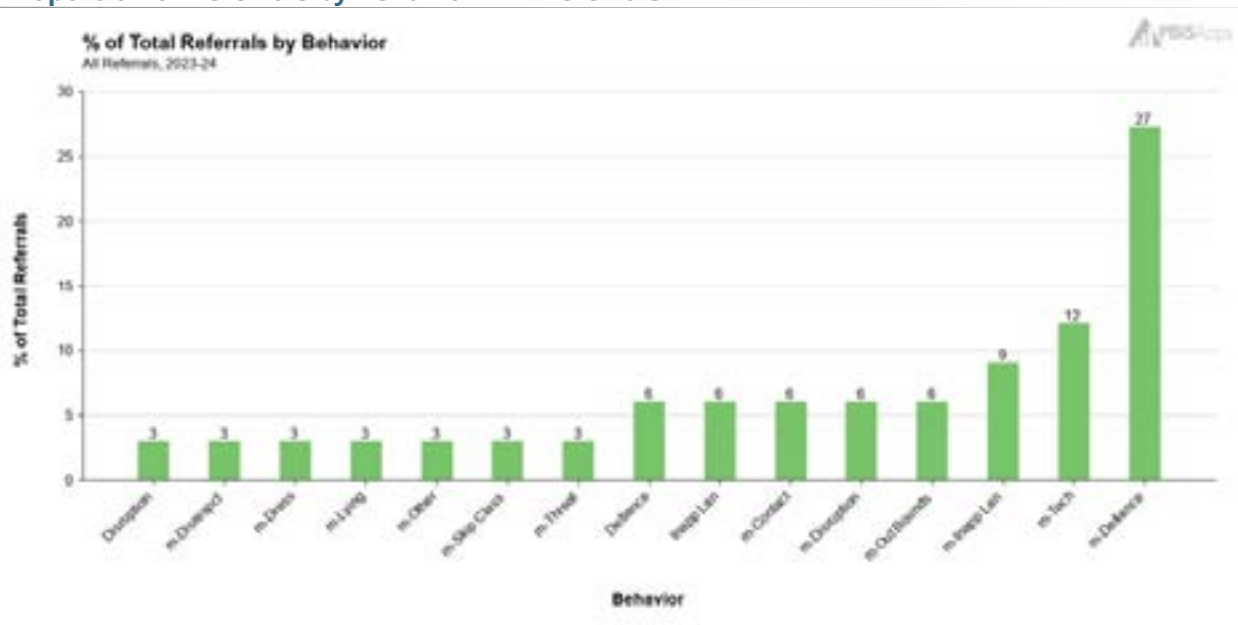
Referrals Per 100 Students Per Year - Staff-managed (minor)



Referrals Per 100 Students Per Year - Administrator-managed (Major)

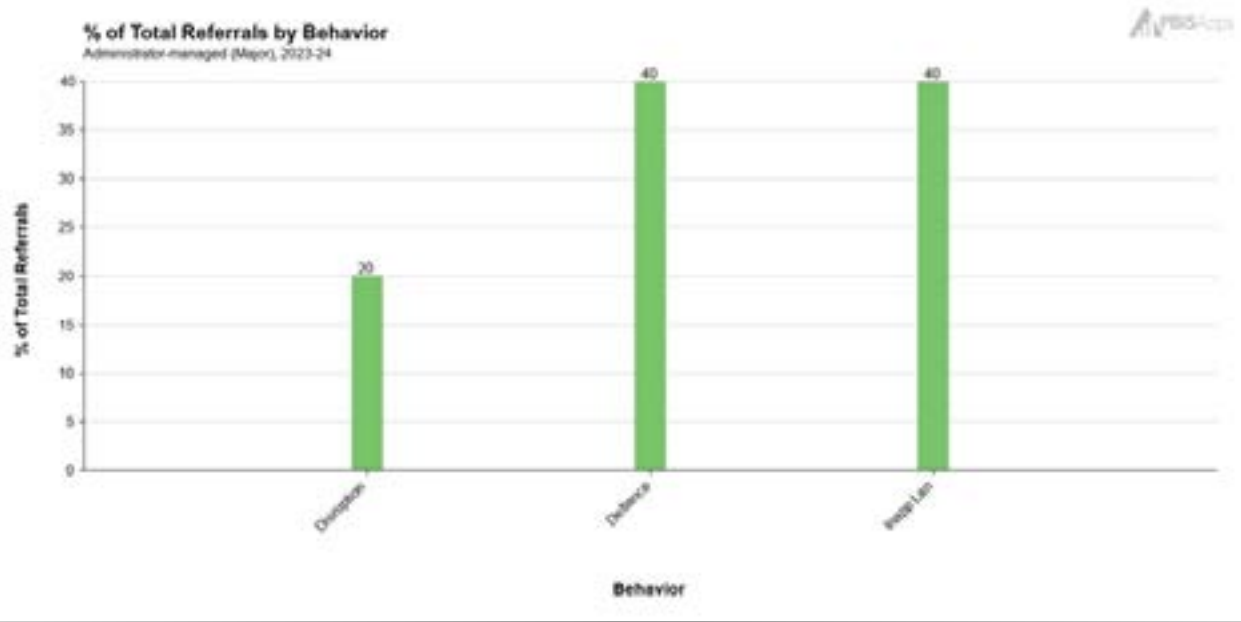


Proportion of Referrals by Behavior - All Referrals

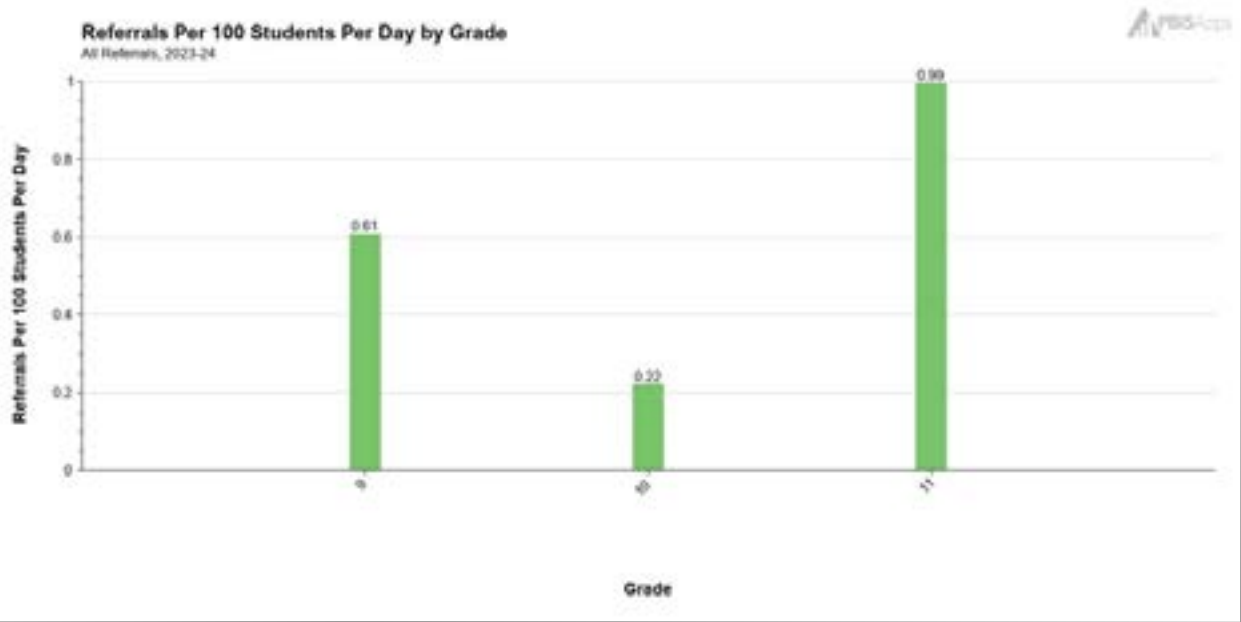


CDS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

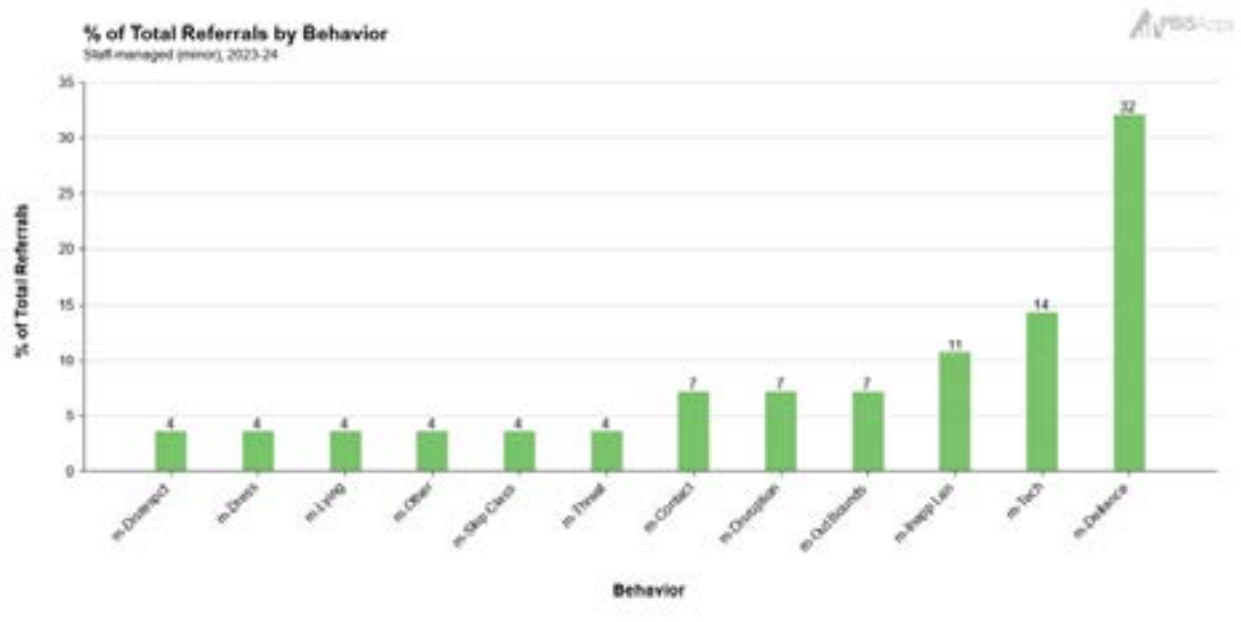
Proportion of Referrals by Behavior - Administrator-managed (Major)



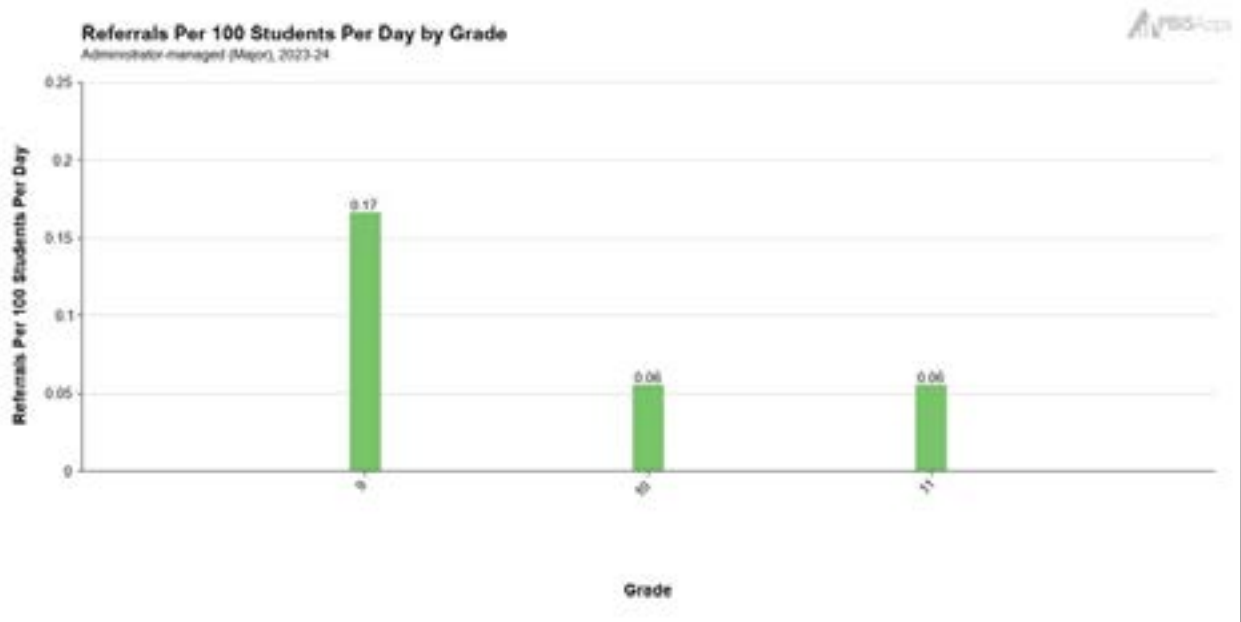
Referrals Per 100 Students Per Day by Grade - All Referrals



Proportion of Referrals by Behavior - Staff-managed (minor)

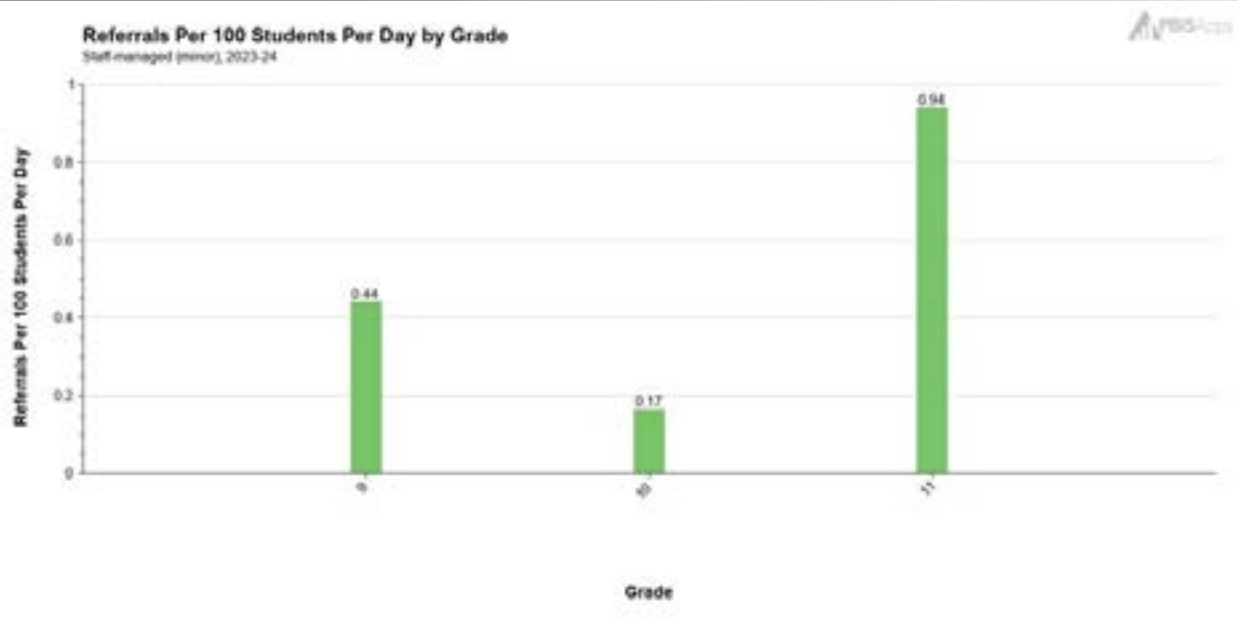


Referrals Per 100 Students Per Day by Grade - Administrator-managed (Major)

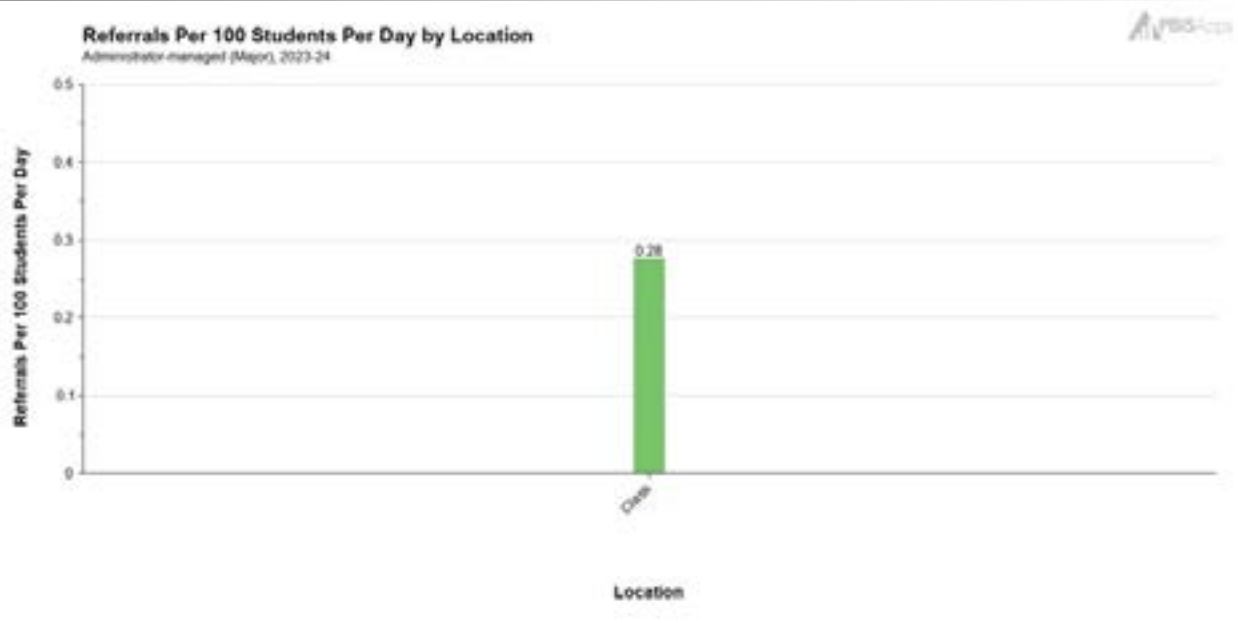


CDS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

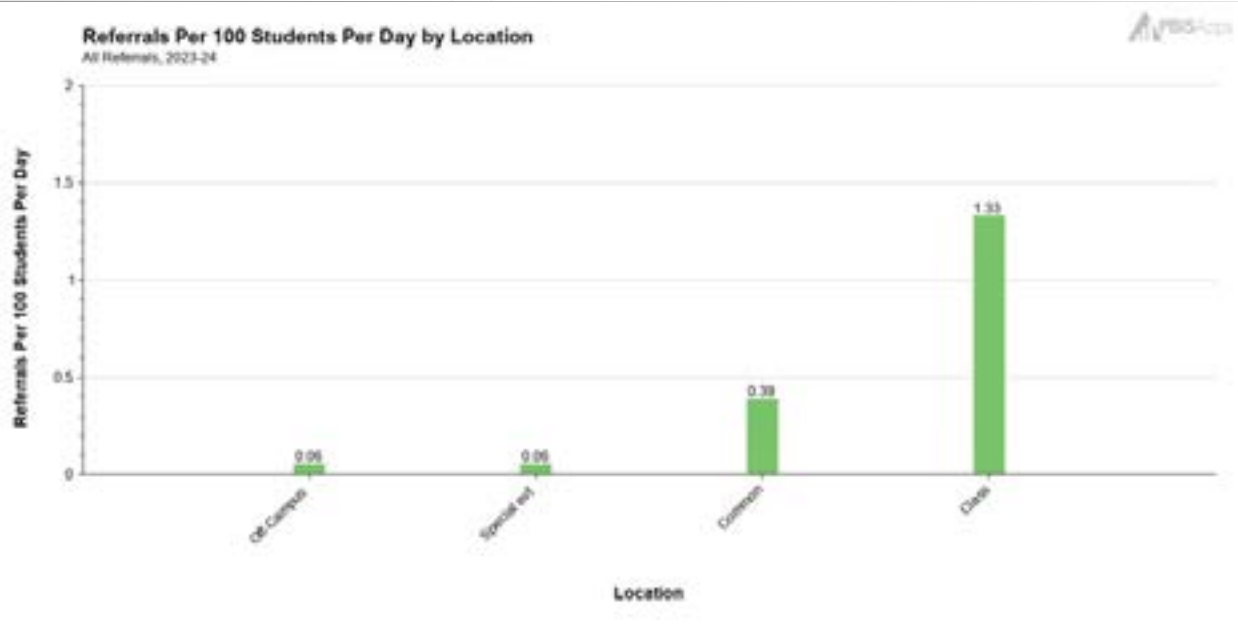
Referrals Per 100 Students Per Day by Grade - Staff-managed (minor)



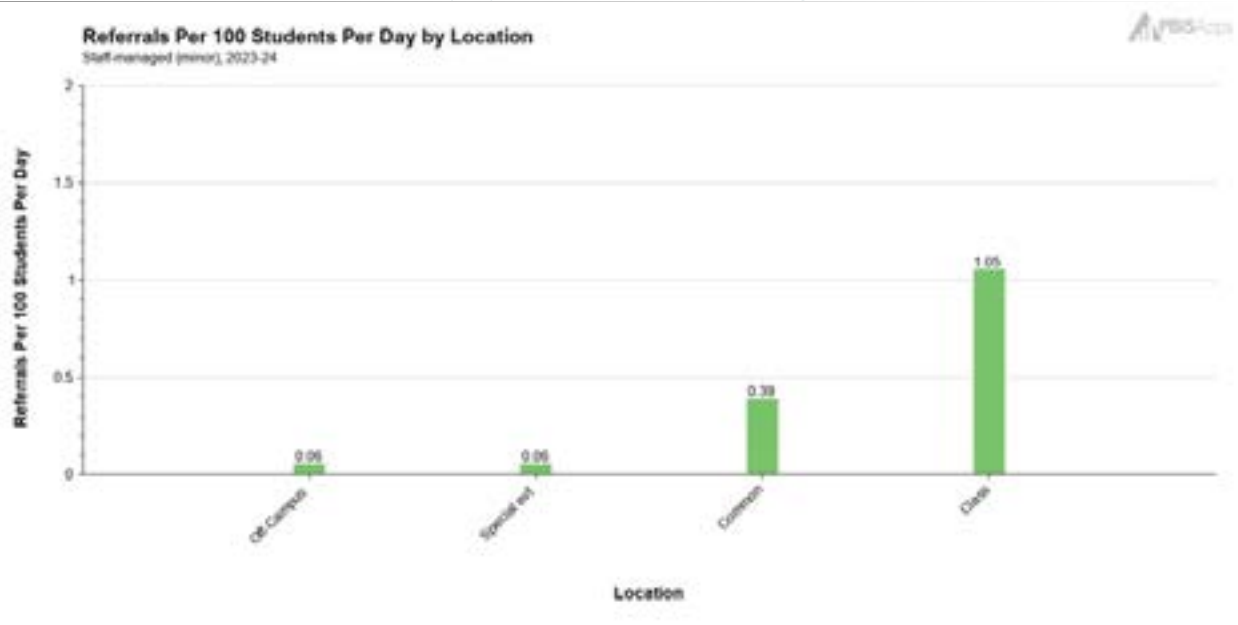
Referrals Per 100 Students Per Day by Location - Administrator-managed (Major)



Referrals Per 100 Students Per Day by Location - All Referrals

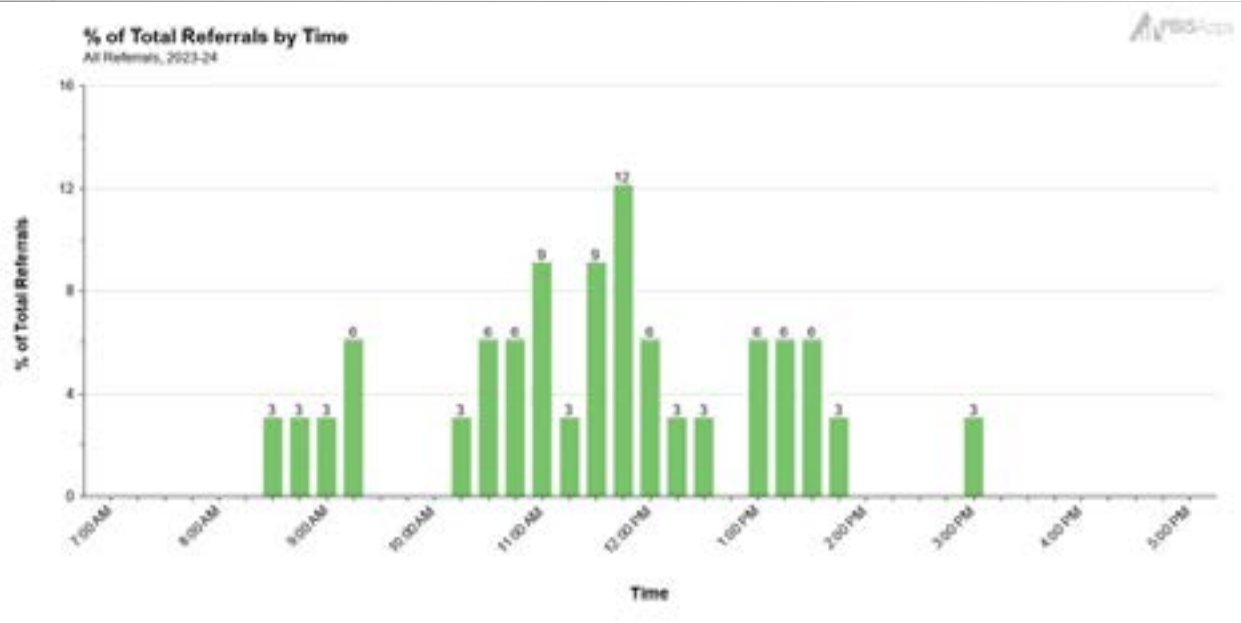


Referrals Per 100 Students Per Day by Location - Staff-managed (minor)

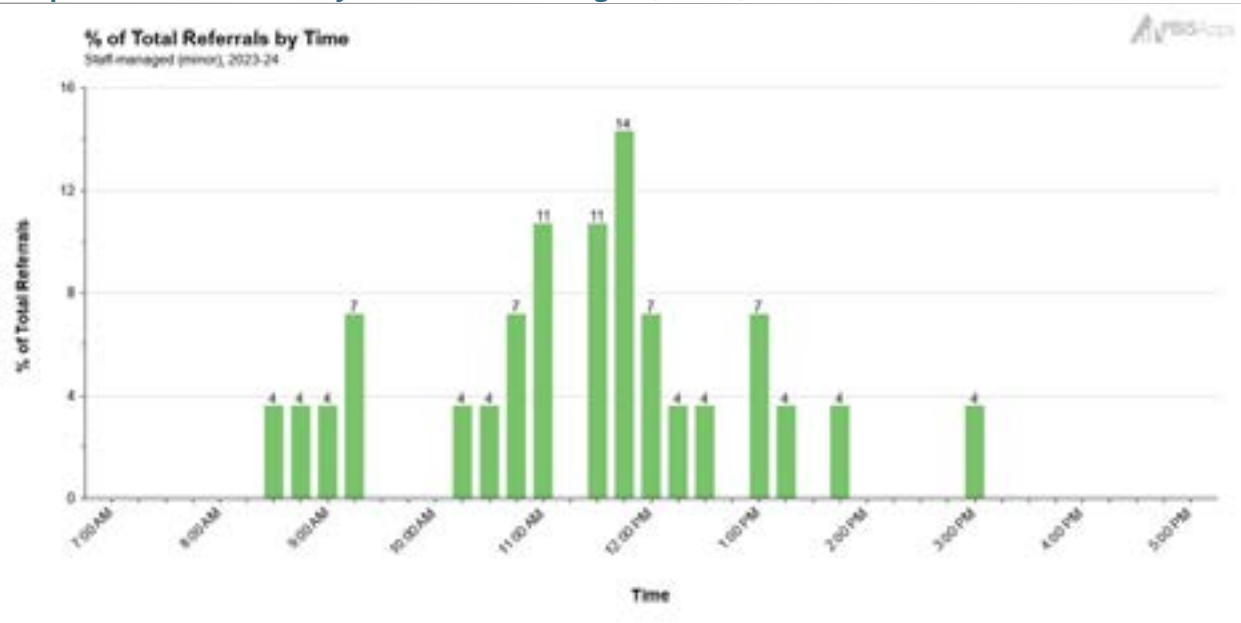


CDS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

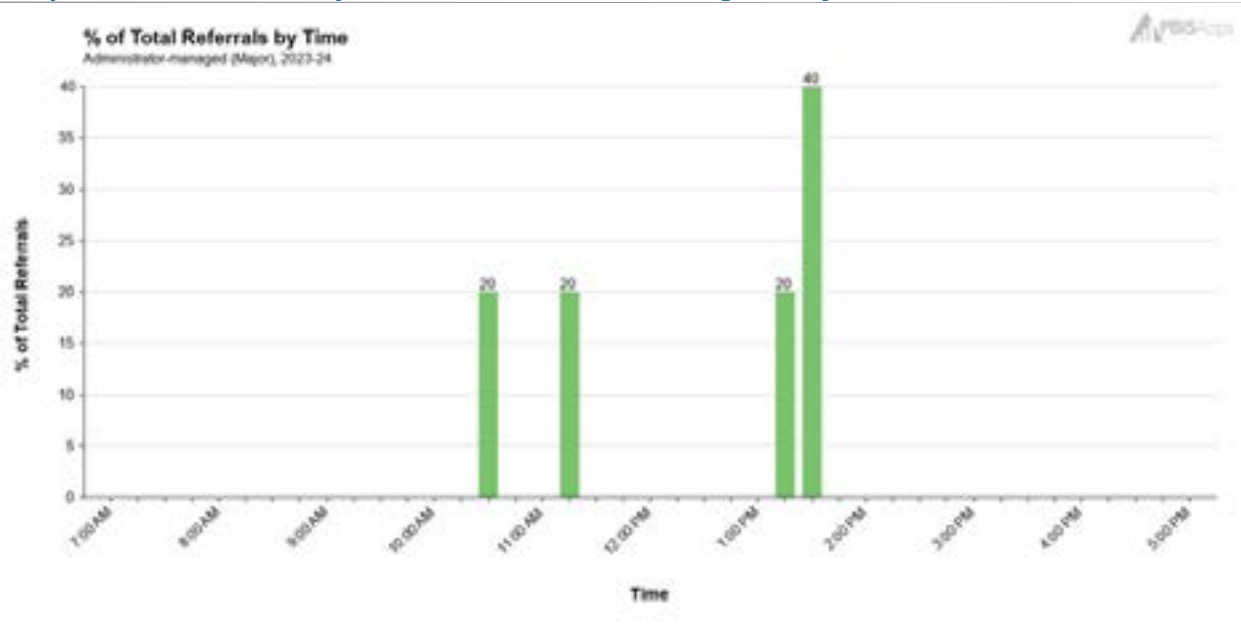
Proportion of Referrals by Time - All Referrals



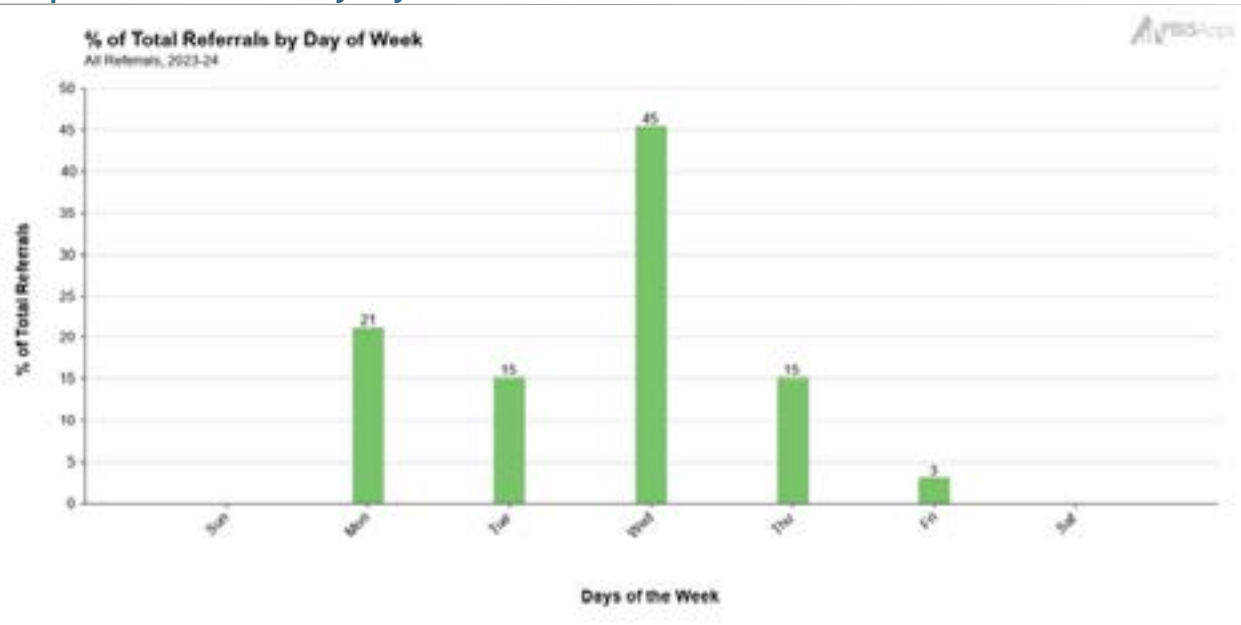
Proportion of Referrals by Time - Staff-managed (minor)



Proportion of Referrals by Time - Administrator-managed (Major)



Proportion of Referrals by Day of Week - All Referrals



CDS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR

Referral Rates Per 100 Students Per Day

	All Referrals	Administrator-managed (Major)	Staff-managed (minor)
All Students	1.82	0.28	1.55
Referrals With IEP's (if student was on an IEP when given referral)	0.06	0.00	0.06
Referrals Without IEP's	1.77	0.28	1.49
Students Currently With IEP's	0.06	0.00	0.06
Students Currently Without IEP's	1.77	0.28	1.49

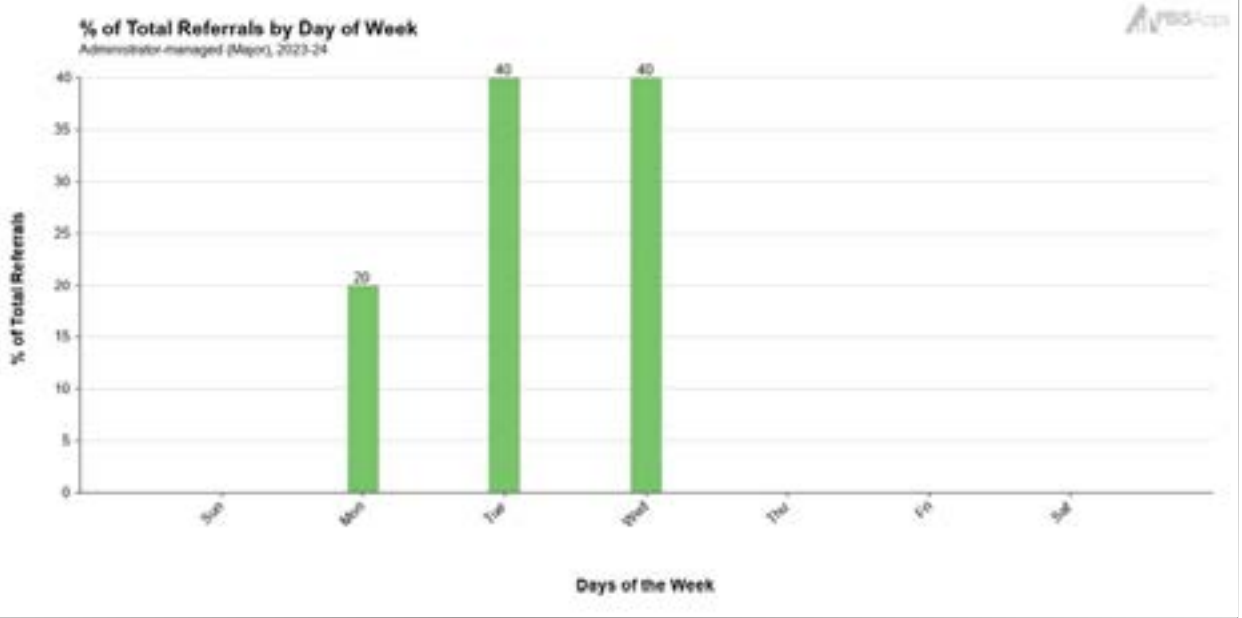
Suspension/Expulsion Rates Per 100 Students

	In School Suspensions		Out of School Suspensions		Expulsions		Totals	
	Events	Days	Events	Days	Events	Days	Events	Days
All Students	0.00	0.00	10.00	20.00	0.00	0.00	10.00	20.00
Referrals With IEP's (if student was on an IEP when given referral)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Referrals Without IEP's	0.00	0.00	10.00	20.00	0.00	0.00	10.00	20.00
Students Currently With IEP's	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Students Currently Without IEP's	0.00	0.00	10.00	20.00	0.00	0.00	10.00	20.00

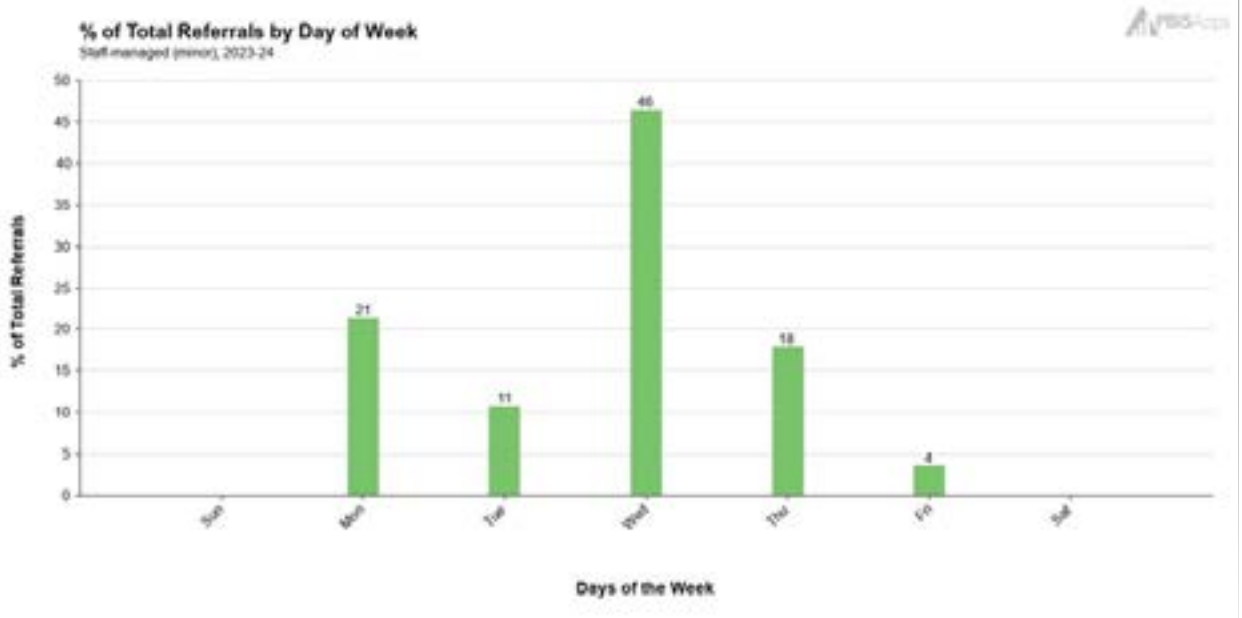
Ethnicity / Race Data

Ethnicity	# Students Enrolled	# Referrals	# Students With Referrals	% of Enrolled Students	% of Total Referrals	% of Students Within Ethnicity With Referrals	% of Students With Referrals	Risk Index
Hispanic/Latino/a/e	0	7	2	0.00%	21.21%	0.00%	22.22%	0.00
American Indian/Alaska Native	0	0	0	0.00%	0.00%	0.00%	0.00%	0.00
Asian	0	0	0	0.00%	0.00%	0.00%	0.00%	0.00
Black/African American	0	0	0	0.00%	0.00%	0.00%	0.00%	0.00
Multiracial	1	1	1	10.00%	3.03%	100.00%	11.11%	1.00
Native Hawaiian/Other Pacific Islander	0	0	0	0.00%	0.00%	0.00%	0.00%	0.00
White	9	25	6	90.00%	75.76%	66.67%	66.67%	0.67
Totals:	10	33	9	100%	100%	167%	100%	

Proportion of Referrals by Day of Week - Administrator-managed (Major)



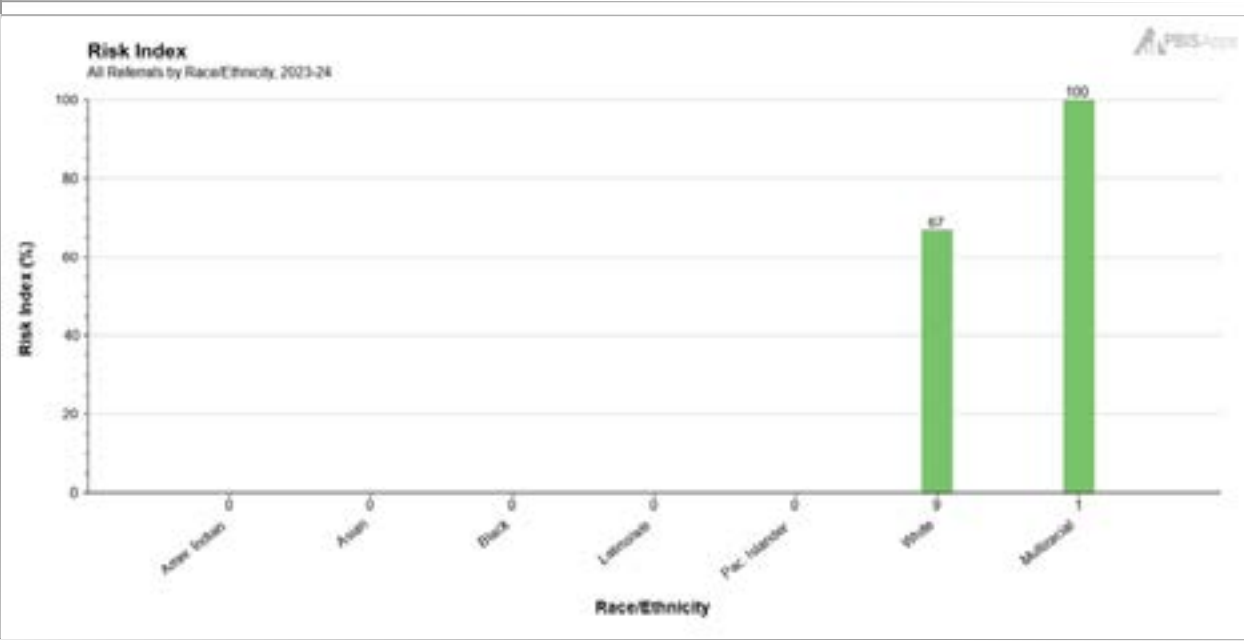
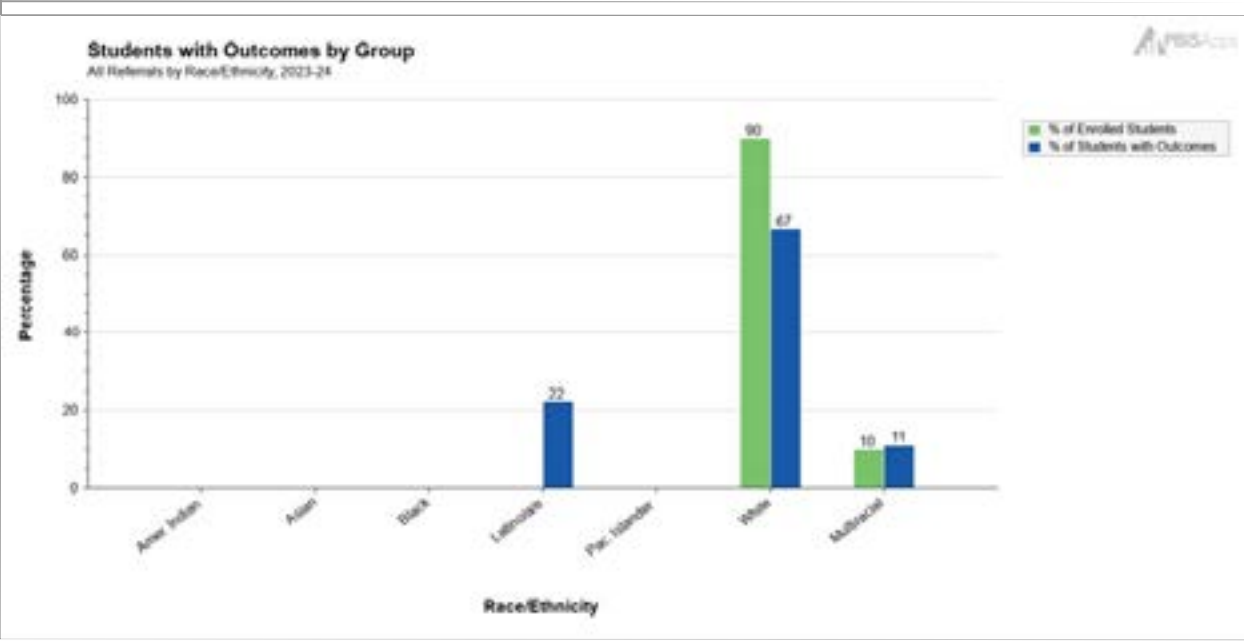
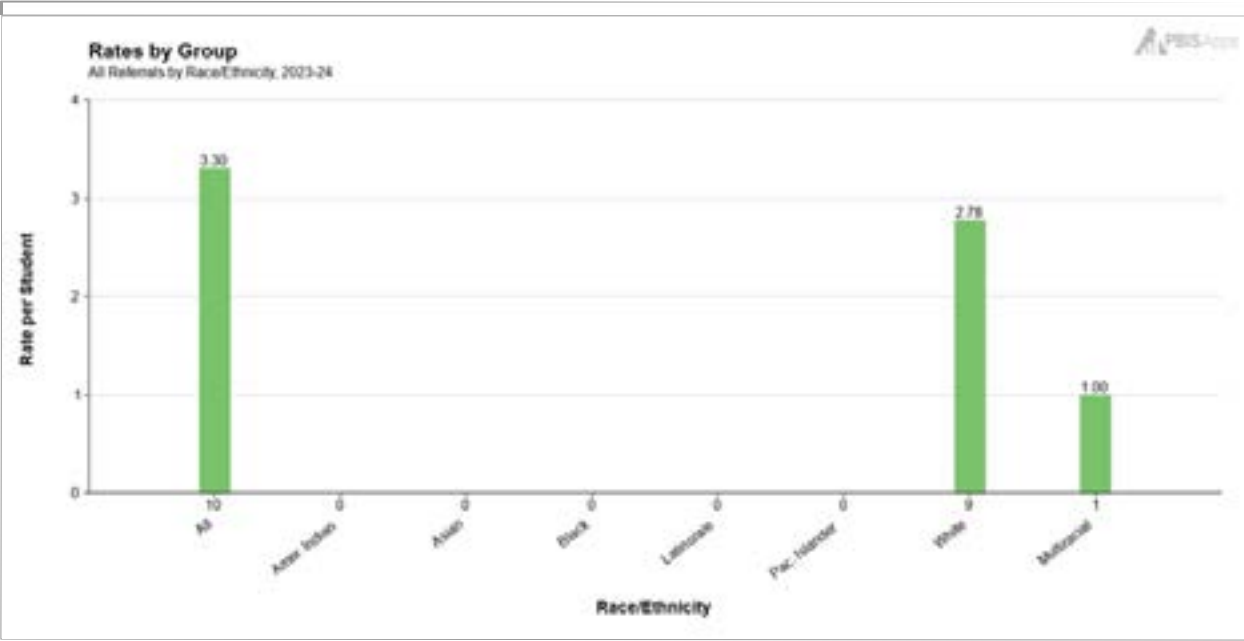
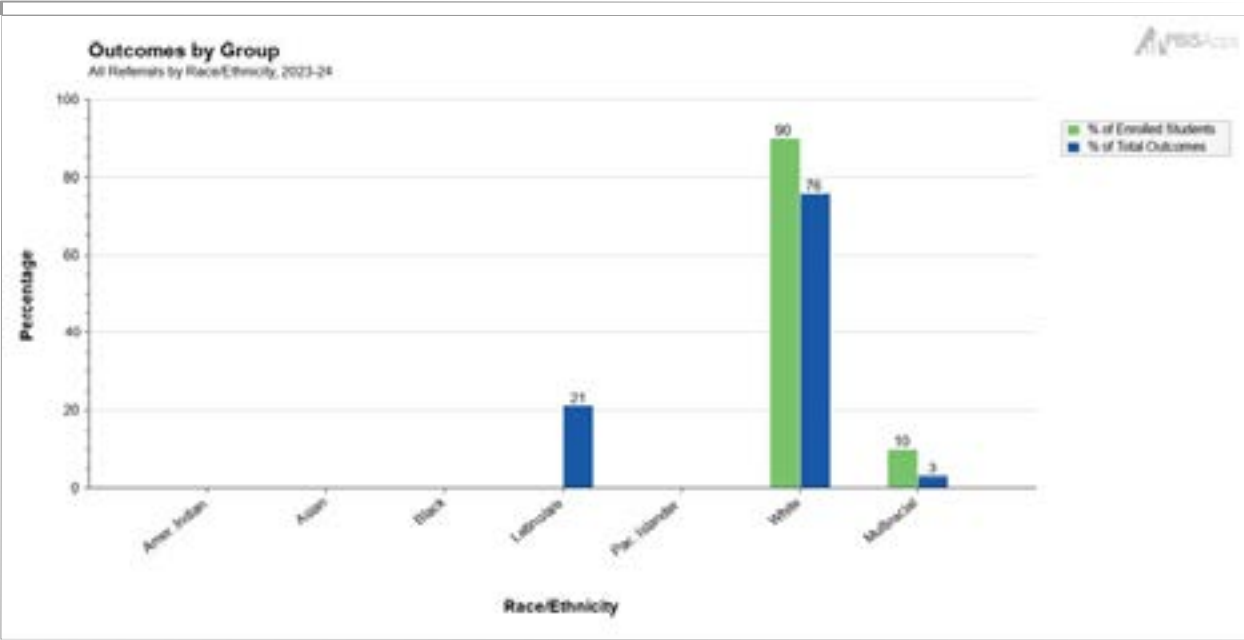
Proportion of Referrals by Day of Week - Staff-managed (minor)



Suspension/Expulsion Report

	Days	Events	Students Contributing	Days Per 100 Students	Events Per 100 Students
In-School Suspension	0.0	0	0	0.00	0.00
Out-of-School Suspension	2.0	1	1	20.00	10.00
Expulsion	0.0	0	0	0.00	0.00
Totals:	2.0	1	1	20.00	10.00

CDS STUDENT DISCIPLINE: 2023-24 SCHOOL YEAR



Students With (n) Referrals		0	1	0 or 1	2-5	6+	Total
All	#	1	4	5	3	2	10
All	%	10.00%	40.00%	50.00%	30.00%	20.00%	100.00%
Major	#	6	3	9	1	0	10
Major	%	60.00%	30.00%	90.00%	10.00%	0.00%	100.00%
Minor	#	1	5	6	3	1	10
Minor	%	10.00%	50.00%	60.00%	30.00%	10.00%	100.00%



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

